

# WHAT PSHE LOOKS LIKE AT ASTON ROWANT

**Curious Courageous Independent Collaborative Inspired**



The goal of education in *Aston Rowant C+E Primary School* is to enable our children to be **curious** in their approach to learning, to be **courageous** in their attitude to learning, to be empowered to work both **independently** and **collaboratively**, to understand the impact their learning has had on them so far and be **inspired** to keep learning.

**Curious** We generate curiosity about what we teach and allow it to take hold into something that becomes a passion for lifelong learning for all of our children. We openly involve them in their learning by meeting them where they are and then showing them where they can go exploring their interests, expanding upon their ideas, and engaging them in meaningful dialogue which encourages them to fully engage with owning and developing their own learning.

**Courageous** We cultivate a growth mindset from the perspective of building courage, encourage failure by modelling it and showing how to reframe events in a positive light, so children are willing to try new things whilst embracing failure and the opportunities it brings. Let the children learn to have control over their own actions, including trying again if they don't succeed.

**Independent** We will develop our children into independent learners to empower them to take control of their own learning – both inside the classroom. Teachers have faith that our pedagogical approach cultivates independent habits of mind in the students we teach and the children want to explore the truths of the world for themselves.

**Collaborative** The whole school team will grow together, sharing our knowledge, understanding and experience. We will question, encourage and support one another on our learning journey.

**Inspired** The whole school team will grow together, sharing our knowledge, understanding and experience. We will question, encourage and support one another on our learning journey.

**Lifelong Learners** Children will leave Aston Rowant C+E Primary School with an enthusiasm and thirst for learning that continues for the next stage of education and is a foundation for life.

# INTENT

The PSHE Association describes Personal, Social and Health Education as giving pupils the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. It teaches pupils about transferable skills including self-awareness, empathy, communication and teamwork, supports pupils in their wellbeing and helps them to manage issues which could affect their ability to learn, such as anxiety and unhappy relationships.

At Aston Rowant CofE Primary School, PSHE is delivered in three complementary ways:

- Weekly planned lessons and opportunities for each class with consistent themes that are developed across the years
- Cross curricular links which respond and incorporate events as they arise
- Whole school events, themes and routines which underpin the ethos, vision and values of the school including collective worship

By the end of their time in Key Stage 2, our aim is that children will be able to demonstrate that they recognise their own worth and that of others, to express their views confidently and listen to and show respect for the views of others. They will be able to identify positive ways to face new challenges, discuss changes they will go through and demonstrate some ways of dealing with these in a positive way. They will explain how they will develop skills to work in the future and make choices about how to develop healthy lifestyles for body and mind. They will make judgements and decisions, list ways of resisting negative peer pressure and explain how to manage risks in different familiar situations.

Children will be able to explain how their actions have consequences for themselves and others. They will be able to describe the nature and consequences of bullying, and express ways of responding to it. They will be able to respond to negative behaviours such as stereotyping and aggression and demonstrate respect and tolerance towards people different from themselves.

Following the overview provided by the PSHE association, each year group from 1-6 takes a focus each term on Health & Wellbeing, Relationships and then Living in the Wider World. The objectives and expectations are then mapped by year group and term. There are common themes in each year but they are taught in a progressive and age appropriate manner.

Teaching approaches vary and include (but are not limited to): discussions and debates, group/ individual research & presentation, draw & write, drama & role play, group/individual writing tasks and circle times. In addition, other ongoing class practices and collective worship themes can also address and teach the objectives.

As part of the class community, teachers are often the best placed professionals to teach PSHE to the children they work with for the year. However, other professionals, visits and visitors can add to the provision and provide expert knowledge and memorable experiences, for example the school nurse, fire safety officers, PSCOs and paramedics.

The benefits for pupils from PSHE education are relevant both now and in the future. Knowledge and skills such as being able to sustain healthy & safe relationships, establishing a good sense of self awareness, together with an ability to manage risk, experience change and communicate effectively are helpful for pupils being able to thrive as individuals, family members and members of society. It will help children to manage many significant opportunities and challenges they will face growing up. Some of these are detailed in this linked document produced by the PSHE association.

# CURIOUS



Curiosity drives learning and achievement. If a child is curious they will be a better student. Yet curiosity is not something that can be taught. But it is a spark that can be lit. It is something that can be nurtured. That is how we use our PSHE lessons.

We also encourage questions, as questions demonstrate a curious mind. In PSHE we have unstructured time in class to encourage questions. We don't provide all the answers, so the children's curiosity doesn't wane, but we give the children unstructured time to experiment with/discuss/explore questions, so their curiosity is likely to expand. We also use both our indoor and outdoor space to stimulate their thinking.

