

How we designed and implemented a Whole School Approach to PSHE



Value in Everyone



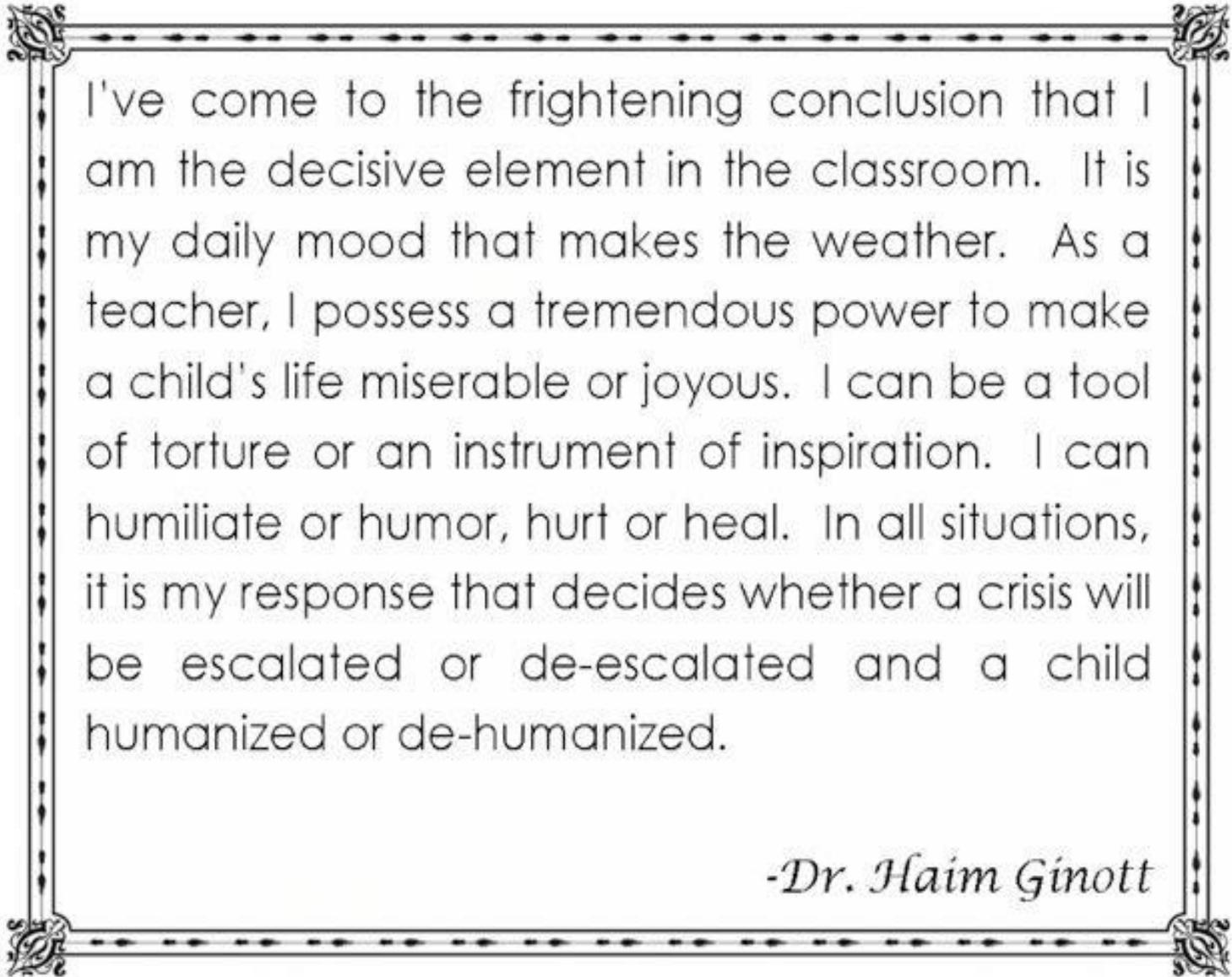
Our School Values

Friendship

Trust

Honesty

Forgiveness



I've come to the frightening conclusion that I am the decisive element in the classroom. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

-Dr. Haim Ginott

Healthy Schools

- PSHE runs through our Creative Curriculum
- House Assemblies
- 5 Members of staff have completed Emotional Coaching
- Bullying Log
- Member of staff trained as a Bereavement Councillor
- Friday afternoon activities eg. Art Club, Forest School, Glee Club, Sports Club

Seaside Rescue



Areas of learning

As Historians we will be studying a significant person from the past: Grace Darling who was one of the first people to carry out a seaside rescue off the coast of the British Isles. We will start off by looking at modern seaside rescues so that we understand how different things were in the past. We will listen to stories but we will also need to know how to find out more about Grace Darling and her life. As the inventor of the first lifeboat, William Woodhave came from South Shields we will find out more about his designs and how they have developed since this time.

