



Health and Wellbeing (PSHE and RSHE)

INTENT, IMPLEMENTATION AND IMPACT

What helps us to understand our feelings, our bodies and our lives better?



INTENT

At Dore Primary School, it is our intention that children receive high-quality Health and Wellbeing lessons that enable them to grow up to be healthy, kind, responsible and independent members of society. We aim to help them understand how they are developing personally and socially, and to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our wellbeing curriculum encompasses both PSHE and the statutory RSHE coverage, tailored to our specific children's needs and life experiences.

We want our children to be able to understand and empathise with a range of emotions, and have the skills necessary to cope and support each other as they grow up in a changing world. We want them to feel confident in their sense of self, to understand who they are, what makes them special and the importance of celebrating the differences between each other. We want them to feel empowered to navigate their way through life being able to manage the various risks that they will face, with knowledge, confidence and resilience. Throughout this journey, we want them to make choices that keep themselves and others safe, and know what to do and who they can go to if they ever need help or support.

Our PSHE curriculum is planned to meet our pupils needs, based on Locality data from both Sheffield and Dore and Totley area.

At Dore Primary School, we aspire to help children develop into physically and emotionally healthy adults, building progressively on these overarching concepts each year:

1. **Relationships: Family** (what makes a family; recognising and understanding that all families are different; celebrating the diversity within our community; keeping safe).
2. **Relationships: Friends** (keeping friendships healthy).
3. **Living in the Wider World: Community** (Our communities and Online safety; Diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010; Rights, responsibilities and consent; understanding and maintaining boundaries around personal privacy, including online; keeping safe).
4. **Mental Wellbeing** (Identity – their personal qualities, attitudes and achievements and what influences these; understanding feelings; recognising feelings in others; developing resilience and coping with change and challenges; managing conflict).
5. **Physical Health** (Maintaining a healthy and balanced lifestyle, including within relationships, work-life, exercise and rest; identifying, assessing and managing risk; keeping safe).
6. **Growing Up** (Growing and changing; Menstruation; Puberty).



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IMPLEMENTATION

How do we implement our PSHE and RSE curriculum?

1.	All children have one Wellbeing session a week, preferably taught by the class teacher.
2.	Lessons can also be added in ad-hoc in order to address current issues arising in classes.
2.	The PSHE curriculum is divided into three core themes: Health and Wellbeing, Relationships and Living in the Wider World, and is interwoven with the Learn Sheffield scheme for teaching the statutory RSHE curriculum.
3.	Each year group has tailored their curriculum to suit the current needs of their pupils, taking learning objectives from the PSHE Association's Program of Study. This has been implemented during staff PDM time to ensure progression and a wide coverage of relevant learning objectives and topics throughout school (taking into account local health data; diversity and inclusion within cohorts; background of cohorts within and outside of school).
4.	Clear and comprehensive RSHE scheme of work within PSHE in line with the new recommendations of teaching RSHE in the National Curriculum. As a school we are following the new statutory RSHE curriculum, using planning provided by Learn Sheffield (after rigorous talks and consultation with parents.)
5.	Teaching incorporates speaking and listening skills; lessons often take the shape of a circle time or P4C session, and learning is only recorded when relevant and helpful to do so.
6.	The school rules (be safe, be ready, be respectful) and values (kindness, resilience, creativity, resourcefulness) are interwoven and embedded throughout our Wellbeing curriculum. They are taught explicitly, often towards the start of the academic year, and referred to regularly, underpinning our high expectations of behaviour in school.
7.	Vocabulary and language used across school shows progression, both through the Learn Sheffield resources and vocabulary banks, and on display in classrooms.
8.	Focus on SEL also present within all classrooms, interwoven into Wellbeing lesson planning, and use of Zones of Regulation to support children in recognising, identifying and coping with their feeling and emotions.
9.	School have a Healthy Packed Lunch Agreement, following our own research into our children's lunches; eating habits and opinions. This is to support and enable children to make their own healthy choices regarding food.
10.	Dore Democrats – giving children a voice and showing young people that their views and opinions matter and will form part of a consultation process regarding changes at their school (pupils Y1 – Y6).
11.	Children are discretely taught the British Values of democracy, tolerance, mutual respect and the rule of law and liberty.
P4C	P4C is used regularly during Wellbeing sessions to tackle a range of learning concepts, enabling children to discuss their understanding of various belief systems and behaviours, supporting them to express their opinions and learn how to vocalise their own beliefs. It also plays a huge role in developing their empathy and understanding of the differences between us and how to discuss their beliefs respectfully.
TASC	Incorporating TASC principles into Wellbeing lessons enables children to work together collaboratively and develop their connections to each other.



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Outdoor Learning | Across all year groups, teachers will make clear links to well-being, PSHE and SMSC and all staff use the language consistently. Outdoor learning supports Well-Being through numerous opportunities for speaking and listening, teamwork, understanding the world around you and problem solving. Equally, the process of simply being outdoors and in nature has been shown to positively affect Wellbeing in itself.

IMPACT

1. Children can approach a range of real life situations and apply their skills and attributes to help navigate modern life.
2. Children build up tolerance and a sense of responsibility of being a global citizen.
3. Children can understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.
4. Children will understand the physical aspects involved in RSE at an age appropriate level.
5. Children will have respect for themselves and others and are confident in speaking their opinions in a respectful way.
6. Behaviour is deemed outstanding; children demonstrate these rules and values in their day to day behaviour and can speak about them.
7. Children will be using a wide range of vocabulary when articulating about emotions, experiences, diversity and cultures, equality and health.
8. Children will be more in tune with their own emotions and able to identify feelings of themselves and others. Children will be able to regulate more successfully and speak about their feelings and experiences. Children gain a deeper understanding of how actions affect emotions in others.
9. Children will understand the physical aspects involved in RSE at an age appropriate level.
10. Children have a first hand experience of democracy (British values) and have a voice within school.
11. Children recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.