



All Saints Church of England Primary School
Wigston Magna

Subject Leadership



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PSHE/RSE

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Intent

Visions and Aims for PSHE

What is PSHE Education?

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE Education at All Saints

All Saints Primary School uses the Connect scheme of work as a means of delivering PSHE across the school. Based on Psychological research, the Connect model promotes the acquisition of 6 key skills, that if acquired, make positive wellbeing more likely. The scheme of learning provides teachers and children a way of talking about thoughts, feelings and behaviour that positively impacts wellbeing.

A Whole School Approach to PSHE.

Quality PSHE education that not only is taught but embedded in our ethos at All Saints Primary School ensures children are given wide perspectives to the diverse society that we live in today.

Pupils develop fully as:

- Individuals as they focus on their own personal development; believing in themselves, building resilience, developing habits to lead a healthy life.
- Members of families and social communities; understanding how to relate to others and adopt teamwork skills
- Members of economic communities; developing their awareness of the part that they play and how to live responsibly.

We know that teaching PSHE provides the link between pupils' health and wellbeing, and their academic progress. We know the value of focusing on promoting positive behaviour, mental health, wellbeing, resilience, and achievement will impact their whole education.

Implementation

Our PSHE Curriculum: Connect

Children at All Saints receive a *discrete PSHE session every week* from the Connect scheme of work. Connect was developed by teachers, educational and clinical psychologists, and is *based on Acceptance and Commitment Therapy (ACT)*. ACT is a mindfulness-based approach to wellbeing that focuses on psychological flexibility (being willing to experience all thoughts and feelings, even the unwanted ones, whilst still moving in the direction of one's values).







Scientific literature helped to form the roots of the Connect curriculum. In particular, research around the 6 ways to wellbeing, which shows that psychologically healthy people tend to engage in six behaviours (*connecting with others, challenging oneself, giving to others, exercising, embracing the moment and self-care*). These six behaviours form the themes in the Connect curriculum. Across the school, each class is taught the same unit at the same time but in an age appropriate way. This allows us to respond to the children's needs and ensure that the new areas of learning always build upon existing knowledge.

The areas of PSHE learning taught each term are detailed below, along with a brief summary of the content covered.

The logo for 'Connect' features the word in a bold, sans-serif font. Each letter is filled with a different color: 'C' is yellow, 'o' is blue, 'n' is green, 'n' is pink, 'e' is yellow, 'c' is blue, and 't' is green. The letters are slightly spaced out and have a soft, glowing effect.

