

PSHE/RSE at Cheadle Catholic Infant School


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Rationale

- The PSHE/RSE curriculums are planned, developmental programmes of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE/RSE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of a diverse society. PSHE/RSE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives.





Our school vision – love, respect and shine

PSHE/RSE is a unique way of communicating our inner most thoughts and feelings. It enables the children to feel heard and safe and it can play an important part in their personal growth and development. (Love)

PSHE/RSE reflects the culture and society we live in and so the teaching and learning children receive during these lessons enables children to better understand and appreciate the world they live in. (Respect)

At Cheadle Catholic Infant School, we encourage all children to develop a love of communicating their thoughts and feelings in a safe and caring environment as they engage in a variety of activities: listening, discussing, sharing and analysing. (Shine)



Why are PSHE/RSE so important in our schools?

- PSHE education has proven **impact on life chances and academic success** when delivered well
- **Statutory RSHE requirements can have a major impact** on the quality of PSHE in all schools for all pupils.
- **These developments mean that all pupils can benefit** from an education that keeps them safe, healthy and prepared for the realities of modern life.

The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success."

Department for Education review of PSHE education impact and effective practice.

PSHE association 2019

How PSHE is covered in each year group.

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Circle time Feelings - how can we manage them	Taking Turns/Sharing Making new friends Initiating play with others	Sharing Adapting to changes in routine	Looking after others How to be good friend	Knowing what we are good at and being able to talk about it	Finding a compromise Building up role play situations Transition to Reception
Reception	<u>Relationships /New Friendships</u> Class routines Turn taking/sharing Checking in and feelings Caring for our world.	<u>Feelings</u> Feelings of ourselves and others Challenge cards Looking at the needs of others Developing good relationships	<u>Being Kind</u> Asking others for help. Confidence to talk to their peers. Caring for others Talk about experiences	<u>Myself and others</u> Solving problems/conflict Dealing with anger Finding a compromise	<u>Change</u> Asking questions Adapting different behaviours for different routines.	<u>Moving on</u> Interest in others and their opinions. Able to listen to others. How their actions may affect others Transition to Year 1.
Year 1	<u>Relationships</u> Class /school rules Who am I? Keeping safe in school Being a good friend Identifying feelings/emotions Internet Safety	<u>Health and Well-being</u> Keeping clean Dental health Mental well being Growing and changing Families and care Differences and Similarities Internet Safety	<u>Relationships</u> Gifts and talents Understanding jealousy What is bullying Secrets and surprises Internet Safety	<u>Living in the wider world</u> Values of coins and notes Needs and wants Looking after money Understanding change How we get money Internet Safety	<u>Health and well-being</u> Staying healthy Medicines Who gives medicine? Going to hospital Internet Safety	<u>Living in the wider world</u> Co-operation in a group Living together Outdoor safety and caring for the environment Transition to Year 2 Internet Safety
Year 2	<u>Relationships</u> School and class rules Emotional and mental wellbeing. Feelings and emotions Listening to others views and opinions Qualities of a good friend. Internet Safety	<u>Health and Well-being.</u> Mental and physical well-being Physical health and fitness. Basic first aid Contribution to class and school life Internet Safety	<u>Living in the wider world</u> Internet safety and harms. Bullying - what is it and how to deal with it. Money -why we need it and when we use it. How a lack of money can impact life, Internet Safety	<u>Relationships</u> Emotions - what they are and when we experience them. Dealing with negative emotions. Our similarities and differences. What makes us unique? Internet Safety	<u>Health and well-being</u> Keeping physically and emotionally safe. Medicine - when and why we take it. Dangers of medicine. Goals and how to achieve them Internet Safety	<u>Living in the wider world.</u> Online relationships Outdoor safety and caring for the environment Growing and changes in our bodies. Transition to Year 3 Internet Safety

How RSE is covered in each year group.

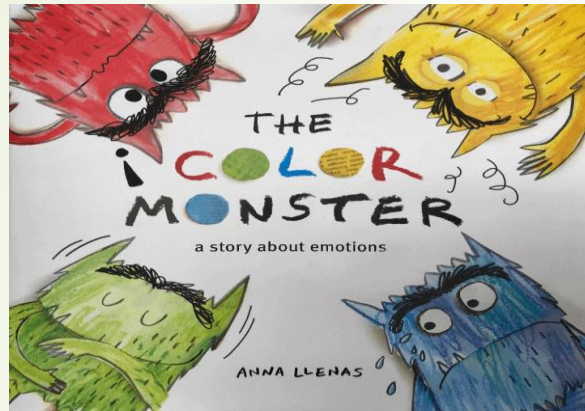
Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		<ul style="list-style-type: none"> - Handmade with love 	<ul style="list-style-type: none"> - Role Model - Who's Who? - You've got a friend in me. -Forever Friends 	<ul style="list-style-type: none"> - Safe inside and out. - My body, My rules. - Feeling poorly. - People who help us 	<ul style="list-style-type: none"> - God is Love. - Loving God, Loving Others. 	<ul style="list-style-type: none"> -Me, You, Us.
Reception		<ul style="list-style-type: none"> - Handmade with love 	<ul style="list-style-type: none"> - I am me. - Heads, shoulders, knees, toes. - Ready Teddy? 	<ul style="list-style-type: none"> -I like, you like, we all like! -Good feelings, bad feelings. -Let's get real. 	<ul style="list-style-type: none"> -Growing up. - God is love. 	<ul style="list-style-type: none"> - Loving God, loving others. -Me, You, Us.
Year 1		<ul style="list-style-type: none"> - Let the children come. - God loves you. 	<ul style="list-style-type: none"> - Special People. - Treat others well. ...and say sorry. 	<ul style="list-style-type: none"> -Being safe. -Good secrets and bad secrets. -Physical Contact. -Harmful substances. -Can you help me? 	<ul style="list-style-type: none"> - Three in one. - Who is my neighbour? 	<ul style="list-style-type: none"> -The communities we live in.
Year 2		<ul style="list-style-type: none"> - Let the children come. 	<ul style="list-style-type: none"> - I am unique. - Girls and boys - Clean and healthy. 	<ul style="list-style-type: none"> -Feelings, likes and dislikes. -Feeling inside and out -Super Susie gets angry 	<ul style="list-style-type: none"> - The circle of life. - Three in one. 	<ul style="list-style-type: none"> - Who is my neighbour? - The communities we live in.

How are lessons structured for all our children and how we assess.

1. Enquiry Triangle
2. Recall previous learning -Quizzes, Can you still? Talk Partner Work, 'Monday Memory Moments.'
3. Introduce new learning including new vocabulary-'my turn, your turn.'
4. DEAL, group work, talk partner work, peer support
5. Rhymes, gestures and songs, school trips and workshops, 'tap and tell'
6. Recording of new learning in a variety of ways
7. Mini plenaries
8. Outside agencies/individual workshops with our children.



Checking in and 5 ways to mental well being



In each year group we continually talk about our physical and mental well being. Each day the children use “The Colour Monster” to check in and share their feelings.

As a school we promote “The 5 ways to wellbeing” These are:-

- Be Active
 - Do what you can.
 - Enjoy what you do.
 - Move your mood.
- Keep Learning
 - Embrace new experiences.
 - See opportunities.
 - Surprise yourself.
- Give
 - Your time.
 - Your words.
 - Your presence.
- Take Notice
 - Remember the simple things that give you joy.
- Connect
 - Talk and listen.
 - Be there.
 - Feel connected

The 9 Protected Characteristics

The Equality Act (9 Protected Characteristics)

What is our approach?

Nine Protected Characteristics.

- Race
- Religion or Belief
- Gender
- Disability
- Sexual Orientation
- Gender reassignment
- Pregnancy & maternity
- Age (Applicable to staff only)
- Marriage & civil partnerships (applicable to staff only)

Cheadle Catholic Infant School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

We provide a secure environment in which all of our children can flourish and achieve all 5 outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy & achieve, make a positive contribution & enjoy economic well-being). Inclusion is a thread which runs through all of our activities

At Cheadle Catholic Infant School, we aim to develop a culture of inclusion and diversity in which all those connected to our school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which celebrates respect for all.

