



PSHE

SELF-EVALUATION FORM

Subject Self Evaluation Form

Subject: PSHE



School Context

- We are a one form entry school with eleven classes. In some years we have been asked to take two classes (current Years R, 2, 3 and 5). Traditionally these have been classes of 20, but most are now closer to 30, meaning we are well above our PAN. This has a number of implications, for example we are very short on space and staff have to be flexible in which year groups they teach (a number have taught in both Key Stages)
- The proportion of pupils eligible for a free school meal is below the national average.
- The percentage of English Additional Language (EAL) pupils is well below the national average. However, since May 2022 the school has had a significant increase in EAL pupils, with a number of Ukrainian children moving into the local area.
- 82% of children started at the school in Reception.
- We have identified a number of pupils who are disadvantaged (14%). The categories we use are: Cultural, Spoken Language, Reading, Parental Engagement, Time or Fuel poor, Emotional needs or Other.
- Our school attendance is in line with the national average, however our persistent absentees is significantly higher than the national average
- We are an inclusive school. Currently 2% of the school have an EHCP which is in line with the national average. However the number of children with an EHCP or SEN support is below the national average.
- Staff retention is very high. Staff are clear on the routines and vision of the school.
- In our recent wellbeing survey of staff we came out in the top 1% of schools nationally for many of the areas.
- The school has formed strong partnership links with a number of local and national organisations. We are part of the Dunmow Excellence in Education Partnership and were one of the trial schools for the Peer Review approach of school based quality assurance.

School Vision

School Vision

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community

WE ARE COMMITTED TO ACADEMIC EXCELLENCE
WE ARE PASSIONATE ABOUT CREATIVITY
WE NURTURE SOCIAL INTELLIGENCE
WE WORK WITH AND WITHIN OUR COMMUNITY

Rodings Primary School is committed to providing a place of academic excellence, where children's academic success is developed through a broad and deep curriculum.

We have a passion for creativity and the creative arts, and aim to provide inspirational opportunities and experiences for our children. Through strong partnerships we show our commitment to developing creative individuals.

We want our children to be happy whilst with us. We nurture social intelligence through developing a toolkit to look after our own and each other's wellbeing. We give children responsibilities, freedoms, a voice and an opportunity to lead.

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Our school sits in the heart of our community, and we are committed to learning about our local area, through our curriculum. We are committed to developing meaningful links with organisations and individuals in our area.

School Values

The phrase we use to sum up our school ethos is:

Learning together, caring for each other

We believe that children should be encouraged to care for each other as well as being able to accept high levels of responsibility. Visitors regularly comment on the children's excellent learning behaviour. After a year of consultation with children, parents, staff and governors the following Core Values were adopted in January 2016.

Respect
Enjoyment
Care
Confidence
Challenge

These Core Values are at the heart of every decision at Rodings Primary School.

Curriculum Aims

Academic Excellence, Creativity, Social Intelligence and Community are at the heart of everything we do at Rodings Primary School. We give each of these values equal weighting and through a knowledge-rich curriculum, engaging teaching, great relationships and strong partnerships, we work hard to ensure that Rodings is the best possible primary school experience for every child.

Intent

Rodings Primary School is committed to providing a place of excellence and ambition, where children's personal development and academic success are nurtured through fun and engaging learning. The school aims to provide inspirational experiences through the curriculum so that children's curiosity and individuality grows. At Rodings, children love learning and are happy and kind. Working in partnership with the whole school community, all at Rodings feel safe and empowered to succeed.

PSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their relationships, safety, physical and mental health, enabling them to live positive and fulfilled lives.

At Rodings, we believe that a thorough, well-rounded PSHE curriculum is imperative in ensuring our pupils feel safe and well-equipped for the challenges faced in the wider world, both now and in the

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future. Our PSHE curriculum is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

National Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

At Rodings, our curriculum is designed to cover all statutory aspects of the PSHE curriculum, whilst still giving teachers the flexibility to adapt their lessons to the needs of our pupils.

Implementation

At Rodings, our PSHE curriculum has been designed in accordance with PSHE Association guidance and provides full curriculum coverage, including all the statutory content, for each year group. Teachers have access to the KAPOW scheme of learning to support planning and ensure appropriate content is thoroughly covered; however all teachers are encouraged to adapt lessons to suit the needs of our pupils where necessary.

