******PSHE in our classrooms at Brampton Cortonwood Infant School**

**Our Approach**

In PSHE we expect children to begin developing the knowledge, skills, and understanding they need to grow into happy, healthy, and kind individuals. Across our school, the focus is on helping children feel safe, valued, and part of their school and wider community. Children learn about caring for their school, including how to look after their classroom, respect school property, and be kind and helpful to others. They are encouraged to take pride in their environment and understand that everyone has a role in keeping it a safe and welcoming place. They explore what bullying means in simple terms, such as unkind behaviour that happens again and again. Children are supported in understanding what makes a good friend, how to share and take turns, and how to solve small problems or disagreements calmly. They learn how to include others in their play and how to be a thoughtful, caring friend. Through stories, discussion, and role play, children explore different feelings such as happiness, sadness, anger, and worry. They learn how to recognise these emotions in themselves and others, and how to express their feelings in safe and appropriate ways.

At our school, we use the Zones of Regulation as a practical and child-friendly approach to help children recognise, understand, and manage their emotions. The Zones use four colour-coded categories to help children identify how they are feeling and develop strategies to return to a calm and focused state. Through regular discussions and activities, children learn to express their feelings appropriately, build emotional awareness, and use self-regulation tools to support their well-being and readiness to learn.

In PSHE, we encourage children to have discussions and contribute to topics of conversation. Children are taught kind conversation rules, such as listening carefully, taking turns to speak, using polite words, and showing respect for others' thoughts and feelings.

At our school, we use the ROSIS PSHE scheme (Primary Personal, Social and Health Education Scheme of Work) to help our youngest learners understand their feelings, make friends, and stay safe. Through fun and age-appropriate activities, children learn how to be kind, confident, and respectful to others.

**Our Lesson Structure**

>In our PSHE lessons, you will see whole class teaching, group work and independent work.

>PSHE lessons are structured to be engaging, interactive, and age-appropriate. Each lesson typically begins with a simple question or story to spark discussion, followed by activities such as circle time, role play, or creative tasks that help children explore key themes.

>Lessons end with a short reflection to reinforce learning and encourage children to apply ideas to their everyday lives.

>Teaching encourages children to use subject specific vocabulary through discussion, research and reading and such information is displayed in the learning environment.

Lesson slide sequence:

* Share the WALT and topical vocabulary
* Share the steps to success
* Link to previous learning through a quiz
* Questions
* Practical introduction along with resources and materials to support that sessions learning

**Our Teachers**

>Teachers will follow the progression model for PSHE which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

**>**Teachers will assess pupils through marking, formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>When introducing a new topic in PSHE, pupil’s will have the opportunity to ask questions and enquire about their topic of interest based on prior learning knowledge.

>Teachers will encourage children to have discussions around each topic.

>Teachers will help pupils understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their age-appropriate progression model.

> >SEND children will be supported through writing scaffolds, split inputs, and guided writing groups.

**Our Environment**

> Teaches will have ‘the zones of regulation’ displays in their classroom to encourage children to discuss their feelings and manage their self-regulation.

>EYFS teachers will enhance provision both inside and outside to support the teaching of PSHE (personal, social and emotional development) within appropriate areas.

**Our pupils’ Voice and Books**

>Pupil’s voice will show a developed understanding of the ideas/concepts that have been explored across PSHE lessons.

> Pupils will have a secure understanding of topics for each area of the curriculum; Self-regulation, Self-management, and building relationships (EYFS) and The Caring School, Anti-bullying, Healthy eating and Hygiene, Physical health and well-being, growing and changing, and keeping myself safe (KS1).

>Photos of the children’s PSHE learning will be displayed in a folder across a PSHE display. These photos can be explored/looked at by other children/year groups.

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more.

>Ensure an appropriate progression of PSHE skills and knowledge is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling children and extend more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Keep up to date with current PSHE research and subject development through an appropriate subject body or professional group.

>Monitor the quality of education provided during PSHE lessons to ensure that the quality provided for all pupils is good or better.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.