Race:

We:

- Provide positive, non-stereotyping information about different types of people. Our books and displays in school illustrate a range of black/ white/ male/ female authors, scientists, composers etc
- Actively tackle discrimination & disadvantage in circle times and assemblies. eg 'Back Lives Matter,' Black History Month, Show Racism the Red Card

Religion:

- Even though we are a Catholic School we welcome families into our school from other religions. We include and value the contribution of all families to our understanding of equality & diversity. Through our RE curriculum we teach about Judaism and Islam. We ask advice from parents and celebrate feast days/ special days. Recently we included information about Ramadan in our weekly newsletter.

History and achievements of black people are not only taught about during 'Black history month' but also embedded in our scheme of work with children in Year 1 learning about the Windrush generation and their experiences and Year 2 finding out about the black female mathematicians who were the 'hidden figures' behind the space race.

'Hi Mrs Glynn

Hope you are well. This is so nice.

This is perfect, you explained the importance of Ramadan and also Eid Ul Fitr. You've made it sound beautiful and it is a beautiful time as it brings us closer to God.

I think it's great that you are putting something in the newsletter.

Thank you

Ayesha

The school is dedicated to inclusivity, celebrating the diversity of the children that attend. I feel like

My child's cultural heritage is celebrated and the school works hard to ensure he can identify with aspects of the curriculum. This is thanks to his teacher and also the leadership and ethos.

Parent Questionnaire December 2020

'Firstly, I would like to thank you regarding the mention of Ramadan in the weekly newsletter. It is a very important spiritual month and it was heart-warming to see.'

Gender:

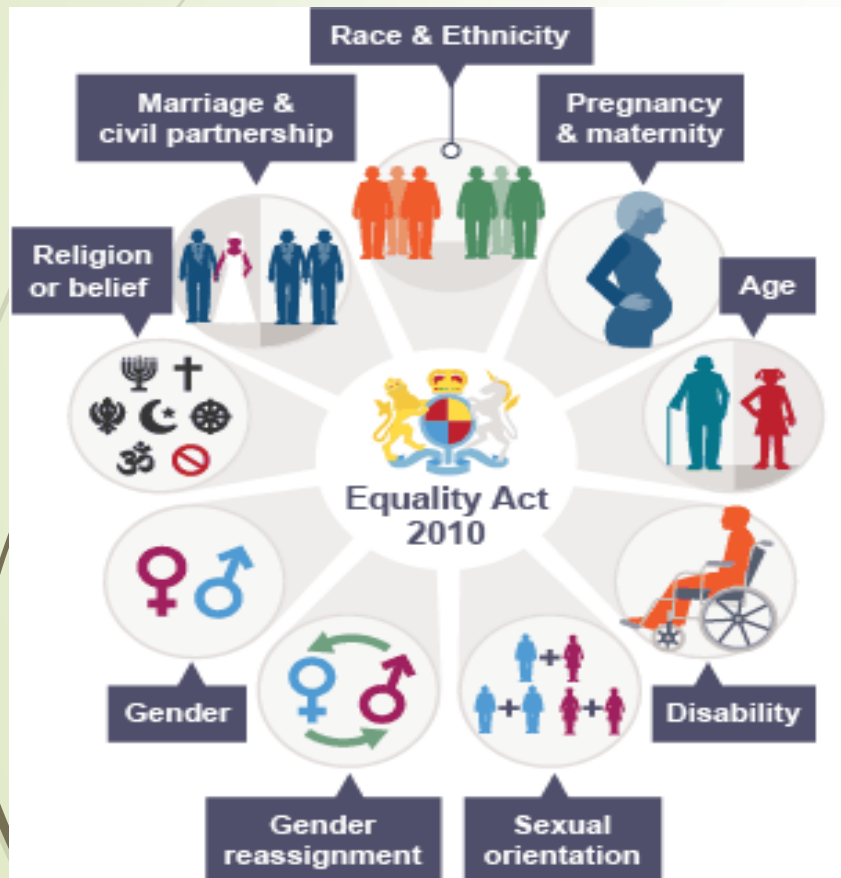
- Our books and displays in school illustrate a range of black/ white/ male/ female authors, scientists, composers etc
- We address any stereotypical views/ comments and we promote gender equality at all times through circle times, assemblies and daily school life.

