

## PSHE Intent

We live in a diverse community with many differences and similarities. The communities are made up of different sexes, different ages, different races, different religious beliefs and different cultural beliefs. We want all children in school community to grow up respecting, tolerating and understanding the diversity and richness that all these different communities can offer to society. They also need to understand how their community is part of the wider community of their town, their county, their country and their world. They are taught this to give them an understanding of life and the world that is broad, balanced and rich in experiences.

We believe that Personal Social Health and Economic Education (PSHE) and the Relationships Education objectives that sit within the subject, help to give pupils the knowledge, skills and understanding they need to lead confident, independent lives. It enables them to become informed, active and responsible citizens. Above all, we wish to ensure that when children move on from our school, they have a good understanding of the importance of healthy relationships and are able to safeguard themselves and be healthy, mentally emotionally and physically.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Developing children through PSHE requires all aspects of the discipline to be developed together. The curriculum must include "Knowledge" and "skills" and "concepts" which become blended to form a rich experience. PSHE knowledge is cumulative and deepens when concepts are compared and evaluated. Hence why it is important that some key concepts will be visited through every year group. All activities will deepen the children's understanding of one or more of the following concepts:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

These concepts will be combined with the following skills:

- **Intrapersonal** - skills required for self-management
- **Interpersonal** - skills required for positive relationships
- **Skills of enquiry**

## PSHE Implementation

Clear and comprehensive, progressive objectives in line with the National Curriculum - The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates RSE objectives and identifies links to British Values, Cultural Capital, SMSC and schools Key skills into the curriculum.

Long term planning – Objectives are planned to develop the subject throughout the year. There are also particular objectives suitable to focus on for project work.

Knowledge Organisers - Children have access to key knowledge, relevant language and meanings to use in PSHE and to use across the curriculum.

Educational Visits & visitors to enhance their cultural capital – Visits, visitors and involvement in the community will be planned to provide first hand experiences for the children to support and develop their learning and cultural capital.

Year 6 PSHE Knowledge Organiser Health and Wellbeing Healthy Lifestyles			
What I have already learned?	Key Knowledge	Key Vocabulary	
Is aware of the school rules about health and safety, basic emergency aid Procedures and where and how to get help. Medicines, when used responsibly, contribute to health and that some diseases can be prevented by vaccinations.	<p><b>Sun exposure- benefits and risks</b></p> <p><b>SPENDING TIME IN THE SUN HAS HARMS AND BENEFITS</b></p> <p>UV rays from the sun help us make vitamin D, which we need for healthy bones.</p> <p>But... Too much UV from the sun can harm your skin and eyes. The NHS recommends people don't spend too long in the sun, especially between 11am and 3pm. People with darker skin may need longer in the sun but also have a lower risk of burning and skin cancer.</p> <p><b>Facts about immunisation</b></p> <ul style="list-style-type: none"> <li>Vaccines are safe and effective- Any licensed vaccine is tested before it is approved for use</li> <li>Vaccines prevent deadly illnesses</li> <li>Vaccines provide better immunity than natural infections</li> <li>Combined vaccines are safe and beneficial</li> <li>If we stop vaccination, diseases will return.</li> <li>Vaccines protect against 26 diseases.</li> <li>Increasing immunisation globally could save an additional 1.5 million people every year.</li> <li>Even with better hygiene, sanitation and access to safe water, infections still exist. When people are not vaccinated infectious diseases can quickly spread.</li> </ul>	<p><b>CPR</b></p> <p>A medical technique for reviving someone whose heart has stopped beating. CPR is the abbreviation for cardiopulmonary resuscitation.</p> <p><b>Emergency</b></p> <p>A serious, unexpected and often dangerous situation, which requires immediate action.</p> <p><b>First aid</b></p> <p>The care or treatment given to an ill or injured person in an emergency.</p> <p><b>Immunisation</b></p> <p>The process whereby a person is made immune or resistant to an infectious disease.</p> <p><b>Injury</b></p> <p>Damage to the body caused by accidents, falls, external force and other concerns.</p> <p><b>Skin Cancer</b></p> <p>Is an out of control growth of abnormal skin cells.</p> <p><b>Sun exposure</b></p> <p>Invisible rays that are part of the energy that comes from the sun, which can burn the skin through over exposure and cause skin cancer. UV rays is the abbreviation for ultraviolet.</p> <p><b>UV</b></p> <p>A treatment which makes the body strong against an infection.</p> <p><b>Vaccination</b></p> <p>A treatment which makes the body strong against an infection.</p>	

