



The Orchard School

Subject & Curriculum Leadership Report

Subject area		PSHE and RSE	Subject Leader	Beth Jackson
Date		1.10.2021		
Sections		Summary evaluation		
1	Introduction <i>Why do we teach what we teach?</i>	PSHE and RSE at the Orchard aims to develop emotionally and physically healthy pupils who are independent and responsible citizens. Learning and the progression of skills is embedded and woven through all aspects of school life. All pupils are encouraged to play a role in contributing to our school community through a range of pupil led events and activities such as school council, assemblies, class responsibilities and themed weeks. Discreet lessons create a safe space for children to explore and communicate about a range of age appropriate PSHE topics.		
2	Curriculum <ul style="list-style-type: none"> Intent (<i>Include reference to SEND and disadvantaged pupils</i>) 	Each year, pupils will develop the skills needed to deal with age related situations e.g. friendship issues and transitions. The PSHE and RSE curriculum is designed to develop the knowledge, skills and attributes they need to keep themselves healthy and safe. PSHE and RSE lessons will provide children with a safe place for discussions of current and relevant social and emotional issues. PSHE will promote the physical, social and emotional well-being of all pupils, including those who are disadvantaged or who have SEND. PSHE learning will provide language rich opportunities for disadvantaged pupils to develop the vocabulary they need to communicate and express their feelings.		
	<ul style="list-style-type: none"> Implementation 	PSHE is taught both discreetly and in a cross curricular manner, from EYFS to year two. Early Years continuously embed their learning with activities developing PSED as set out in the Early Years Framework. Reception, Years one and two follow The Orchard RSE & PSHE Curriculum. Each term year groups will develop pupil's skill and knowledge in three key subject areas outlined by the PSHE Association Programme of Study; health and wellbeing, relationships, living in the wider world. These are then broken into sub topics that build on the previous year's learning. There is a focus on providing pupils with real world context and skills that ensure deeper learning. Children have access to a wealth of resources to support them, for example: Each class has on display 'The Orchard Resilience Remedy' which is used to reference the strategies that can be used to demonstrate resilience within their learning and daily life at school. Each class consistently uses the '6 R's' which recognise positive attitudes to behaviour and learning. Each class has the 'Zones of Regulation' on display to support children in identifying and regulating their emotions. Worry boxes on clear display and with easy access, allow the children a safe and non-threatening way to share any worries or anxieties they may have with their teacher. The school invites in visitors to share their experiences from a range of backgrounds to talk to the children. Children regularly engage with physical education in discreet PE lessons, class yoga and motor moments as this is proven by research to reduce stress and support pupil's engagement with emotions. There is a focus on children's action having impact on the school through a variety of pupil voice focused activities e.g School Council, Ground Force Day, Enterprise Week, Friendship Week in which pupils develop teamwork skills and roles of responsibility.		

	<p>➤ Impact <i>(Include reference to SEND and disadvantaged pupils)</i></p>	<p>Children are able to express themselves and explore their feelings with confidence. They know how to control their emotions and make sense of their personal and social experiences. Children understand the importance of sharing their feelings and tell adults about any inappropriate behaviour so that it can be dealt with promptly and appropriately. Additional school activities support the children's development as responsible members of the community for example school council, school monitors, daily assemblies. Children have a good understanding of what it means to be physically and mentally healthy. They can apply the friendship skills they have learnt in the classroom, at lunch and playtime. Children leave school with good consideration for others including those with SEND and behavioural difficulties and know about the responsibility of living in the wider community and how to look after themselves and others. They are able to label their emotions and discuss the actions they can take to change them. SEND and disadvantaged pupils achieve well based on their starting points and engage with the 'zones of regulation' to express their emotions. Pupils know how to safely and responsibly use technology at school and at home.</p>
<p>3</p>	<p>Broader curriculum <i>How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?</i></p>	<p>Pupils are understanding and accepting of people different to themselves. They understand British Values and engage with activities that demonstrate these values e.g. class voting, class and whole school rules etc. Assemblies and collective worship sessions give opportunities to further promote and explore themes that are taught in the classroom e.g. kindness assembly/weekly awards. Children show a sense of pride and demonstrate responsibility in their community, in recent years attending local events e.g. Molesey Carnival, Music at the Marker. Children also engage with Enterprise week which teaches them about money, ethical purchasing and responsibility. Pupils are encouraged to eat healthily with a balanced menu for lunch, through cooking healthy foods and being taught about a balanced diet. The school is working towards a Surrey Healthy Schools accreditation. PSHE and RSE themes also align closely with science and geography work on our local environment and understanding issues of climate change. Children learn to be part of collective group, working on team projects that enhance our school community and learning environment.</p>



