

Birdlip Primary School

'Helping each other prepare for a bigger world'

PSHE Rationale

Adopted September 2026 Review September 2027

Intent: Why do we teach this? Why do we teach it in the way we do?

Birdlip's motto is 'Helping each other prepare for a bigger world': this is backed up by our 3 key values: respect, kindness and resilience. This motto and our values are at the heart of our PSHE curriculum. Reading is central to our PSHE teaching as so much of the PSHE curriculum can be explored through our guided reading scheme and through our English lessons. The high quality reading material gives us opportunities to explore and discuss relationships, family units, emotions and mental well-being etc in great depth. As we are a small community school Birdlip often feels very much like an extended family. Teachers support one another, modelling healthy relationships to the children. It is gratifying to hear visitors often comment on how lovely it is to see the older children care for the younger children in the playground and generally around the school. Because children are affected by home life as well as school life, staff work hard to include parents and help them with problems, whether that means referring them to other agencies or just lending a listening ear. While children feel safe and secure to grow and mature in Birdlip school, staff remain very aware of the need to give them the necessary skills to move on into the wider world, to become kind, thoughtful, confident people with an ability to see things from others' perspectives and to have a respect for other cultures. We aim for our children to be healthy, responsible citizens, able to negotiate the modern world and maybe even change it for the better.

Implementation: What do we teach? What does this look like?

Our PSHE curriculum, a 2 year rolling programme, is bespoke, developed with Birdlip community at its heart by using ghll resources, PSHE Association resources, SEAL and Kind Minds curriculum. The curriculum covers all of the statutory requirements for KS1&2 within a comprehensive PSHE education programme. While the learning is compartmentalised into 4 areas: Health and Safety, Mental-Wellbeing, Relationships and Sex Education and the Wider World there are of course many overlaps. Within the term staff are free to teach the term's learning in any order that is relevant to their class, for example, some classes might require an emphasis on social interaction, while another class might require an emphasis on online safety. Specific lessons are taught discreetly but some learning is continuous because it is an integral part of everyday school life. For example, children learn resilience through playing sports and how to cope with not always winning and with minor knocks and grazes; they learn how to resolve conflicts in the playground; they learn how to share in the playground and in the classroom; they learn to respect and look after their environment and they learn how to celebrate theirs and others others' achievements by taking part in Friday celebration assemblies and by adding photos to our display of achievements outside school. The children have

house groups, Yellow Hedgehogs, Red Foxes, Blue Rabbits and Green Deer. Throughout the week the children can earn a 'golden ticket' for displaying Birdlip values. The golden tickets are added to each house and each week the house with the most tickets wins the house cup. Four golden tickets are randomly chosen from each house group and the children share a treat together, such as a cup of hot chocolate with the headteacher. The house team that has the most tickets at the end of each term is also rewarded with a special treat, such as, taking part in inflatable football or toasting marshmallows. There are opportunities throughout the year for the children to work in their house groups, completing art, sporting, D&T activities. Further learning is facilitated and built upon through other subject areas, such as IT where pupils learn about online safety, science where they learn about life cycles and diet, geography, history, RE and art where they learn about spirituality, local and wider world cultures and spirituality. For example Y3/4 pupils learnt about the sexual and asexual reproduction of plants by planting seeds, completing diagrams of life cycles and parts of plants, and by making a video explaining pollination. These lessons not only taught children knowledge and vocabulary for learning about RSE but also give them plenty of opportunities to cooperate in their groups, to problem solve and to be resilient when completing tricky tasks.

Teaching & Learning

● The school follows a bespoke 2 year rolling program

● Progression is outlined in the PSHE Curriculum Map. This document details how learning is built on, step by step over the year, for example, Reception Class learn about safety in the home, Y1&2 learn about medicines, Y3&4 learn about what the definition of drugs is, the risks of alcohol, smoking and vaping and Y5&Y6 consolidate learning about vaping and about withstanding peer and media pressure. However it is recognised that in other areas of learning, such as ones dealing with mental well-being, emotions and relationships, progression is not necessarily a linear process, as children will experience different emotions as they journey through life, for example coping with parent's divorce, death of a grandparent, or good friends changing school can all have a huge impact on their mental well-being and can happen at any time. Staff are aware of the need to be flexible, taking into account the current needs of individual children or the class in general.