Curriculum Overview

Termly Themes: The 6 Ways to Wellbeing





	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Exercise</p>	TERM 1						
	Children learn about what exercise is, explore new types of exercise, and begin to notice how their body feels during and after exercise.	Children further explore different types of exercise, and plan when they can do more exercise in their lives. Children notice how different exercises make us feel, both in our bodies and emotionally.	Children learn the benefits of exercise, and notice changes in our pulse and breath when we engage in physical activities. Children practise a mindfulness exercise to 'tune in' to our bodies, and how our Advisor thoughts can affect our exercise behaviours.	Children practise using their Discoverer, Notifier, Advisor and Values skills to understanding their own physical activity, including tracking the consequences of their exercise behaviour, and using Values to guide what they do.	Children learn about the benefits of doing exercise in groups, and design their own group-based activity. Children explore how Advisors can be helpful and unhelpful in relation to exercise, and reflect on how they have developed their skills relating to their favourite exercise.	Children use their Discoverers to design a yoga pose, and practise mindful noticing during different exercises. Lessons explore how to distance from tricky Advisor thoughts which get in the way of being active, and the importance of a growth mindset for developing in these activities.	Children discover exercising in a new way by creating their own 'circuit', and explore their personal Values related to exercise. Children check how 'on-track' they are with their chosen Values, and set themselves a goal to move closer to this Value and be the fittest, healthiest person they can be.
 <p>Self-Care</p>	TERM 2						
	Children explore ways to keep our bodies and minds healthy, including eating well and keeping clean. Children begin to learn ways to relax, and look after their mental wellbeing.	Children deepen their understanding of self-care, learning ways to sleep better, to try new healthy foods, and tracking self-care behaviour at home.	Children develop their understanding of self-care to include enjoying sugary snacks in moderation, emotional self-regulation skills, and noticing risks and staying safe at home, in the community, and online.	Children explore the concept of self-care in terms of eating a balanced diet, using the Notifier and Advisor to spot and manage risks and dangers, and how to seek help and support from others.	Children develop their self-care skills by learning how to be more independent at home. Children identify the important people in their lives who look after them, and learn the importance of seeking out emotional support when needed.	Children learn about keeping themselves safe on the internet, and how to skillfully respond to messages in advertising. Lessons explore how to practise self-care during times of significant change, and the people around us who can help look after us during these times.	Children explore the 7 Principles of self-care, with a particular focus on meeting their own self-care needs, developing more self-care independence in their daily routines, and reaching out for support when needed.
 <p>Give To Others</p>	TERM 3						
	Children learn about giving to others like family, friends, and looking after the planet. Lessons explore sharing, being kind, and looking after the environment.	Children further develop their understanding of ways to give and be kind to others, and tricky thoughts that can get in the way. Children explore in more depth how to be kind to the environment.	Children practise sharing with others, and think about charitable causes that are important to them. Children plan to 'donate' 1 hour of their time, and decide how they would like to help others for that time. Lessons encourage children to choose ways to help the planet in line with their Values.	Children further their understanding of ways to give back to the people in their lives that they appreciate, to their community, to charitable causes, and to the planet. Children plan and undertake a chosen charity, and learn about climate change and sustainable living practices.	Children focus on being kind as a way of giving to others and plan their own random acts of kindness, then later discuss their experience of doing kind acts. Children identify what Values are important to them, and select a local charity to which they will donate some items they no longer need.	Children explore and practise giving to others in a variety of ways, including paying compliments to their classmates and planning random acts of kindness. Children research and design a presentation about a chosen charitable cause.	Children appreciate the importance of giving to, sharing, and co-operating with others. Children practise co-operating during a group task to build a tower, and challenge stereotypes to support co-operation with others. Lessons also explore using Values to guide conflict resolution.
 <p>Connect With Others</p>	TERM 4						
	Children discover ways to connect with others, such as how to be a good friend and make new friends. They also learn and practise noticing how others feel.	Children explore how to be a kind friend and appreciate similarities and differences, and identify the people that help us. Lessons explore how our Advisor thoughts can help keep our bodies safe, and keep us safe from strangers.	Children learn ways to support others, which Values are important in how we want others think of us, and how our Advisor can help build confidence. Lessons explore online safety, safe secrets, and coping with big changes.	Children explore different types of relationships, including co-habiting and same-sex couples. Lessons explore how to skillfully use Values and Advisor skills to navigate friendships, such as when friends disagree and fall out.	Children further develop their skills of managing relationships in relation to resolving conflict with empathy, dealing with secrets and dares, and learning about different types of partnership relationships (including marriage, civil partnerships, same-sex relationships, and co-habiting couples).	Children explore the Restorative Approaches method of conflict resolution, and the importance of empathy. Children discuss protected characteristics and design an interview to learn more about a religion or race.	Children discuss cultural diversity, and write a letter to an imaginary pen pal to find out more about another culture. Children learn the importance of social inclusion and feeling valued, and practise responding skillfully to their Advisors - that they can choose which thoughts they should listen to.
 <p>Challenge Yourself</p>	TERM 5						
	Children are encouraged to challenge themselves in a variety of ways and learn ways to cope when they feel scared or nervous, such as calming through yoga. Lessons explore what it means to have courage, and how to make brave and safe choices.	Children practise challenging themselves, and learn how to cope with tricky thoughts and feelings when trying something new. Children learn that thoughts can be both helpful and unhelpful.	Children develop their confidence to challenge themselves. Lessons explore understanding emotions, and techniques for relating flexibly to, and defusing from, tricky thoughts. Children discuss their strengths, and plan new actions in line with their Values.	Children learn how to skillfully use their Discoverer, Values, & Flexible self-view skills to stretch themselves within their hobbies and schoolwork. Other topics include what is a 'habit' and breaking bad habits, as well as understanding school rules and society's laws.	Children explore how we can grow and learn by stepping out of our comfort zone. Students examine school rules, and how rules can be helpful and unhelpful in different contexts. Students learn about puberty, and interview a trusted adult about the changes we go through.	Children learn about dealing with challenges when working in groups, coping with exam stress, and with recycling. Lessons explore using our Values to push us to step out of our comfort zone, and how to think flexibly about things we are good at, and things we could get better at in future.	Children reflect on their proudest achievement and 'tracking' what works for them to cope with challenges. Children learn how even unpleasant Advisor thoughts can be helpful sometimes (and pleasant thoughts can be unhelpful), and how to use their Values to guide them after a setback.
 <p>Embrace The Moment</p>	TERM 6						
	Children learn about the importance of noticing and being present in the current moment. They practise being fully aware of their thoughts, feelings, and of what is happening around them.	Children learn new ways of embracing the moment by paying attention to and describing their bodies while doing yoga, the environment while on a walk outside, and their feelings while listening to music. Lessons explore how we can notice when we have thoughts, and bring our attention back.	Children further practise noticing and being mindful of what's going on inside and around them. Children explore spotting help and unhelpful Advisor thoughts, and work out what their Values are by thinking about the things they enjoy the most.	Children practise mindful awareness in a range of contexts, including outdoors and exploring tactile objects. Children learn to spot helpful and unhelpful Advisor thoughts, and write a story about using Values to guide their actions.	Children explore staying safe both physically during outdoor activities, and how to stay safe online. Lessons explore worrying, the reasons we worry and how to 'worry well'. Children discuss the activity that makes them happiest, and what this says about their Values.	Children learn how to Embrace The Moment by showing gratitude for the things we appreciate, and showing Values in our actions. Children learn that worries are not all bad, and can be helpful depending on how we respond to them. Lessons explore understanding different perspectives.	Children learn about being enterprising, and set themselves a Values-based enterprising goal. Lessons explore more ways to distance from tricky Advisor thoughts, and that we can choose which thoughts we listen to. Children discuss how to embrace the moment in uncomfortable situations.

