

Intent:

Live: Children will have the knowledge and understanding of health and well-being, relationships and living in the wider world to help them both now and in the future.

Love: Children to have a love for people around them and to be successful in life because they know they have the strategies to cope with what life throws at them.

Learn: Children to learn strategies to take care of themselves both physically and emotionally. They will be able to develop character and resilience.

- Makes things better for the children both now and in their future lives.
- Give children the emotional literacy to describe how they feel.
- Understand the differences between ourselves and others and to know that we can be different to others around us. To be able to accept and thrive with these opportunities.
- Link PSHE and Physical Education – healthy bodies and healthy minds. This includes PE session and the daily 15 minutes Wake up Shake up sessions.
- PSHE teaching and skills taught underpins all of the other subjects.
- If children feel more emotionally confident and can cope in difficult situations they will be more successful now and in the future.
- We want our children to be taught emotional resilience as this underpins how well they will learn in other subject areas.
- Circle Time:
 - Promotes moral values
 - Builds a sense of team
 - Develops social skills
 - Involves all children
 - Gives them equal rights and opportunities
 - Boosts self esteem
 - Quality Circle Time aims to develop:
 - The value and self-confidence of each child
 - Specific behaviours, which show caring and respect towards each other (e.g. 'do be kind when others make mistakes').
- The establishment, in an enjoyable and constructive way, of classroom routines that are necessary for quality teaching and learning.
- A climate of good relationships between teacher and children and child to child.
- A way of meeting children's needs with regard to improving their behaviour, rather than saying 'What they deserve is ...'
- Talking and listening skills in a way that helps such skills transfer across the curriculum.
- A sense of responsibility for one's own behaviour and actions.
- An environment that is non-threatening where teachers and pupils can express themselves and listen to each other.

Links to the SEF:

The opportunities our PSHE curriculum provides, fully meets the Personal Development on the SEF. Our academy provides pupils with the cultural and social capital they need for successful and fulfilling lives both now and in the future.

'Every Child is an Artist' Programme.

As part of our Personal Development programme every child has the chance to access a variety of enriching experiences from Nursery through to Year 6. We build this into day-to-day lessons but also through organising special events, day trips, visitors and family events. Through our 'Every Child is an Artist' programme, children are taught a vast range of artistic skills by professional artists

Implement:

Coverage through PSHE curriculum & extra-curricular:

- At Hobmoor, we use the Jigsaw PSHE scheme of work from EYFS to Year 6 (timetabled for Thursdays 9:00 – 9:30am). It is a mindful approach to the PSHE curriculum which fully meets the DfE requirements. If anything changes in the DfE requirements then Jigsaw create or adapt sessions and send it out to school. We are confident that all the PSHE strands are covered. The mindfulness approach means that as well as teaching information and skills to empower children to learn now, and improve their life-chances later, we also aim to help them develop personal awareness. This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.
- Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied, mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, led by the Inclusion Leader, generating a whole school focus for adults and children alike.
- Teaching in classes includes 1 session of circle time Circle time (Tuesdays 9:00-9:30am) is a tool for improving relationships and behaviour. It gives the opportunity for the teacher and class to communicate with each other about issues, which promote self-esteem and positive behaviour.
- Assemblies are a platform for exploring together how to keep ourselves safe in different situations and celebrating differences. Assemblies link to Jigsaw, keeping safe, 9 Habits, PLTs, inspirations and aspirations.
- The Oasis 9 habits teaches children about using positive attitudes to be successful in school life and beyond.
- Lunchtime supervisors support children with conflict resolution. This builds up positive relationships and helps them deal with situations with others that may be upsetting them.
- Teach RE throughout the academy so that children have knowledge about other religions to help them understand the similarities and difference and work towards acceptance.
- OAH Behaviour for Learning and OCL Behaviour for Learning policies supports children's well being and teaches them strategies by looking beyond the behaviour to find the cause and work together on a solution.
- British values are embedded in the academy by the following of the 9 habits and the Oasis Ethos. Pupils understand the value of democracy through class discussions, pupil parliament and PSHE. Our local PC comes into the academy, as often as weekly to deliver class discussions and discuss the rule of law. Pupils are shown and taught about tolerance and respect through all areas of the curriculum.
- We recognise all religions and beliefs; pupils are given time to discuss any concerns they may have around these areas. They can also seek support from the pastoral team if they have any concerns they or their families may be experiencing. A variety of topics are discussed in class assemblies, e.g. Mental Health, Autism, Anti-bullying, as well as celebrating differences. Pupils, Staff and families often come together for community events which bring together a variety of cultures and backgrounds. The curriculum also supports all these areas in PSHE.

Assessment:

- PSHE to have a class book to record lessons taught and outcomes.
- Termly assessments to be completed against age related expectations.

Monitoring:

- Monitoring of class books scheduled.
- Staff CPD for PSHE assessments that are being introduced.
- Learning walks scheduled to monitor and support staff with the teaching of PSHE.

Impact:

Data (2018/19):

2017, 2018 and 2019 pupil outcomes are above national in every phase and measure in most key areas

The children have experience of a wide set of experiences by having the opportunity to work with artists, gardener and dhol drumming on a regular basis.

Our after school clubs are over subscribed and area made up of over 50% disadvantaged pupils. Disadvantaged pupils make strong progress throughout the curriculum.

The Oasis ethos as well as the 9 habits runs strongly throughout the academy.

The academy has a strong focus on health and has been awarded recognition for this by obtaining a Healthy Schools Award.

Teacher CPD/monitoring (2018/19):

PSHE is embedded throughout the academy by both pupils and staff. Pupil voice is highly valued in the academy and this is reflected by use of Pupil Parliament, PSHE and work by the pastoral team.

Community/families: Hub:

An Oasis Community Hub is connected to the Academy and a chaplain delivers support to both staff and pupils. Assemblies by SLT and the chaplain are delivered weekly around one of the 9 habits. The academy also has links with leaders from various spiritual denominations.

There are after school sports clubs and clubs in the connecting community hub whose focus is on a healthy lifestyle. These run both during term time and during school holidays. A Fit and Fed club,

gives pupils the opportunity to access sporting activities along with learning about healthy eating.