Disability:

- Cheadle Catholic Infant School is an inclusive school. We provide a broad and balanced curriculum for all of the children in our care.
- Teachers ensure that all children are taught at their level of understanding with appropriate differentiated input, completing multi-sensory, high quality tasks to secure knowledge and progress towards tasks.
- The school building is fully accessible for children/ parents with disabilities and if adaptations are needed they are actioned by the Governing body.



Sharing the protected characteristics through books.



Pupil voice - what the children say about their knowledge.

EYFS

- "I love my class and my friends. They make me happy".
- "My teacher always helps me when I feel sad".
- "The Colour Monster is a book that talks about feelings".

Year 1

- "In PSHE we learn how to look after our teeth and bodies".
- "We talk about making good and bad choices – and how they make us feel".
- "We think about what makes a good friend".
- "We know we should talk to someone if we are feeling sad or worried".

Year 2

- "WE know what to do to keep ourselves safe online. You should always show a grown up if there is something on your tablet that you are unsure of".
- "It is important to eat well and exercise to keep you body and your mind healthy".
- We know the difference between good and bad secrets, and who to talk to if we are unsure.
- We know to always tell an adult if anything makes us upset. They will help us.

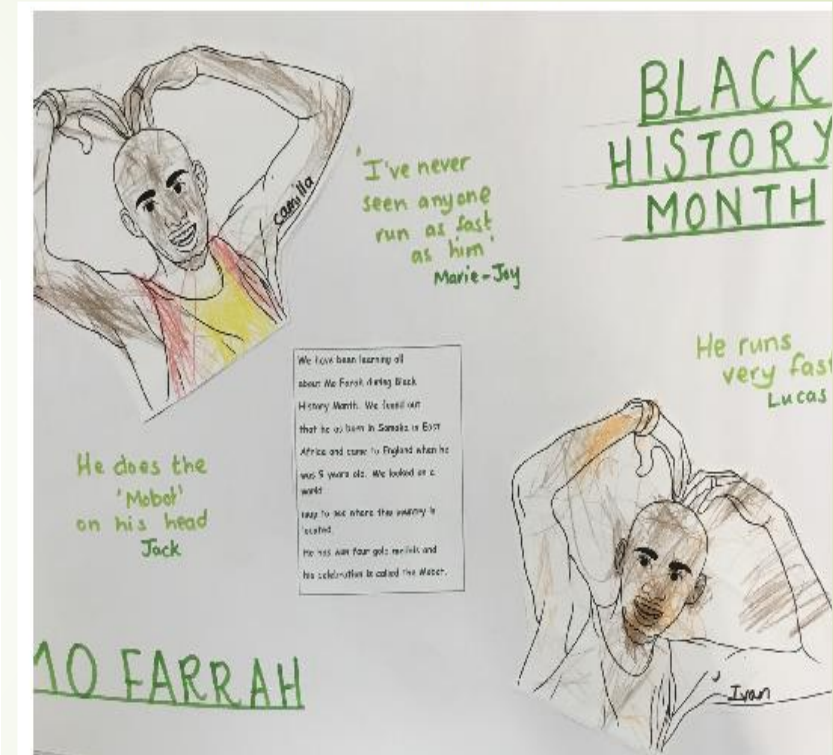


Subject evaluation - How do I find out about what's going well and what needs to improve?

