

PSHE

Curriculum Implementation

PSHE is a subject where pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have a range of benefits including academic and social, particularly for the most vulnerable and disadvantaged children.

The teaching of PSHE varies in different schools, reflecting the local community and its needs. Recognising the value that this subject provides, the Department for Education have created the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) document, which provides statutory guidance on a whole school PSHE curriculum.

This document is what the school will be using to ensure we meet the statutory curriculum needs of our pupils. To further support teachers we will also use planning created by PSHE specialists within the REAch2 academy trust, which links to the aforementioned DfE document. This will ensure that the teaching of PSHE is to a high standard and the children will be given opportunities to learn and discuss a range of topics which are relevant to their own lives and development.

Aims

The [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) document aims to ensure that all pupils should know the following:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Curriculum

As previously mentioned, when developing our own PSHE curriculum, we have used resources from REACh2 academy trust. These planning documents are used to help teachers develop lessons that provide the children with learning from three core areas: Health and Wellbeing, Relationships and Living in the Wider World. Within these areas the statutory requirements will be met.

These lessons have been mapped out to ensure there are links between units and year groups. This will allow children to build upon previous learning as progression has been included within the planning process. This means that the children will have opportunities to revisit key areas within different year groups, building on their previous learning and developing a deeper understanding of core issues. When placing different topics, we have ensured that the lessons are age appropriate.

The below document outlines each unit and unit links to previous learning.

PSHE Overview – Whole School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit	Safe Me	Being the Healthiest Me	Citizenship	Caring for the Wider World	Economics	My Family and Me
	Prior	EYFS continuous provision	EYFS continuous provision	EYFS continuous provision	EYFS continuous provision	EYFS continuous provision	EYFS continuous provision
	Future	Y2 My Friends and Me	Y2 Healthy Me	Y2 Jobs in our Community	Y4 Collective Responsibility	Y2 What's the Risk?	Y2 Jobs in our Community
Year 2	Unit	How am I feeling?	My Friends and Me	Healthy Me	Jobs in our Community	My Body	What's the Risk?
	Prior	Y1 My Family and Me	Y1 Citizenship	Y1 Being the Healthiest Me	Y1 Economics	Y1 My Family and Me	Y1 Safe Me
	Future	Y3 Pressures I may Face	Y3 Great Friends Think Alike	Y3 Looking After Me	Y3 People in our Community	Y4 Puberty	Y3 Pressures I may Face
Year 3	Unit	Pressures I may Face	Great Friends Think Alike	Looking After Me	People in our Community	We are Family	First Aid
	Prior	Y2 What's the Risk?	Y2 My Friends and Me	Y2 Healthy Me	Y2 Jobs in our Community	Y1 My Family and Me	Y1 Safe Me
	Future	Y4 managing Myself and My Behaviour	Y4 Respecting the Individual	Y4 Puberty	Y5 Careers Week	Y4 Responsible Me	Y5 First Aid and Head Injuries
Year 4	Unit	My Feelings and Me	Responsible Me	Respecting the Individual	Managing Myself and My Behaviour	Collective Responsibility	Puberty
	Prior	Y3 Great Friends Think Alike	Y3 We are Family	Y3 Great Friends Think Alike	Y3 Pressures I May Face	Y1 caring for the Wider World	Y3 Looking After Me
	Future	Y6 My Mental Health and Me	Y5 Online Safety	Y5 Similarities, Differences and Stereotypes	Y6 My Mental Health and Me	KS3	Y5 Growing Up
Year 5	Unit	Similarities, Differences and Stereotypes	Careers Week	Online Safety	First Aid and Head Injuries	Growing Up	What do I know about drugs?
	Prior	Y4 Respecting the Individual	Y3 People in Our Community	Y4 Responsible Me	Y3 First Aid	Y4 Puberty	Y4 Managing Myself and My Behaviour
	Future	Y6 Changing Relationships	Y6 Moving on up	Y6 Living in an Online World	KS3	Y6 Reproduction	Y6 Choices, choices, choices
Year 6	Unit	My Mental Health & Me	Choices, Choices, Choices	Living in an Online World	Changing Relationships	Reproduction.	Moving on up
	Prior	Y4 My Feelings and Me	Y5 What do I know about drugs?	Y5 Online Safety	Y5 Similarities, Differences and Stereotypes	Y5 Growing Up	
	Future	KS3	KS3	KS3	KS3	KS3	KS3

Frequency of lessons

All year groups will teach PSHE on a weekly basis. Each session will last forty-five minutes to an hour and will consist of class discussions, drama activities, workshops and debates. Lessons will vary depending on the subject and some subjects may last more than one PSHE session.

How are children's responses recorded?

Green Ridge Academy does not have individual PSHE books for children as the approach to lessons does not always require something to be recorded in a book. This will ensure that all children can access the lessons. However, to show progress and coverage of lessons, each class has a whole class PSHE book. This book allows the teacher to capture pupil voice but also show different activities that the children may have completed within the lesson.

This book should include the following:

- focus of the lesson
- examples of pupil voice, written by pupils or scribed for them
- artwork completed by the children, linked to their topic
- photos of children

This will allow the teachers to show the children's input within their PSHE lessons.

Planning

Teachers will use the REAch2 lesson plans as the basis of their planning. These documents can be found in the PSHE file on the school's shared drive. As part of the teachers own preparations they should engage and adapt plans based on the needs of their class. Any lesson slides or resources will need to be saved on the school system in the appropriate planning folder.

Assessment

Assessment of PSHE will be completed through three stages. The first will be an initial baseline. This can take the form of a range of different activities based on the topic of learning. For example, in Year One, a lesson on managing feelings the initial question could be '*what do we do when we feel angry?*' The children respond and then the teacher can revisit this initial question at the end of the lesson, providing the children with an opportunity to demonstrate their learning from their lessons.

Other ideas for baseline assessment activities could include:

- In class questioning
- Discussion
- Role-play, hot-seating, freeze-frame or other drama activities
- Storyboards
- Responding to a scenario or video
- Mind map or spider diagram
- Quiz or questionnaire
- Explain to an alien
- Or card sorting, e.g. 'diamond 9'

The second form of assessment is using AfL strategies within lesson. This can be completed through structured questioning, mini-plenaries and feedback and feedforward. This is part of general classroom practice and allows the teacher to establish how much the children have understood within their lessons. This can also be used to gauge children's understanding from previous lessons by revisiting previous learning or linked topics.

The final form of assessment would be completed at the end of a topic and should be linked in some way to the children's initial baseline. Ideas for this form of assessment could include:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated