

## Case Study - Felbridge Primary School

### Project Title:

Develop a whole scheme of work for PSHE to develop and improve all children's behaviour for learning.

### Healthy Schools Theme:

PSHE

### School Context:

Felbridge Primary School is a single form entry primary school on the borders of Surrey and West Sussex. There are 211 children on roll aged 4-11. 21% of children on roll are on the SEND register and 1.4% are FSM. There are currently 8 pupil premium children this academic year and 5 children registered as Roma Travellers.

72% of children achieved a good level of development in Early Years. There were two children with full-time EHCP and two Roma Traveller children.

#### KS1 Attainment

% met Expected Standard (% working at > depth within the Expected Standard)

Reading 76% (35%), Writing 69% (3%), Maths 76% (17%)

#### KS2 Attainment

% met Expected Standard (working at > depth within the Expected Standard for writing)

Reading 77%, Writing 90% (13%), Maths 87%, GPS 90%, R Wr & M 71%.

### Identified Priority:

Two areas were flagged as part of the school development plan;

- **To improve the quality and regularity of the teaching of PSHE.**
- **To develop and improve all children's behaviour for learning to maximise their learning potential.**

At Felbridge Primary School, class teachers followed the SEAL programme to deliver PSHE. PSHE was continually monitored and evaluated as part of the Surrey Healthy Schools award. A questionnaire asked teachers their opinions on SEAL, they felt SEAL was starting to feel out of date and a more current programme was needed to encompass children's developing world. Teacher's felt that SEAL did not address as many current day topics and as a result, teachers did not feel confident in delivering. The main areas were:

- Online bullying / abuse
- Online grooming
- Preparation for secondary school
- Puberty
- Children's anxiety
- Same sex relationships
- Addressing British Values

Interviews with children highlighted that many children were not clear on what PSHE was. A range of comments included;

- Time to talk to each other
- Learning about other people
- Learning about our bodies
- Circle time

Each school year a 'Healthy Living Week' was run with a range of areas addressed including healthy food

and diet but it was felt a more detailed and up to date range of subjects was needed to be addressed.

It was also felt that by developing a whole school approach to PSHE, children's learning behaviour could also be addressed to ensure they achieved their maximised potential. This was a result of both teacher questionnaires and book scrutiny which found;

- Children sometimes rushed their work and as a result their presentation skills were not always of a high standard.
- Children need time to re-address any work that has been rushed.
- Children need a form of consequence if they choose to work below their potential.

## **Outcomes:**

### **The school will purchase a PSHE programme and implement this across school.**

The PSHE lead would attend PSHE twilights and liaise with other schools and PSHE leaders to find a suitable PSHE programme that could be implemented in school.

### **The quality and regularity of the teaching of PSHE would be improved and increased, as indicated by subject manager monitoring.**

Once a PSHE programme was purchased, the school's PSHE lead would monitor the effectiveness of the programme through observations, learning walks, talking to children and looking at class PSHE books.

### **The presentation of children's work will improve, as indicated by SLT and subject manager monitoring.**

The PSHE lead will work with class teachers and SLT to devise a whole school policy/ protocol/ guidance for presentation of children's work.

### **The school's behaviour policy will be further developed to ensure consequences and rewards remain effective and include some lasting rewards.**

The school behaviour policy will be reviewed with school council, staff and governors and a new behaviour policy will be presented to children and introduced.

## **Activities / Interventions:**

### **The school will purchase a PSHE programme and implement this across school.**

- Subject leader attended PSHE twilights and spoke to several schools to find an appropriate PSHE programme.
- It was felt that the PSHE scheme, JIGSAW by Jan Lever would be the most suitable and beneficial to the school. Whilst this was an expensive investment, funds provided by the PTA allowed this to be possible.

### **The quality and regularity of the teaching of PSHE would be improved and increased, as indicated by subject manager monitoring.**

- The JIGSAW programme is very structured, with weekly lessons following on from the previous lesson. Also each half term has the same theme throughout the school enabling engaged subject leader to introduce each new theme in a whole school assembly.
- Regular monitoring by subject lead has shown the effectiveness of the JIGSAW programme:
- Staff are more confident delivering PSHE lessons: "Children are engaged in the lessons", "the lesson plans are clear and I feel I deliver really effective PSHE lessons."
- Children understand the importance of mindfulness "I feel more confident to talk about how I feel", "I like the quiet thinking time, it helps me relax", "If I feel worried or anxious I do relaxing breathing and it helps me." (Year 6)

### **The presentation of children's work will improve, as indicated by SLT and subject manager monitoring.**

- The PSHE lead will work with class teachers and SLT to devise a whole school policy / protocol / guidance for presentation of children's work.