PSHE Focused Displays or working walls - PSHE displays throughout school focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, BV and SMSC. These enable pupils to make links across the wider curriculum.

Wider Curriculum - All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff.

Assemblies - Whole school, Key Stage and class assemblies make links to PSHE, British Values and SMSC.

Clear and comprehensive RSE scheme of work (within PSHE in line with the new recommendations of teaching RSE in National Curriculum – Feb 2019) - The RSE programme of work is explicitly resourced using PSHE association approved resources. The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more.

Parent Consultation - Parents are informed of the content of the RSE programme of work during the class transition meetings, and planned information sessions. Further support / clarification will be given if required.

**Our PSHE skills progress through each primary year under the following headings**

### Relationships

- Families and friendships
- Safe relationships
- Respecting ourselves and others

### Living in the wider world

- Belonging to a community
- Media literacy and Digital resilience
- Money and work

### Health and wellbeing

- Physical health and mental wellbeing
- Growing and changing
- Keeping safe

## **PSHE Impact**

We will know that PSHE education is successful in our school when the children leave as happy, calm, confident children who respect, tolerate and understand the diversity and richness that all these different communities can offer to society and can make healthy choices in their lives and relationships.

- Children will know and remember PSHE content
- Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of Law and Liberty.
- Children will transition smoothly to secondary school.
- Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
- The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.
- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will understand the physical aspects involved in RSE at an age appropriate level.
- Children will have respect for themselves and others.
- Children will have positive body images.
- The pupil voice will represent an understanding of intrapersonal and interpersonal skills
- Children will begin to understand their wider world and the implications that we as citizens have on it.
- Children will work collaboratively to solve problems and explain the processes that they have taken/observed within a real life context.
- Children will act as good citizens within their local community.

In PSHE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PSHE, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the PSHE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their art experiences in school:

Teaching Sequence in PSHE. Every year group's unit of work should include:	Possible pedagogical quality first teaching approaches used in Geography to support children with SEN:	
Step 1 - 'The Big Picture' – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say.	Prepare the pupil before the session/lesson by outlining what it will be about. Use TA for pre-tutoring – preparing pupil for a task so that they come to it already knowing the key vocabulary and concepts	Use a visual way of showing the pupil what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clock-face divided into sections, or written list
Step 2 - Review most recent learning in PSHE.	Set tasks with clear goals and write worksheets in step-by-step form	Use a kitchen or sand timer to help pupil complete a task in a specified period of time
Step 3 - Specify key vocabulary to be used and its meaning.	Provide support in the form of writing frames, word mats, relevant classroom displays, and prompts such as a card with ideas for 'Five things to do if you are stuck with your work'	Support writing with writing frames, templates (e.g. writing up a science experiment), mind maps, gapped handouts
Step 4 - Provide relevant and realistic information, which reinforces positive social norms.		
Step 5 - Provide opportunities for the children to work interactively with the teacher acting as the facilitator. (Kagan)	Use visual prompts in the form of pictorial task cards	Link new learning to what pupil already knows – e.g. start lesson with class mind map of what they already know about a subject
Step 6 - Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.	Design worksheets so that the layout is uncluttered. Use buff or cream paper, large print (12–14 point) and a clear font such as Arial. Set information out in panels. Signpost sections with key words, symbols and pictures. Put important information in bold or colour	When you start a new topic, develop a class chart of the vocabulary that pupils will find useful or need to learn. Teach each word by helping children build a web of associations – what it sounds like, what it means, how it fits in a sentence
Step 7 - Individual reflection on the learning that has taken place		