



Project Title:

Development of PSHE provision and evidencing of PSHE in class.

Healthy Schools Theme:

PSHE curriculum.

School Context:

Westfield Primary School is a large primary with over 500 students, based in Woking. As of September 2018 our percentage of SEN across the school is 15.2%, pupil premium is 28.3% and free school meals is 19.5%.

Identified Priority:

PSHE is continually monitored and reviewed as part of the school's monitoring process by the PSHE subject leader. At each review, it was becoming more apparent that there was a lack of PSHE evidence in Topic Books (a shared exercise book where learning for all foundation subjects is recorded).

An informal chat with a cross section of students revealed that pupils could not explain what PSHE meant and they struggled to say what learning they did in relation to the subject. Nor could they provide any examples of PSHE learning. After further discussion and once explained to them what the PSHE acronym stood for, pupils were able to say that PSHE to them was 'circle time'. Unpicking this further, circle time happened in class when there was a relationship issue of some kind that needed to be addressed and resolved.

Pupils agreed that they enjoyed 'circle time', however there was a clear lack of breadth to the subject and other important elements of PSHE were not being specifically taught, such as financial capability and health and well-being. PSHE was a reactive subject rather than proactive.

On further discussion with class teachers, it became more apparent that PSHE had become 'circle time' and it was being shoe-horned into the timetable if the children were failing to follow their 'Golden Rules'. Following a staff questionnaire, teachers agreed that they were unsure of the PSHE curriculum (believing it mostly consisted of 'SEAL'-based activities). They also agreed that not enough time was allocated to PSHE education and there was uncertainty of how to assess a mostly 'conversational' subject.

Therefore the main priority identified as a result of this feedback was:

- To improve the provision of PSHE. To ensure there is a progressive scheme of work in place, which includes RSE and Drugs Education.

Outcomes:

The following outcomes were identified based on the priorities of the project:

- Complete a needs-based spiralling scheme of work to cover all aspect of PSHE including financial capability, drugs education and RSE etc.
- For an increased number of children to report they enjoy PSHE lessons.
- For an increased number of pupils to report they have used skills and/or knowledge learned in PSHE in a 'real-life' situation and to give an example of this.
- For staff to feel more confident when delivering PSHE.
- To begin to develop assessment in PSHE.

As the project has evolved the outcomes have changed to include:

- To begin to evidence PSHE in order to monitor the teaching of it, and to help pupils to reflect on their learning and apply it to real-life.

This last outcome that was added later came about due to a lack of evidence of PSHE in Topic Books. It was a way of measuring the amount of PSHE that was being taught in class.

Each of the outcomes were measured by pupil voice or staff questionnaires, as well as evidence in books and through the use of our new evidencing tool 'SMSC Gridmaker'.

The final outcome, (to begin to develop assessment in PSHE) has become quite informal in class, with a topic culminating in a self-assessment sheet and sometimes a teacher's comment at the end. Summative data on PSHE is submitted to the assessment lead along with other foundation subjects and this comprises of a 1 = beginning, 2 = mastered 3 = embedded.

Activities / Interventions:

Key milestones identified in order to achieve our outcomes were:

1. To have researched other schemes of work by using the internet, and by speaking to other PSHE leads that attend the PSHE Network meetings.
2. To carry out some focus interviews with a selection of pupils around whether they enjoy PSHE and what they enjoy about PSHE.
3. To carry out some focus interviews with a selection of pupils around what they feel they need to learn/be able to do in PSHE
4. Staff audit of skills, resources, thoughts on lessons and necessary topics, confidence levels and training needs.
5. Deliver training around specific areas of PSHE. Focus upon Knowledge, skills and attitudes and active teaching and learning examples.
6. Use pupil self-assessment sheets, which accompany the new scheme of work.
7. Use teacher assessment overview sheet for foundation subjects as advised by assessment

Impact:

A needs-based spiralling scheme of work was put together using a variety of sources found online and resources picked up at PSHE network meetings, such as e-bug to support 'looking after ourselves and keeping ourselves healthy'. Following this, a staff meeting was held so that all staff could spend some time familiarising themselves with the document, ask any questions they might have about the learning objectives or topics and then begin to plan and put together resources for their lessons.