Connect Curriculum: PSHE Session Structure

Connect is based on the DNA-V model which stands for four skills:- Discoverer, Noticer, Advisor and Values. Research shows that children's emotional resilience improves when they learn these key skills.

At the beginning of most sessions, children complete a **guided mindfulness activity** to ground children and prepare them for the session ahead. This usually comes in the form of a breathing activity, such as 'star breathing' or 'balloon breathing'.

Children then access the main task. Each half term focuses on a particular Wellbeing Theme: (**Exercise, Self Care, Give to Others, Connect with Others, Challenge Yourself and Embrace the Moment**). Every week, children utilise one of the DNA-V key skills, which are briefly outlined below. The icon changes as children progress from KS1 to KS2, but the skill remains the same:

 Key Stage 1	 Key Stage 1	 Key Stage 1	 Key Stage 1
<u>DISCOVERER</u>	<u>NOTICER</u>	<u>ADVISOR</u>	<u>VALUES</u>
The Discoverer skill is about learning to explore the environment in a fun and open way.	The Noticer skill is about becoming aware of and labelling experiences in the present moment.	The Advisor skill is about weighing up the reasons for and against pursuing a particular course of action.	The Values skill is about identifying the qualities we want to reflect in our behaviour.

6 Ways to Wellbeing

Wellbeing is a term that covers many different areas within our lives. In its simplest form, it could be defined as simply feeling good and being physically well. Research shows that children's emotional resilience improves when they learn these key skills:

Be Active

Regular physical activity is associated with lower rates of depression and anxiety across all age groups. Exercise is essential for slowing age-related cognitive decline and for promoting wellbeing. At All Saints, we have a range of extra-curricular sports throughout the year, regular PE sessions and plenty of opportunity for outdoor learning, play and exploration to keep children as active at school.

Keep Learning

Continued learning through life enhances self-esteem and encourages social interaction and a more active lifestyle. This is reflected in our school mission statement: 'Love to learn and learn to love'. All Saints staff recognise the importance of a broad, balanced and engaging curriculum that grabs the attention of our learners, encouraging curiosity, drive and independence. We regularly reinforce to children that learning does not only take place inside the classroom! We offer a range of extra-curricular clubs to further instil this.

Give

Individuals who spend time giving to others are more likely to rate themselves as happy. In line with our Christian ethos, All Saints learners are encouraged to be both reflective and compassionate, considering wellbeing of our family, friends and neighbours. Throughout the school year, children seize opportunities to give back to the community with both hands. In the Autumn, we collect food donations for the local food bank. We also complete a number of fundraising activities throughout the year, for important causes such as Children in Need, and the Royal British Legion.