**The school's behaviour policy will be further developed to ensure consequences and rewards remain effective and include some lasting rewards.**

- Subject leader will review school behaviour policy and present this to staff, governors, children and school council. Subject leader will liaise with school council to plan an effective lasting reward(s)
- The school behaviour policy will be reviewed with school council, staff and governors and a new behaviour policy will be presented to children and introduced.

**Impact:**

**The introduction of the new PSHE scheme, JIGSAW, has proved to be extremely effective across the whole school.**

- Lessons are regularly delivered.
- As the theme is the same throughout the year groups, each week all children know what they are learning and why. "We are learning about relationships, it's really important that we think about our words when we talk to our friends so we don't hurt their feelings." (Year 4), "I like to make my friends laugh and be happy" (Year 1)
- Evidence gathered shows an improvement in the children's work. They are taking their time to think about their presentation and their handwriting is of a high standard. All staff have reported higher quality presentation skills in all subjects, including PSHE.
- Children throughout the school are encouraged to see the positive impact that mindful breathing can have on themselves. The use of mindfulness breathing has encouraged children to think of ways to calm down if they are upset or angry.
- Jigsaw has enabled children to develop empathy skills by asking them to think how their feelings and actions may affect another child.

**Staff conversation, lesson observations and book monitoring have shown how staff have embraced the new PSHE programme and how confident they have become in delivering PSHE:**

- "I find the lesson plan easy to follow and by the children's reactions, I can see that the lesson has been effective. (Year R)
- "Children are becoming more confident at speaking out about their feelings, in front of their peers" (Year 6)
- "Children are respectful to one another, they listen to their friends and, if needed, will comment positively". (Year 4)
- "Children are respectful of one another and enjoy the quiet, thinking time when the chime is used" (Year 5)

With such a positive reaction to the delivery of PSHE, Felbridge has established peer mediators during play times. Year 6 children have been trained, in ways, to help children deal with a range of emotional situations such as anger, frustration and loneliness. As a result Year 6 children now set up activities for children to join in with during play. Felbridge have also established a restorative approach in school for children to talk about their emotions if a situation arises. This has proved very effective as children are encouraged to talk about how a situation has made them feel. As a result there are a reduced amount of playground incidents, and children are reporting that they feel happier.

**In interviews with children, asking them their thoughts on PSHE, a range of positive comments were recorded, including:**

- "I know when we are having PSHE lessons as we listen to the chime. I like the chime, I like it when we breathe slowly and have time to think and be quiet." (Year 4)
- "PSHE lessons give us time to talk about how we feel and listen to our friends. It's nice to know that they feel the same as me" (Year 6)
- "I have talked about my worries and found out that although we are all different, we are all the same." (Year 3)
- "We have talked about our changing bodies and now I don't feel so worried." (Year 6)

**Monitoring and interviews with children demonstrated they had a greater pride in their work;**

- “I like to have the time to make sure my book is neat” (Year 2)
- “I like it when my handwriting is neat” (Year 1)
- “I try to make sure my writing is my neatest because I am proud of my work” (Year 3)

**Teachers have also commented on the impact on children’s attitude towards their work.**

- “Children are taking a greater pride in their work. They are taking the time to present their work in a way that they are happy and confident with.”
- “The children work really hard with their presentation skills to achieve their pen licence and ensure they are maintaining a high standard in their work so they do not lose their licence”.

Finally PSHE has and will be continually monitored, to ensure it remains effect and positive in Felbridge. The PSHE lead continually monitors PSHE throughout the school through learning walks, talking to the children, talking to the adults, attending PSHE courses and sharing up to date information, particularly in light of PSHE becoming statutory in 2019. The PSHE lead has found that;

- “Children enjoy their PSHE lesson, particularly the chime time.”
- “Children are taking more time over their work”
- “Children know why it is important to have skills to help them calm”

**Next Steps:**

This year’s school development plan is continuing to develop children’s learning skills through focusing on five key areas; responsibility, co-operation, resilience, risk-taking and reflection. This is rewarded and highlighted each week in a celebratory assembly where teachers praise the different life skills that children are developing to enable them to develop these life skills.

With PSHE becoming statutory in 2019, the PSHE subject lead feels that this subject is being taught effectively and children are developing both academically and holistically.

**Senior Leader Quote:**

As a result of this project we have seen an improvement in the teaching of PSHE. Our subject leader has worked hard to promote the new scheme of work and supported all adults in the school with their delivery and resources.

We have also seen improvement in the children’s behaviour for learning, most especially in terms of the presentation of their work and the pride that is now shown. The improvement in their behaviour for learning was also reflected in significantly improved outcomes at the end of KS2.