The PSHE Association states that, 'The most effective model of delivery for personal, social, health and economic (PSHE) education is a sequenced, spiral programme that builds on prior learning as pupils progress through school.' As such, our curriculum is divided into five core themes, which are visited in each year group. These themes are:

- Family and relationships;
- Keeping safe;
- Health and wellbeing;
- Citizenship;
- Economic well-being.

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This allows the children to build on their prior learning each year and ensures that themes are addressed in an age-appropriate manner. In addition to these core themes, our Year 6 pupils take part in additional lessons focusing on the theme of 'Identity,' helping to support their transition into secondary school.

Our Relationships and Sex Education is taught in addition to these units using resources from the Christopher Winters Project. For further information, please access the RSE policy.

EYFS Curriculum

Personal, Social & Emotional Development is one of the prime areas of our EYFS curriculum. At Rodings we follow the 'in the moment planning' approach to our teaching and learning in Reception. The central principle of this is that the children follow their interests within a stimulating environment that is managed and organised by the adults. We believe that children have a "natural desire to explore, communicate, create and learn and it is our job to create an environment to enable them to do just that" (Anna Ephgrave). As practitioners, we use our knowledge of the EYFS and the individual child to look for 'teachable moments' in their play in order to plan and assess. Children learn and develop when they are closely observed by adults, and these observations are used to support their 'next steps' within that interaction.

Impact

Autumn term data shows that:

Below - 1%

Just below - 7%

Working at - 68%

Greater depth - 4%

No data - 19%

Pupil voice surveys showed that pupils value their PSHE lessons and understand its relevance to their own life experiences.

Local Context/Local Content

We are a relatively small primary school that serves a collection of villages in the Uttlesford district of Essex and the majority of the children who attend our school are of a White British ethnic background. Our PSHE curriculum reflects the diverse community in Britain and we strive to ensure that all members of society are represented within our curriculum. We teach our children the importance of respecting and valuing others and becoming moral, global citizens.

Significant developments in the subject

- PSHE education made statutory in September 2020
- KAPOW scheme implemented in Years 1 to 6 in September 2021

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- Christopher Winters Project resources used for RSE teaching since Summer Term 2021
- Action for happiness project introduced through whole-school assemblies and individual children's journals (September 2021 to present)

Strengths

- KAPOW scheme provides clear lesson plans and resources that ensures that the national curriculum is being covered thoroughly across all year groups.
- Teachers report feeling more confident planning and delivering PSHE.
- PSHE has been taught regularly since introducing the KAPOW scheme and becoming a statutory subject.
- Children are positive about PSHE and recognise the real-life learning that takes place (as demonstrated in Pupil voice interviews by the subject leader).
- Introduction of the 'Happiness Assemblies' and 'Action for Happiness' project
- School well-being lead (Mrs Oakley) ensures that wellbeing remains a focus within the school.
- Whole-school days and events support the PSHE curriculum (Anti-bullying week; Children's Mental Health Week; E-safety Day).

Areas for development

- Assessment in PSHE needs to continue to develop. We are currently trialling the end of unit tasks as a form of assessing learned content.
- Recording in PSHE is not always consistent. Although this subject does contain a high proportion of discussion, recording is still very important to this subject.
- Whilst we endeavour to make our PSHE curriculum pertinent to the children at Rodings, more can be done to ensure that our curriculum is adapted to suit the needs of the children within our school.

Monitoring and evaluation systems

- Lesson observations and learning walks
- Work scrutinies and book looks
- Pupil voice interviews collected by subject leader
- Teacher voice surveys collected by subject leader

Cultural - Diversity

Embracing diversity is an important step to becoming a responsible citizen and member of the community and something that we believe is very important at Rodings. Our PSHE curriculum reflects the diverse community we live in here in Britain and we strive to ensure that all members of society are represented within our curriculum.

Training

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CPD completed by Subject Leader:

- 02/12/20 - PSHE and Pastoral Care Meeting - Healthy Schools Essex
- February 2021 - PSHE education: Teaching children to navigate a complex world - PSHE Association via Future Learn
- 10/05/21 - Subject Leaders Training - KAPOW
- 01/12/21 - PSHE and Pastoral Care Meeting – Healthy Schools Essex
- 09/12/21 - Assessment in PSHE Training - KAPOW
- 20/10/22 - RRSA Training started (to be finished)

Enrichment

- Action for Happiness Project
- Whole-school days and events to support the PSHE curriculum (Anti-bullying week; Children's Mental Health Week; E-safety Day).
- Diversity and equality assemblies
- Assembly themes often mirror themes covered in the PSHE curriculum.
- RRSA bronze award achieved. Working towards RRSA silver award.