● Children have one PSHE book which travels with them as they move up through the school. Y6 pupils then take the book with them to their new school as a memento and as a useful life skills information guide. Not all lessons require a written outcome as teachers use a variety of strategies to keep lessons relevant and interesting, for example, discussion is often used in PSHE lessons, drama and art are also used to explore themes and emotions.

● Teachers spend 30 minutes each week teaching PSHE discreetly.

● Some parts of the PSHE curriculum, for example those relating to mental wellbeing, resilience, relationships etc are interwoven into the fabric of the school day: sorting out disagreements in the playground; working with a partner in class; learning to accept that you won't always win at games, are all very important life skills to learn.

● Assembly times are used to promote and celebrate Birdlip Values- respect, kindness and resilience. Friday's assembly is a time to celebrate children's achievements. Certificates for children showing respect, kindness and resilience are handed out and children have their name posted on the newsletter. A Birdlip Champion certificate celebrates pupils showing all those qualities throughout the week. Termly assemblies offer an opportunity to celebrate and share the children's learning with parents as well as the rest of the school. Weekly assemblies teach the children about inspirational figures, such as David Attenborough, Nagozi Adichie, Hunter Woodall, Frida Kahlo and Queen

Elizabeth II while another weekly assembly focuses on current affairs. In the autumn term assemblies are used to teach the children about British Values.

- Kind Minds curriculum teaches the children emotional literacy, how to be mindful, how to concentrate, how to be calm, how to connect and how to create. Each classroom has a calm corner where children can feel cosy and reset themselves using various taught strategies, for example breathing techniques.

- Key vocabulary is embedded in the curriculum map, which is then displayed on classroom vocabulary walls and used verbally and in written work.

- Displays around the school include displays that highlight our values, British values, our school representatives, children's achievements and hobbies outside school.

- Posters are put up that direct children to helplines, such as childline and remind children of safety rules, for example, to wash their hands. In addition a weekly newsletter highlights the availability of courses and outside agencies, for example, agencies that help with debt, for parents to access.

- Teachers aim to make learning interactive and engaging. For example voting in school council members when learning about British Values.

- Guided Reading and Literacy provide a rich source of material to discuss and explore emotions and relationships. Staff are aware of this and will stop and take time to explore different areas, such as mental well-being, in greater depth, if it is relevant to the class at that time, for example the Y3&4 Literacy unit book, The Miraculous Journey of Edward Tulane, explores relationships and feelings of love and loss. Similarly in theY3&4 film unit, The Lighthouse, the children learn about the emotional continuum of the lighthouse keeper. The film explores isolation, resilience and community spirit.

- All children complete a MyProfile and a Helping Hand at the start of each year. This helps teachers understand what motivates different learners and what challenges they might have. In completing a Helping Hand children are made specifically aware of people they can go to if they need help. In addition, every term children complete a wellbeing survey. This is used as part of a range of strategies to measure children's well-being throughout the year.

- Teachers use a variety of teaching methods to suit all learning types: active, visual, auditory and sensory, plus extra adult help, enables all children to take an active and enjoyable part in lessons. We aim to be inclusive, adapting lessons accordingly so children can take part in their learning within the classroom, through pre-teaching, providing word banks, scribing, simplifying written work and partnered work. Occasionally children need more bespoke 1:1 teaching that is best provided outside the classroom. Good use is made of social stories to help children with their understanding, especially with regard to their social skills.

- Staff provide carefully planned resources and challenge pupils through different types of questioning. It is recognised that some students might feel particularly sensitive towards some subjects of the PSHE curriculum, for example, a student whose parents are divorced might find discussion around family units especially difficult. Staff are aware of this and

always make sure students feel safe by establishing ground rules at the start of potentially sensitive subjects and by making it clear that staff are available to chat 1:1 if a student feels the need to. Children have ready access to a 'worry box' and 'zones of regulation' to help them express their concerns/needs.

EYFS, the reception year

● PHSE can be linked to the strand of 'Personal, Social and Emotional Development' within the Early Years foundation Stage (2021) curriculum. Within this area, children are monitored in skills of 'Self-regulation, Managing Self and Building Relationships'. PHSE is mostly taught through free play, where children learn to be resilient, build up relationships, solve problems, be kind and respectful etc This links well with our values. Our Birdlip certificates help highlight and celebrate what being resilient, kind and respectful looks like. Adults model and guide and encourage and challenge children through questioning, for example, saying 'What can I do, there is only one glue stick and we both need it?' Certain aspects of the PSHE curriculum are taught discreetly, for example when learning about being safe around medicines or when learning the PANTS rule.