*"Finding out things is fun!" Brodie, Year 2*

# COURAGEOUS

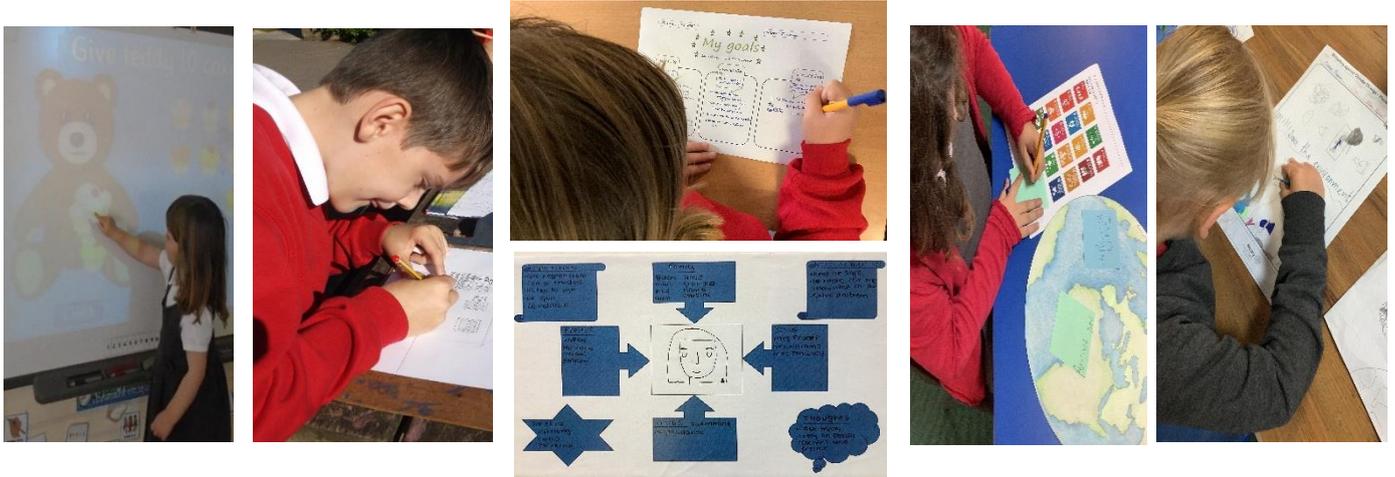


We develop our own courage through our PSHE lessons. We give our children skills such as basic first aid, cycling proficiency and a good understanding of health and wellbeing. We facilitate courage to grow by encouraging children to question, research, present their ideas to their peers and debate topical issues. We give children a voice and the courage to use it.

We are also courageous advocates; all year groups have a global focus studying conflict and peace, fair trade, migration and refugees, sustainability, rights and responsibilities and identity. We are committed to developing citizenship in preparation for life within the local, national and global communities and engage in social action for change and our pupils embrace it. As part of our PSHE lessons Aston Rowant School has committed to the Connecting Classrooms project through the Global Learning (CCGL) Programme supported by the British Council and this celebrates our continued commitment to international learning. We are focused on the Sustainable Development Goal 2 - Zero Hunger and our link school is Magoma Primary School in South Africa.

*“We have been working on a Zero Hunger project. We were challenged to build floating gardens for people in countries that flood to see if they could float – ours did!” Felix, Year 6*

## INDEPENDENT



Being able to think and act independently remains one of the most important skills that a student can learn. We live in a culture that is rooted in individualism – where independence is central to our ethical and social world view. Failure to prepare our children for the demands of a world where teachers will not be available to provide all the answers is to do them a great disservice.

One of the major obstacles preventing students from becoming more independent is a fear of failure. To encourage a more independent approach, we must help students to see failure as an opportunity to learn, rather than something to be avoided at all costs. Effort and persistence helps all children to make great progress regardless of their starting point.

While it is important to praise any examples of independent behaviour, we also reinforce the importance of trying hard by praising the effort that a child makes above the final product of their work. Taking the time to train children in problem-solving and thinking techniques provides them with a go-to structure that can be applied to difficulties encountered in the classroom or when completing homework.

We promote independence in our classrooms by presenting students with a set of appropriate tasks and asking them to complete the task that they believe will be best for them. This is a simple way for our children to take charge of their learning.

We also encourage independence in home learning by projects such as Hearts for Homes during lockdown and Grow Your Pound to raise money for the school charity.

“I love to have a go. You don’t always get it right, but you have to try.”  
Sascha, Year 4

# COLLABORATIVE



During our PSHE lessons we collaborate together on team building challenges, by working together to research topical issues, by sharing our ideas and experiences in discussions.

We also embrace collaborative working throughout both our school community and also the wider community. We use our House Team system for special projects and the opportunity for vertical learning. We also look to our parental body and wider community for events such as our careers fayre or visiting speakers.

*“We sometimes do challenges in PSHE. My favourite were the parachute games and the water balloon challenge. I didn’t want to drop the balloon for my team.”*

*Connie, Year 4*

# INSPIRED



We know how important effective Personal, Social & Health Education is to equip young people with the wider life-skills they need to be successful. We consider how a young person is best prepared for their life ahead. Success at school is not only about academic achievement it also includes a knowledge of the risks they will face in life, the consequences of their decisions, how to support their friends and how to resist negative influences from others. It should inspire them for their future.

In addition, Aston Rowant Primary School recognises the important role that is played by primary schools in enabling children to have high aspirations about their future through independent and impartial careers advice. As a school we endeavour to provide children with a range of meaningful experiences, visits and visitors to that teach them about the world of work and provide information about future careers.

*"I love odd socks day. It's about being different." Aava, Year 2*

*We were finalists in the Rotary UK Poster Competition to celebrate the COP26 Conference on Climate Change in Glasgow from 1-12 November 2021. Our posters were on display to over 30,000 delegates at the conference including over 100 Heads of State.*