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<p>4</p>	<p>Successes in the subject in the previous year <i>Focus should include the contribution of the subject to meeting whole school priorities</i></p>	<ul style="list-style-type: none"> ➤ Implementing schemes of work into planning ensuring good coverage and development of skills ➤ Statutory RSE curriculum is now in place across the school ➤ Implementation of zones of regulation across the school, children including SEND are able to identify their emotions using this tool. ➤ Promoting parental engagement with courses offered by school and HSLW ➤ Focus on wellbeing during lockdown- checking in with the children daily and ensuring discussions on emotional health ➤ PSHE curriculum was prioritised alongside core subjects on the return to school in March. 	
<p>5</p>	<p>Achievement <i>Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum.</i></p>	<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Children’s use of zones of regulation to talk about feelings and managing of emotions 	<ul style="list-style-type: none"> ➤ Pupils to continue to secure strategies used to move between the zones of regulation e.g getting back to green
		<ul style="list-style-type: none"> ➤ SEND pupils are supported in lessons to access the curriculum in full e.g visual prompts, paired talk and zones check ins 	<ul style="list-style-type: none"> ➤ Further supporting children who have significant speech and language difficulties to be able to express their feelings and ideas
		<ul style="list-style-type: none"> ➤ Pupils demonstrate high levels of resilience when encountering challenge in their learning – ‘The more I practise the easier it becomes’ attitude 	<ul style="list-style-type: none"> ➤ To re-engage families with social and emotional strategies used in school to allow reference at home e.g zones of regulation
<p>6</p>	<p>Teaching <i>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking and feedback.</i></p>	<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Teacher knowledge and delivery of the statutory RSE framework 	<ul style="list-style-type: none"> ➤ Ensure familiarity with the new topic structure within the curriculum framework
		<ul style="list-style-type: none"> ➤ Evidence of PSHE/ RSE/SMSC throughout the school 	<ul style="list-style-type: none"> ➤ Building strategies for assessment in KS1 to ensure key learning is secure for all – embedding use of PSHE ‘Exit Cards’ as question prompts for reflective discussions.
<p>7</p>	<p>Learning Behaviours <i>Including behaviour in lessons and around the school, attitudes to learning. Pupils’ enjoyment and engagement in the subject, views of pupils/parents. Include SMSC.</i></p>	<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Areas for Development</p>
		<ul style="list-style-type: none"> ➤ Pupil enjoy PSHE/RSE lessons – they respond very positively to the talk and experience-based style of learning. 	<ul style="list-style-type: none"> ➤ Improving whole school provision and environment for emotional regulation, especially for those SEND pupils that have significant sensory needs.

		<ul style="list-style-type: none"> ➤ Parents have positive responses to the PSHE/RSE curriculum and impact – particularly during lockdown/online learning periods 	<ul style="list-style-type: none"> ➤ Further developing children’s social interactions in the playground e.g. recognising others emotions in the playground and supporting these *We have noticed that the lockdown period has had a significant impact on children’s emotional behaviour and ability to manage their relationships
8	Leadership/Management <i>How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement.</i>	Strengths	Areas for Development
		<ul style="list-style-type: none"> ➤ Collaboration between SLT, PP lead AHT and previous lead in embedding the new scheme of work, following the shift to statutory requirement from DFE. ➤ A fully inclusive curriculum, developed with teaching and learning that adapts for disadvantaged and SEND pupils 	<ul style="list-style-type: none"> ➤ Inducting and mentoring a new subject leader (NQT +1) ➤ Further develop systems for subject monitoring and auditing – keeping evidence and moderating across the school
9	Overall effectiveness	Overall, pupils enjoy PSHE and RSE. They demonstrate their understanding through their everyday behaviour, use of learned vocabulary and interactions within the wider community. PSHE learning gives children the tools for communicating their needs and feelings and for understanding how to develop positive relationships with those around them.	
10	What is a good learner like on leaving The Orchard?	A good learner demonstrates confidence and responsibility and makes the most of their abilities. They understand how to play an active role as citizens. They understand what a healthy diet is and makes choices that support this. They are aware of online safety and can explain how to safely interact with technology. They demonstrate respect and celebrate differences.	
11	Key areas for subject development <i>Especially achievement and quality of teaching</i>	<ul style="list-style-type: none"> ➤ Maintaining the inclusivity of PSHE teaching and learning style to ensure ALL pupils are fully accessing the skills and vocabulary they need ➤ Surrey Healthy Schools accreditation ➤ Subject monitoring (including greater peer observation) and moderation ➤ New subject leader induction – working closely with SLT and previous leader. 	