Connect

Feeling close to and valued by other people is a fundamental human need and social relationships are critical for promoting wellbeing and protecting our mental health and resilience. A range of class initiatives, such as randomised seating, help ensure that children are always building and maintaining connections with the people around them.

Take Notice

By pressing pause once in a while, you can strengthen and broaden your awareness. Being aware of what is taking place in the present directly enhances your wellbeing, and savouring the moment can help to reaffirm your life priorities. Our Connect Curriculum, based on Acceptance and Commitment Therapy, promotes the development of this skill. This values based approach, in conjunction with numerous ongoing classroom tools (such as meditation and mindfulness) help our learners to relax and reconnect with situations, viewing them in a different way.

Care for the Planet

This is about making positive changes to help our planet, and encouraging others to do so too. In Science lessons, we learn about our ever-changing planet and the impacts of global warming. In the wider school life we do our bit to take care of our local environment. Outside, litter pickers help to keep our local environment clean and tidy. We also recycle paper and plastic. In KS1 and select topics throughout KS2, we also encourage creativity through upcycling! AS a school, we take part in eco-friendly challenges. We recently completed 'Steptober' which is an initiative that encourages walking to school, reducing carbon emissions and improving physical health.



Promotion of Positive Wellbeing at All Saints

The strains of the pandemic have meant that the issue of mental health has been in the public consciousness like never before. At All Saints, we recognise that early intervention in the form of nurture, raising awareness and an embedded PSHE ethos are essential in the promotion of positive wellbeing of our staff and children.

Listed below are some of the many approaches and strategies in place to support the wellbeing of our school community:

- Use of ELSA support assistants
- The Ark Nurture Base for supporting the wider needs of children
- Sensory circuits
- Zones of regulation check in boards
- A range of strategies to support children with regulation in classes
- Individual timetables
- Boxall interventions



Emotional Literacy Support Assistants

What is an ELSA?

ELSAs are emotional literacy support assistants. They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school. ELSAs have regular professional supervision from educational psychologists to help them in their work. ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

How Does ELSA Work?

Most ELSA programmes will last for 6 to 12 weeks, helping the pupil to learn some specific new skills or coping strategies. Clear programme aims (SMART targets) need to be set early on and each session has an objective - something the ELSA wants to help the pupil understand or achieve. The ELSA isn't there to 'fix' the child. For pupils with complex or long-term needs, it's unrealistic to expect ELSA support to resolve all their difficulties. Change is a long-term process that needs everyone's help.

ELSA Session Structure:

If the child is not directly known to the ELSA, the ELSA will gather brief background information on the pupil's skill level. In conjunction with the referrer or the ELSA's line manager, they will identify some programme aims (what they want to achieve by the end of the programme). These targets are SMART (Specific, Measurable, Achievable, Realistic and Time-limited). The time frame in which the ELSA and child will expect to achieve the target will be between a term and half a term.

Next, an initial warm-up (e.g. review how the pupil is that day or how their week has gone) will take place. There may be a brief recap of the previous session to check that the pupil can remember what they learned, before a simple explanation of the objective for the current session is given. The ELSA will then guide the child through an engaging learning activity before ending with a summary of the main points and a take-away activity. This last part may simply be a request to notice something specific in the week ahead or to try out a strategy that has been discussed.

The Ark Nurture Base

The Ark is part of the school's inclusion provision. The purpose is to offer pupils opportunities to re-visit early learning skills and promote and support their social and emotional development using the 'Zones of Regulation' scheme of work. There is much research evidence that a pupil's learning is most effective when they have a sense of emotional wellbeing, good self-esteem and a feeling of belonging to our school community. *The Ark is a safe calm space for all!*

Pupils can come or be helped if they feel or become dysregulated. Pupils are encouraged to come to the Ark if they need some time out or need to talk to a trusted adult. We provide pupils with this opportunity which helps to develop their maturity and resilience. *The Ark is a place of learning, feeling safe and having fun.*