The results from the first pupil voice showed:

- 95% of children enjoy PSHE
- 75% of children believe that PSHE is an important part of the curriculum
- 65% of children disagree that enough time is given to PSHE

A cross-section of pupils who carried out the final pupil voice showed that:

- 95% of children enjoy PSHE
- 95% of children believe that PSHE is an important part of the curriculum (15% improvement)
- 85% of children agree that enough time is given to PSHE (50% improvement)
- 100% of children believe that PSHE could make a real difference to their lives

Subsequent discussions with a cross-section of pupils (12 months after the previous pupil voice) showed that 15 out of 17 children (88% of children) could clearly define what they learned in PSHE as opposed to 7 out of 17 children (41%) in the previous discussions. In addition, the breadth of subject knowledge relating to PSHE had improved significantly, with children much more confident to talk about their learning. It was very apparent that this was due to the change in subject name (last year PSHE was re-named 'Learning for Life'). When children were asked about 'Learning for Life', they did not hesitate to explain the learning they had been doing in class. The title, 'Learning for Life' strikes more resonance with the children and makes their learning more relevant and personal to them. Another contributing factor has been the move this year to branch away from evidencing PSHE in a foundation subjects 'topic book', and instead for the children to record PSHE in a 'Learning for Life' exercise book. Comments from children included:

- [In Learning for Life] "We learn about how much money it takes to run a house if you have a family." Year 4
- "We did posters for 'feeling good week'...it's about knowing who you can talk to if you need help...so you feel supported." Year 5
- "We watched a video where a plastic man sneezed green snot up to 4 metres....you have to put your hand over your mouth!" Year R

The children commented that, "'Learning for Life' is about learning skills for when we are grown-ups." Another child went onto say that learning for life "...gives you strategies to help you in the real world."

Based on evidence of Learning for Life teaching at the start of the project compared with present day, there has been 100% improvement in the evidencing of PSHE across all year groups. This is shown on the SMSC Gridmaker and in Learning for Life books. Discussions with staff show that average confidence of staff teaching PSHE has dramatically increased. Staff questionnaires show there has been a 75% increase (3/12 to 12/12) in the number of staff who now feel they have

sufficient training, knowledge and skills to deliver PSHE lessons using the progressive scheme of work and other resources. Staff commented that this was due to raising the profile of PSHE through staff meetings and inset days. PSHE has become a whole school priority with the additional introduction of a well-being committee since the project began. Staff also commented that they have a much clearer understanding of the PSHE curriculum expectation, to tailor-make planning to suit each cohorts needs.

We have had a 'Learning for Life' staff meeting once a term this year. The first was to deliver a PowerPoint presentation to highlight statistics based on our local demographic and emphasise the importance of Learning for Life in our school. The second was to discuss the pending statutory requirements of PSHE (Learning for Life) and the implications of this. The third was to collaborate ideas, discuss how Learning for Life is developing as a subject and support colleagues in the delivery of the PSHE scheme of work. In addition to this, we have good CPD led by our Inclusion leaders on latest developments that effect the teaching of Learning for Life, for example, childhood trauma and how this impacts children in their development, FGM training and domestic violence training.

Next Steps:

Following the project, further areas for development have been identified to improve the provision and evidencing of Learning for Life in school:

- Monthly newsletters emailed to staff from LfF subject lead about hot topics for the month and useful snippets that link with other curriculum subjects for example, recycling or being a good citizen.
- Continuing with our annual well-being week in school e.g. no screen day, in addition to the National Feeling Good Week.
- Starting next academic year, there will be an even greater support network of teachers surrounding Learning for Life, including an anti-bullying champion, a well-being champion and a citizenship subject leader.
- Maintaining the SMSC Gridmaker to capture any additional evidence such as workshops, assemblies, role-play/hot seating etc.
- Greater evidence of the teaching and learning of Learning for Life in exercise books and the SMSC Gridmaker.

Senior Leader Quote:

This has proved to be a very successful project, resulting in a significant increase in staff confidence so that they deliver Learning for Life (PSHE) in a highly effective way and they enjoy teaching it. There is clear evidence of the breadth of the subject being taught to the children (in books and on the gridmaker), helping to equip our children for their future lives. The impact of the project can also be seen in the way pupils interact with each other and talk with more knowledge about subjects that effect their lives, for example money, recycling, healthy choices etc. Our Year 5s have been focussing their energies on working to reduce the use of 'one use' plastic across the school and have recently been selling school water bottles to help in this cause. It is great to see them so passionate about trying to help our environment.

Our Learning for Life Leader has worked tirelessly to promote this project and PSHE across the school, which she has done to good effect. It is lovely to see the positive impact the project has achieved.

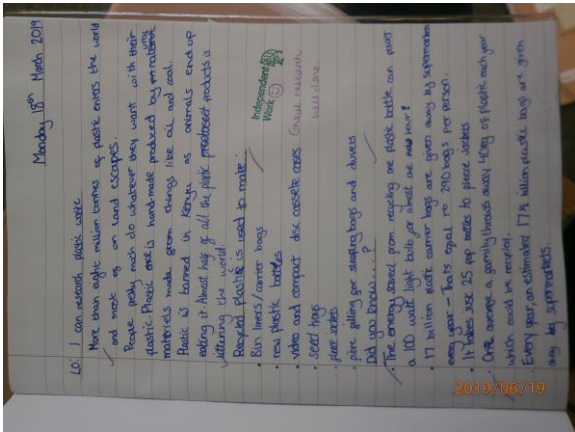
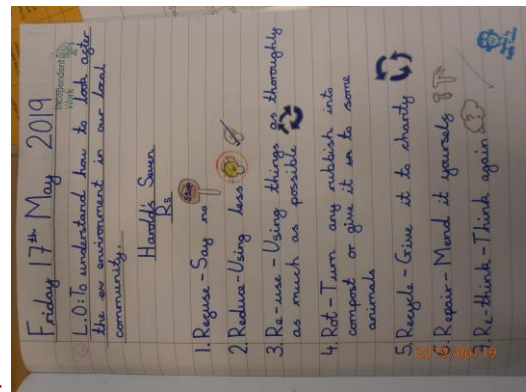
F. McPhee, Deputy Headteacher.

Photograph(s):



Year 3

Year 4



Year 5

Who usually teaches PSHE to your class ? (CT/TA/HLTA)

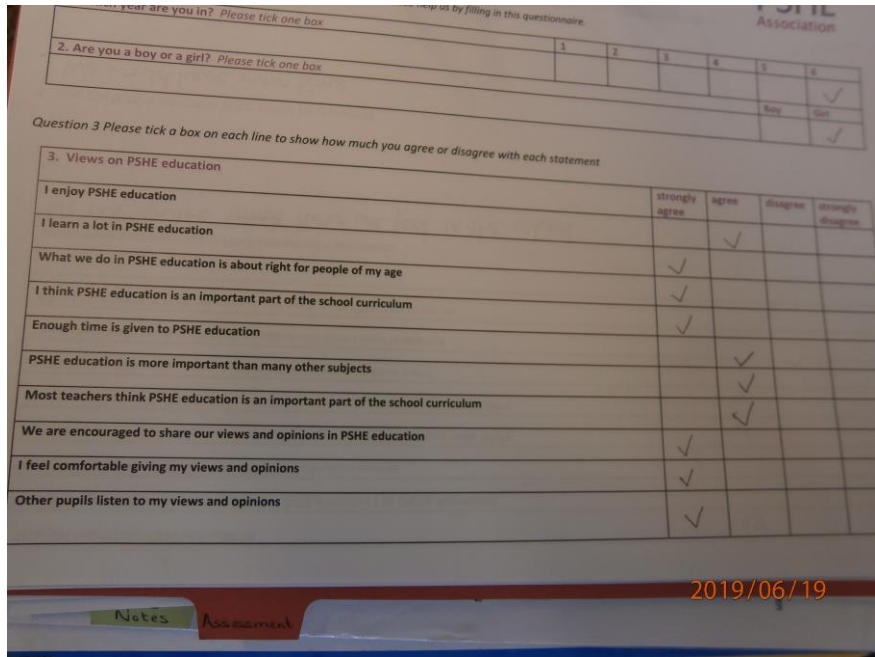
Question	yes	no
I feel Learning for Life is important	✓	
I feel a lack of experience in this subject	✓	
I fear giving offence	✓	
Enough time is given to Learning for Life education		✓
I am unsure of the Learning for Life curriculum	✓	
I am unsure about tackling controversial topics	✓	
I am uncertain of the place of Learning for Life in the curriculum		✓
I feel I have sufficient training in/knowledge of PSHE		✓
I feel I have sufficient support in Learning for Life when I need it	✓	
I know what resources we have at Westfield for PSHE		✓
I know where to find resources in school or on the internet	✓	
I know how to differentiate in Learning for Life planning		don't know
A wide range of different activities is used in Learning for Life education (e.g. drama, discussion)		✓
I know how to assess children in Learning for Life	✓	