As Geographers we will be describing environments. We will be using geographical vocabulary to describe coastal landscapes. We will use Google Earth to see for ourselves what these landscapes look like from the air and we will have a go at making our own maps. The maps will have grid references, symbols and keys – just like real maps.

As Scientists we will investigate how electricity is used in everyday appliances and will discover how to make a simple circuit which includes bulbs, and switches. We will also look at everyday materials and compare their uses and discuss why some materials sink and others float and how the shape of an object can help it to float.

As Design Technologists we will be exploring and making a winding mechanism, just like those in helicopter winches. Also we will be designing lighthouses which have a working lamp.

As Artists we will be studying pictures of storms and the sea. We will be painting pictures of stormy seas and adding sand and other materials to our paint to give different textures.

Enterprise

As enterprising people we will:

Explore the work of the Royal National Lifeboat Institution (RNLI). We will be finding out how they help people and we will be creating a persuasive poster that explains their work and asks for people's support.

Places and environment

As people concerned with our environment we will:

Find out about coasts both in this country and in other countries. We will find out about how some coasts are crumbling into the sea and what people are doing to try to stop this.

Social & emotional

In our spiritual and moral development we will:

Explore the feelings that we have when we hear stories of bravery and courage. We will learn about different emotions that we feel when people help us.

Communities

As members of a community we will:

Be exploring people who help us. Lifeboat crews do not get paid for what they do and they give up their own time to help others. We will think of ideas about how we can be an active part of our community by helping others. We will try to think of small things we can do every day to help out.

Social and Emotional

- In our spiritual and moral development we will:
- Explore the feelings that we have when we hear stories of bravery and courage. We will learn about different emotions that we feel when people help us.

Learning across the curriculum

Using communication

Writing, presenting and broadcasting

- Letters that describe an environment
- Non-chronological report about lifeboats and the RNLI
- Narrative: Settings at a coastal environment
- Persuasive posters informing people of the work of the RNLI
- Coastal erosion fact files
- Short talk on the work of volunteers
- News report of the sinking of the Forfarshire

Using mathematics

Modelling

- Predict sinking times for toy boats that have a hole in them, followed by stopwatch timing

Calculating

- A range of calculations using scales from maps (1 square = 1km: How far was it to...)
- Using fractions of distances with associated calculations (Half way to...is ...km)

Interpreting data

- Extract information from data about the number of rescues conducted by the RNLI

Justifying

- Using data as part of the persuasive poster to back up arguments (Did you know that £1 can...)

Using ICT

Searching

- Websites
- Databases

Developing ideas and making things happen

- Graphics
- Text
- Multimedia

Communication

- E mail and messages

Personal development

Learning and thinking skills

- Asking relevant questions
- Analysing information
- Planning how to go about presenting information
- Creating and developing maps and plans
- Creating ideas for persuasive arguments
- Recognising similarities and differences in environmental features
- Communicating using data and the written word
- Evaluating the impact of persuasive posters

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
- Working collaboratively
- Giving constructive support and feedback to others

Subject Key Skills

History, geography and citizenship

Investigate

Undertake investigations and enquiries, using various methods, media and sources.

Analyse

Compare, interpret and analyse different types of evidence from a range of sources.

Communicate

Present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques.

Consider and respond

Consider, respond to and debate alternative viewpoints in order to take informed and responsible action.

Science and design technology

Generate ideas

Observe and explore to generate ideas, define problems and pose questions in order to develop investigations and products.

Investigate, observe and record

Engage safely in practical investigations and experiments and gather and record evidence by observation and measurement.

Design, make and improve

Apply practical skills to design, make and improve products safely, taking account of users and purposes.

Explain

Communicate and model in order to explain and develop ideas, share findings and conclusions.

Evaluate

Continually make systematic evaluations when designing and making, to bring about improvements in processes and outcomes.

Art, dance and drama

Explore

Explore, investigate and experiment from a range of stimuli and starting points, roles, techniques, approaches, materials and media.

Create

Create, design, devise, compose and choreograph individual and collective work.

Improvise

Improvise, rehearse and refine in order to improve capability and the quality of artworks.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

PSHE

Reflect and evaluate

Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.

Plan and implement

Generate and implement ideas, plans and strategies, exploring alternatives.

Move with control

Move with ease, poise, stability and control in a range of physical contexts.

Present

Present, display and perform for a range of audiences, to develop and communicate ideas and evoke responses.

Evaluate

Use arts-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's artistic works.

Personal Development

Personal and emotional skills

- Identifying strengths and weaknesses in our work for others
- Setting goals for more active community involvement
- Working independently in written work
- Managing feelings and becoming self aware when discussing and finding out about how people sometimes put themselves at great personal risk when helping others

Social skills

- Listening and responding appropriately to those who tell us about their voluntary work
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The River Tyne From Sea to Source

Areas of learning

As Historians we will be finding out about Charles Palmer from Newspaper Articles and photographs and why he is such an important figure in Jarrow's history. We will also be looking at The River Tyne and how it has changed over time. We will study The Jarrow March and its importance to the local area.