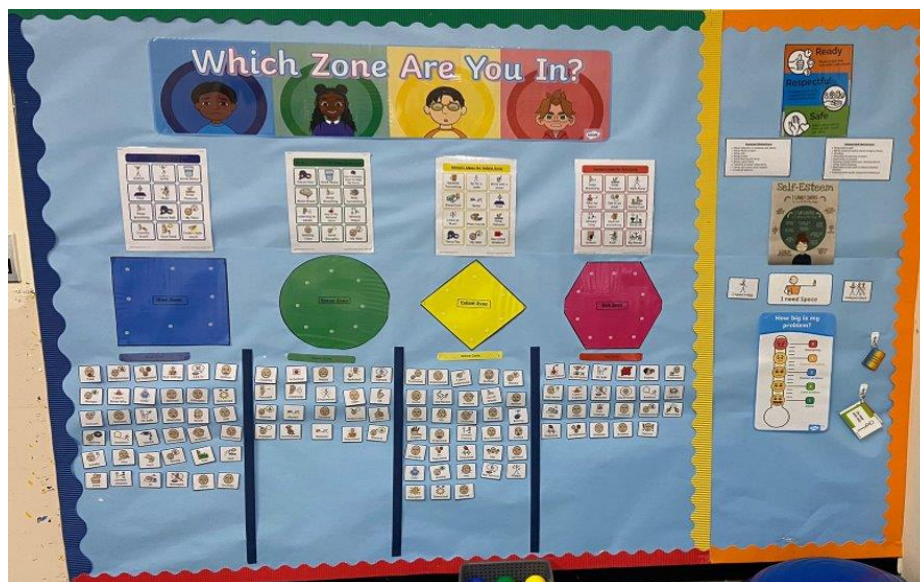
The Ark is NOT used as a consequence of pupil's behaviours; however, it may be used as a safe space if a pupil becomes dysregulated. The Ark maybe used to help with re regulation and restorative interventions



Classroom Strategies

A number of classroom strategies are used to both prepare children for learning and promote positive wellbeing; such as:

- Use of **focus toys** to provide an easy and accessible way to help self-regulate or concentrate
- **Visual timetables** are used in all classes to support children with routine and structure. They also benefit those who are visual learners; allowing opportunity to process and prepare for the activities of the day.
- **Individual timetables** are implemented by class teachers. The child's barriers to learning are considered in this process. These timetables allow children to receive learning input in a way that does not overstimulate or overwhelm the child, whatever their circumstances may be.
- **Boxall Profiles**, - an assessment tool used by teachers which provides a range of strategies that are tailored to the child; designed to support holistic development.
- The **Zones of Regulation** approach is used in every class. The framework promotes pupils to develop emotional awareness, practise self regulation strategies and encourages children to talk about how they are feeling. Emotion check in boards are present in all classrooms and staff encourage children to be self aware in terms of their emotions.



Promotion of British Values at All Saints

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs”.

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values were reiterated in 2014. Here at All Saints, these values are reinforced regularly and in the following ways:

Democracy

Every Key Stage One and Two class is represented by two pupils on our School Council. An election is held at the start of each academic year, allowing children to vote for those pupils they feel will best represent their class at School Council meetings. The School Council meets every Tuesday lunchtime to discuss important issues relating to school. This year, the council are working on a ‘Playground Improvement Plan’ in which they are working together to fundraise and make improvement to our KS1 and KS2 outside areas!

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at All Saints.

Our School Behaviour Policy sets clear expectations for children across the school to follow. Pupils are taught the value and reasons behind rules and law, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Our highly successful Playground Leader system at lunchtime gives select children responsibility of managing equipment and ensuring the adherence to school rules and expectations.

Equally, children who show commitment to following school rules and values are recognised and praised for their efforts. Such rewards include ‘Star of the Week’ and Class Dojos.

Individual Liberty

At All Saints, pupils are actively encouraged to make choices, knowing they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make informed choices, through a safe environment and empowering education.

Children develop a positive sense of self through taking risks in play, and developing their confidence and self-esteem through team building activities. Through fundraising and group activities, children are given the opportunity to develop their sense of shared responsibility. For example, this year All Saints classes worked together to get their steps in for the 'Steptober' multi school competition, in which we came third in the local area!

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. Our School Mission Statement talks about the importance of respect and as such, all members of the school community treat each other with respect. Our 2017 SIAMS inspection supports this, stating that 'Children display a very good understanding of other cultures and faiths and show a remarkable level of tolerance and respect for all.'

Tolerance of Those of Different Faiths and Beliefs

All Saints is a diverse school and we actively recognise this diversity through our celebrations of different faiths and cultures. Religious Education and PSHE lessons consistently reinforce messages of tolerance and respect for others, whilst also educating children on similarities between different religions and faiths. The importance of accepting others and regarding everyone as equal is reflected in the school vision 'do everything in love'. We teach children to love to learn and learn to love, respectfully and inclusively.