If you want to add any more comments or explanations, please do so here:

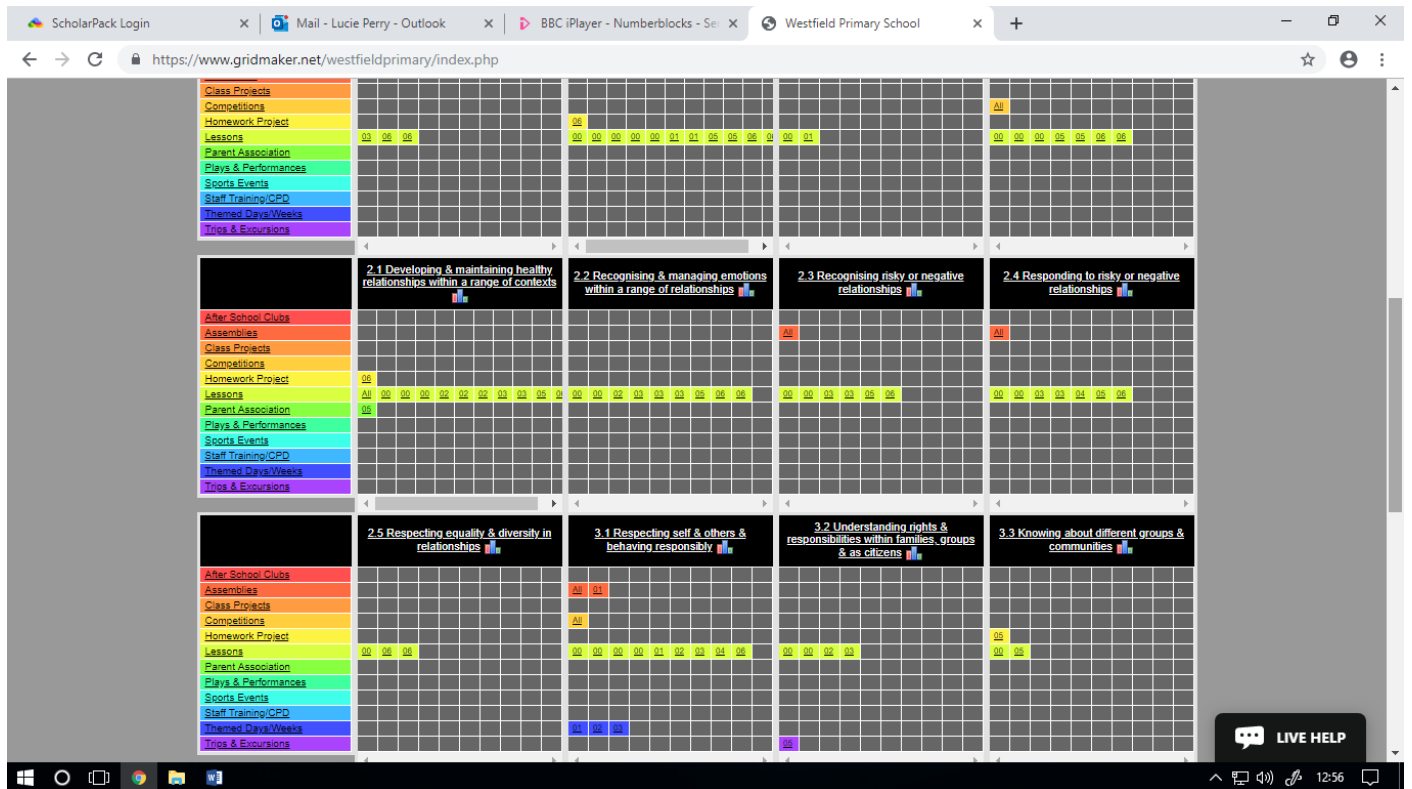
Don't know if what I am doing is right or wrong.

2019/06/19

Staff baseline questionnaire



Children's final questionnaire



SMSC gridmaker additional evidence