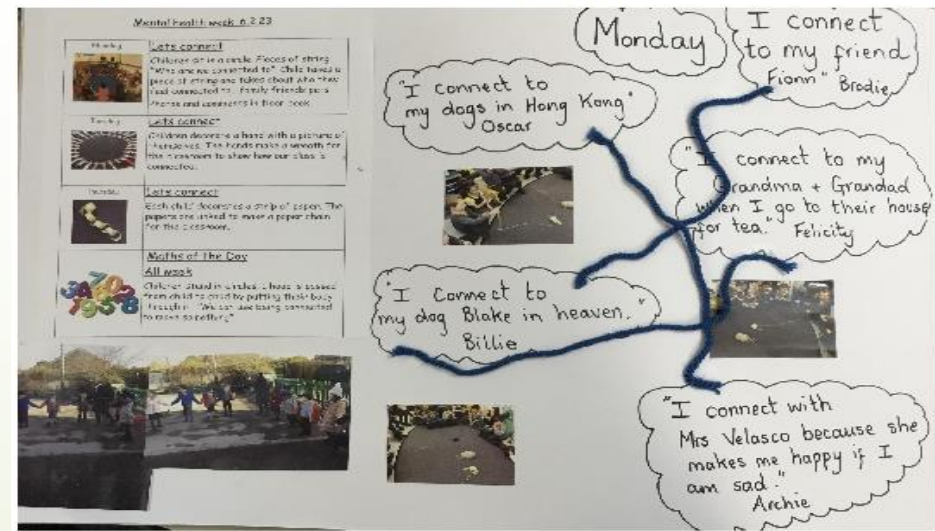
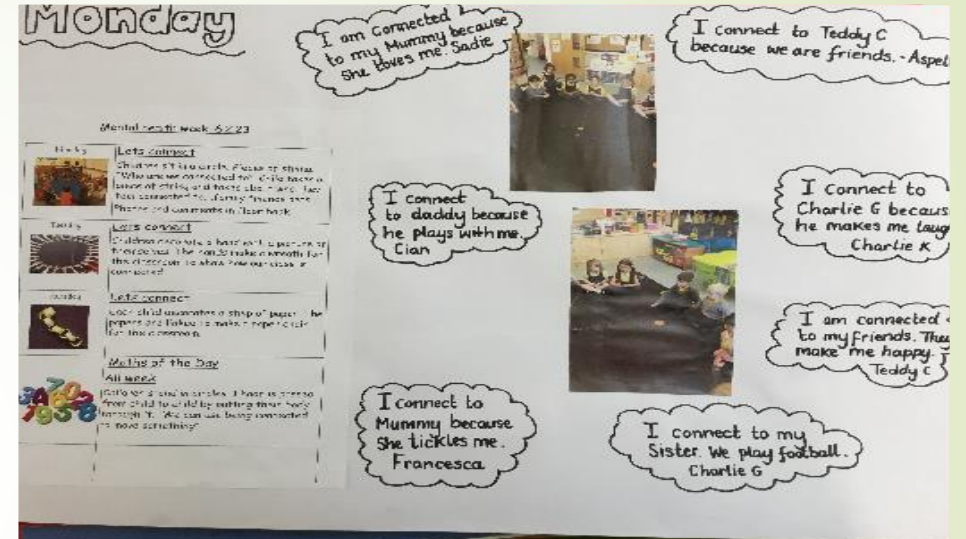
- Subject leader days
- Regular book looks
- Learning Walks
- Classroom observations
- Pupil Voice
- Attending training days
- Teacher discussion



