



Brompton and Sawdon Primary School:

Our vision/intent for PHSE (November 2021):

At Brompton and Sawdon Community Primary School we follow the NYCC PHSE/RSE agreed syllabus and planning. Each year group covers content related to each theme every year, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these. We ensure our PSHE curriculum suits our pupils, school and community, giving careful consideration to our school ethos and our pupils' needs.

Where possible we make cross-curricular links between PSHE and other subjects; learning comes in many different forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers, cross-curricular lessons and discrete lessons. During sessions children are encouraged to both ask and answer questions, to deepen their knowledge and understanding.

At Brompton and Sawdon Community Primary School, we strive to develop the qualities and attributes that all pupils need to thrive, stay safe and help others - as individuals, family members and members of society. We recognise the challenges that our rural context poses for our pupils and families and have developed a PHSE curriculum to ensure that all children receive the knowledge and exposure required to ensure that they fully understand and contribute to the world around them, at a local and global level. Our curriculum exposes the children to the challenges and diversity of local and wider communities and the value placed on everybody as individuals. The PHSE Curriculum is further bolstered by 'The Street', a school wide approach to celebrating and investigating Diversity. The school Pillars of Respect, Nature, Rainbow, Family and Ready to Fly are entwined through learning in PHSE and present a constant reference point for learning.

We similarly intend that our PHSE curriculum gives all pupils the knowledge, confidence and tools to protect themselves and those around them. Additional focus has been placed on Mental Well-being and Safeguarding from April 2021, following the disruption to learning during COVID. It has been important to recognise the impact that this may have had on the family circumstances, Wellbeing and Safeguarding for all. Additional sessions have therefore focussed on coping with change, reporting concerns and managing different situations. The development of support networks, the identification of appropriate and inappropriate behaviours, and how to respond to different situations have similarly been high profile topics in PHSE planning. This focus will continue from Autumn term 2021.

The PHSE curriculum was further updated in November 2021, to reflect the increasing profile of Peer on Peer abuse, Suicide Ideation and Self Harm.

We have the highest expectations for our pupils with SEND. Rather than simplifying tasks, we intend that they receive the support, adaptations and resources needed to allow them to achieve learning objectives in line with their peers.

This might include:

- adult support, different groupings, adapted tasks to reflect different learning styles,
- Pre-teaching of specific vocabulary or concepts
- Over-teaching to reinforce
- Adult support in a small groups or 1:1
- 1:1 support where and when necessary.
- Word mats / visual cues that explain some of the key concepts or vocabulary
- Knowledge organisers to refer back to if they are unsure of a particular concept
- Further / additional or adapted resources around the classroom
- Adapted worksheets / books
- Carefully considered Peer buddies / pairings / groupings
- Adapted timings

If they can't learn the way we teach, we teach the way they learn.