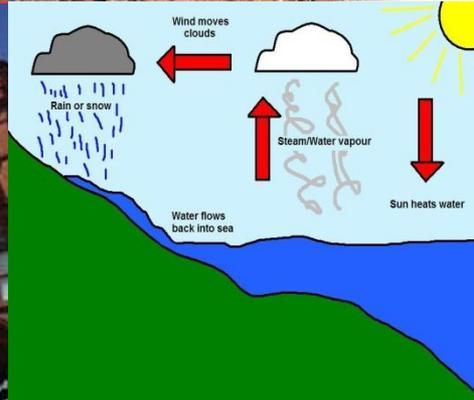
As Geographers we will be studying water and the effect it can have upon landscape and peoples lives. We will look at the physical features of rivers and the process of erosion. We will look at environmental issues caused by drought and flooding. We will also look at the habitat of endangered species around the world and the effect climate change can have upon our wildlife

As scientists we will compare and group materials together according to whether they are solids, liquids, observe that some materials change state and the part evaporation and condensation play in the Water Cycle and also describe changes that occur when materials are mixed. We will also look at the River as a habitat and use food chains to show feeding relationships and understand how nearly all food chains start with a green plant. We will look at animal habitats and how environmental issues can endanger our wildlife and what is needed to help plants grow well.

As Artists we will be studying pictures of rivers and lakes. We will be painting pictures and investigating with a range of techniques in order to create an impression of water.

Communities

As members of a community we will:
Explore how communities work together both locally and globally.
For example how the community of Jarrow worked together during the depression and how communities suffering from drought or flooding pull together.



Enterprise

As enterprising people we will:
Investigate the designs of leaflets and develop a leaflet which gives both information about water and promotes how to save water.

Environment

As people concerned with our environment we will:
Find out about countries which suffer from droughts such as Africa and what people are doing to deal with this. Also we will look at areas which suffer from flooding and what precautions are being put in place to prevent future floods.

Social and Emotional

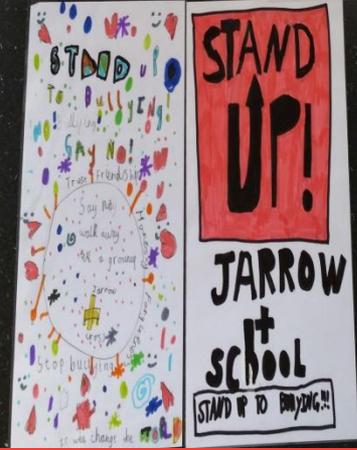
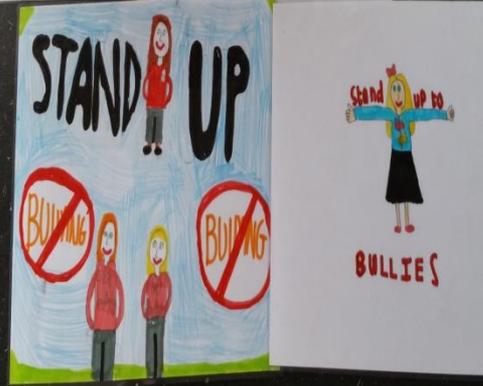
In our spiritual and moral development we will:
We will explore the fact that some people are denied the basic right of clean water. We will learn about organisations such as Water Aid and the importance of their work in Africa.

- In our social and moral development :

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Life Events Pack

- The aims of the packs are to give parents a starting point and feel more confident approaching the following topics/life events.
- Divorce/separation
- Death
- Bedtimes (fears/anxiety/routines)
- Loved ones suffering with Dementia or Alzheimer's
- Children with anxiety or low self-esteem



Attendance and Safeguarding Lead

- Engaging and supporting parents and families- Solihull approach
- Informal discussion- devising a plan
- Contact and communication and reviewing this
- Constant communication with staff
- 1:1 support for children

- Nurture Group
- Choose to Cope Programme
- Links with other professionals- referring to other services
- Supporting in home environment

Quotes from Parents

“We feel total support from both teaching staff and Miss Foreman”

“ From our first visit strategies were discussed and agreed xx is coping well and smiling once again, he anxiety is being managed and ongoing support is clearly working”

“The support has been very valuable to us as a family”

“ I feel more relaxed knowing that support is available when we need it”

Quotes from children

- “ I feel very grateful because you have helped me feel confident in playing with more people and understanding feelings”
- “ Miss Foreman helps me with my anger and she has done a good job because I don't get angry as much as I did”
- “Helped me and my mam build a bond. Helped me get rid of my bad thoughts”

Next steps

- PSHE activities are being more formally recorded
- Nurture room under development
- Home visits for new Reception children
- Looking into Thrive Training and other associated programmes