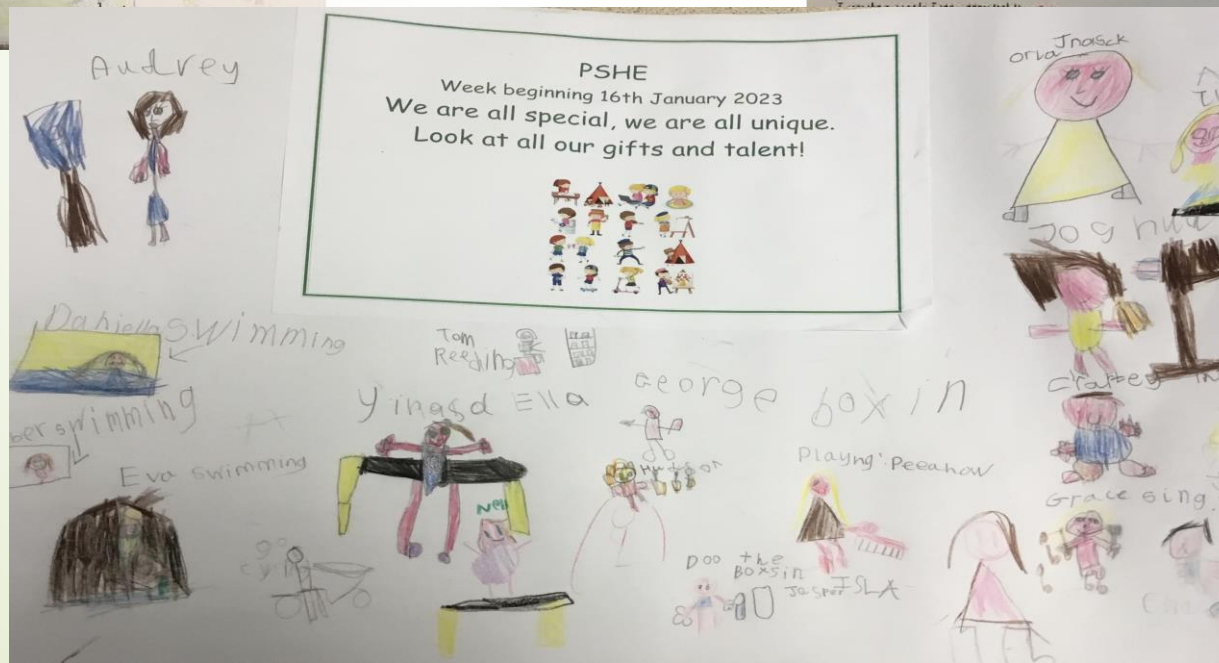
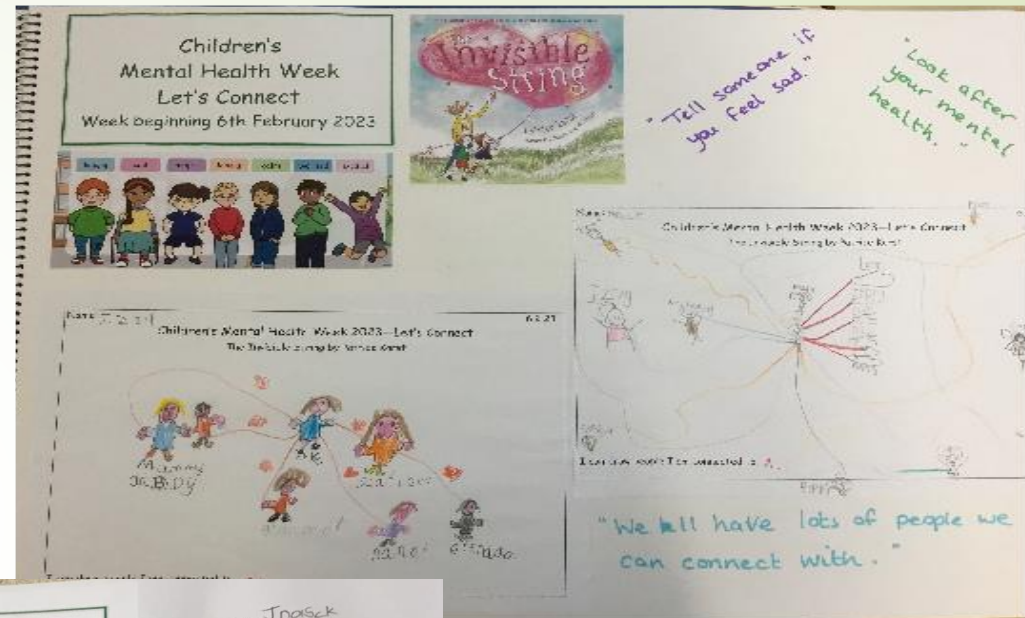
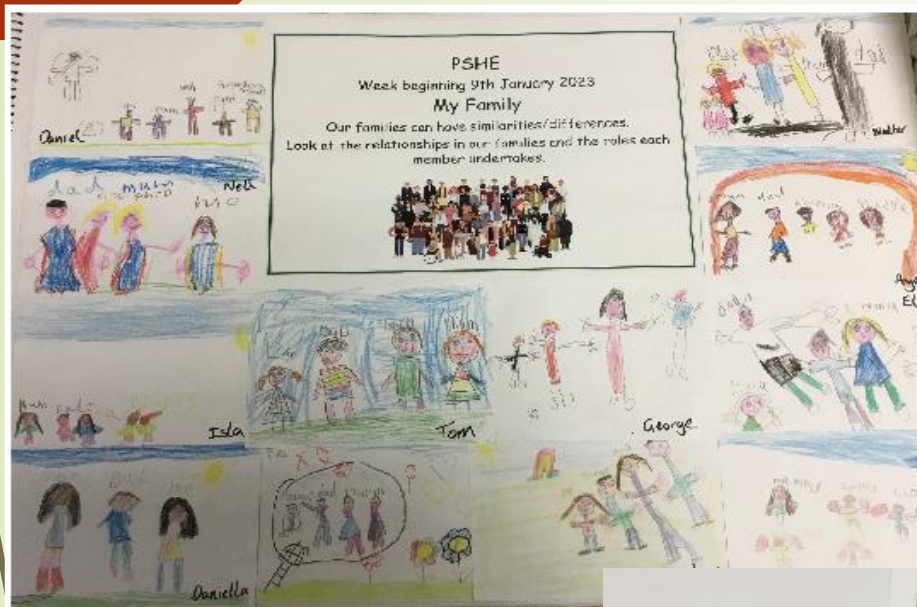
Nursery