● Children have an online observation system called 'Evidence Me' where observations are captured and assessed. Where appropriate, some work may be recorded and put into topic books. Children are assessed at the end of the reception year as to whether they are emerging or expected level against the Early Learning Goals.

● In Early Years the children learn mostly through play and exploration. Staff work hard to set up attractive, inviting activities that might have a specific learning goal in mind, for example, they might set up a dressing up corner and then challenge children with written instructions and verbal questions such as, 'Is it ok for a girl to dress up as a doctor?' or 'Is it ok for boys to wear pink?'. At other times learning will be more adult directed, either as a whole class carpet time or in small groups: children might listen to a story, play a game, learn a song or complete a shared/individual activity. For instance, when learning about privacy, children might listen to a story, learn the PANTS song and then play the PANTS game as a class.

Parental Engagement

● The use of Google classroom enables parents to see what the learning of the day is, so they can prepare children for that learning or maybe extend the learning at home, for example, when learning about Remembrance Day a grandfather came into school to talk about his experiences as a child of the war.

● Staff keep as many different types of communication channels open to parents as possible. This is especially important if there are concerns around mental well-being or relationships. Weekly newsletters celebrate our Birdlip Value champions, give out general school news and provide examples of the children's learning. Staff sometimes help parents access parental courses or signpost them to helplines/agencies/websites if they are having difficulties at home.

● When teaching RSE teachers send letters to parents prior to the teaching, outlining what is planned and what resources are being used.

Assessment - Year 1 to 6

● Factual work, for example when learning about drugs/medicine is assessed according to the feedback policy

● Work that is of a more personal nature, for example, when talking about emotions, ideas and thoughts, is not assessed.

Monitoring

● Booklooks, learning walks, lesson observations and discussions are carried out at least on a termly basis. Examples of Practice

● Y6 children made speeches to the rest of the school about why children should vote for them as school councillors.

● Y6 children are paired up with reception children and help them settle into school life by helping them at lunch and breaktimes. It is heartwarming to see the older children forming relationships with the younger children.

● Children in Y3/4 role played how to help someone having an asthma attack.

● The whole school celebrated Harvest festival by working in House teams to make individual apple crumble and complete art activities. They then visited the church and sang harvest festival songs.

● The whole school created pieces of art and followed the 2 minute silence on Remembrance Day

● School councillors organised activities for Children in Need Day, including an orienteering activity and the making of local historical timelines.

● Children in Y1/2 learnt about Rosa Parks through role play, reading and writing.

● Our Guided Reading scheme provides a wealth of material around diversity and gender equality. For example, Bill's New Frock by Anne Fine explores gender stereotypes and teaches children about being resilient, kind and respectful while in Anisha Accidental Detective by Serena Patel children learn about other cultures.

● The Literacy Shed scheme helps children explore different emotions, for example, in Y3/4 the book Krindlekrax teaches children about resilience and self respect.

● At least once a term each class goes on an enrichment day linked to their learning and Y5&6 go on a residential trip every year.

● All children participate in a variety of sporting events.

● All children attend events. The school fund any Pupil Premium child who has difficulty paying for an activity. Measures are put into place to help children with SEN to access events, for example, an extra member of staff helped out so that a child with ASD could attend a visit to a country fair.

● At Birdlip we interweave our values 'Resilience, Respect and Kindness' through all that we do.

Curriculum Leadership

● The PSHE curriculum leader is Mary Jowett-Moore.

● There is a clear role in designing the curriculum, monitoring and improvement.

● There is an action plan in place.

● There is a plan for scrutiny of work and analysis of data from surveys and SEN provision map.

● Staff training and CPD is available and encouraged.

The last PSHE review was 12/09/26. The next review will take place in Autumn term 2027. The review includes: data analysis, work scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Impact: What will this look like?

By the time children leave our school we aim for them to be healthy, responsible citizens, able to negotiate the modern world and maybe even change it for the better. In the nurturing atmosphere of our small community at Birdlip we hope to give our pupils the confidence and resilience to move onto secondary school and into the wider world. Pupils are given roles and responsibilities to foster a sense of citizenship. Pupils are given opportunities to have a range of experiences so that they might begin to understand the direction they would like to take as they grow into adulthood. Children learn about other cultures, philosophies and beliefs so they have deeper, kinder, respectful understanding of the wider world Pupils leave Birdlip Primary with their PSHE book, as a memoir and a guide to life so that they are fully prepared for new challenges ahead.