Reception




Year 1



Year 2

8.2.23


Children's Mental Health Week



We remembered our 5 ways to Wellbeing.

We talked about how we are all connected.

We thought about how we connect with other people.



18th Jan 2023

This year is the year of the rabbit.

7 is a lucky number so there are often seven different foods on the table.



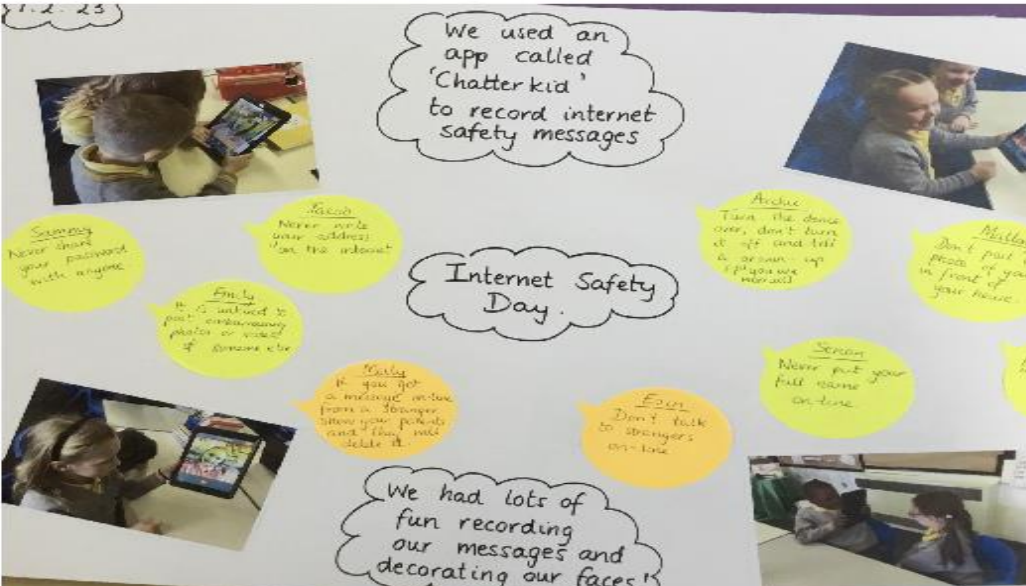
Lunar New Year	
Have you had any fireworks?	Yes/No
What time do you go to bed?	
What time do you get up?	
What time do you eat lunch?	
What time do you eat dinner?	
What time do you go to school?	
What time do you go to bed?	
What time do you get up?	
What time do you eat lunch?	
What time do you eat dinner?	
What time do you go to school?	
What time do you go to bed?	

8.2.23

We used an app called 'Chatterkid' to record internet safety messages.

Internet Safety Day.

We had lots of fun recording our messages and decorating our faces!



Simon
Never share your password with anyone.

Simon
Never write your address on the internet.

Emily
It is unkind to post embarrassing photos or videos of someone else.


Emily
If you get a message online from a stranger, show your parents and they will delete it.

Simon
Turn the device over, don't turn it off and tell a grown up if you are worried.

Maxley
Don't put a photo of yourself in front of your house.

Simon
Never put your full name online.

Simon
Don't talk to strangers on-line.



Our message to our children at
Cheadle Catholic Infant School

