



Subject Story

PSHE (Personal, Social, Health Education) **Relationships and Health Education**

Intent

At Morden we aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The National Curriculum states:

*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. PSHE education contributes to schools' statutory duties outlined in the **Education Act 2002** to provide a balanced and broadly-based curriculum.*

Implementation

The relationships and health aspects of PSHE education will be compulsory in all schools from 2020. Morden are an Early Adopter school and as such, we will be introducing the Relationships and Health Education curriculum from September 2019. The three themes are: Health and well-being; Relationships and Living in the Wider World. The skills and knowledge objectives and some resources are gained from the PSHE association. The objectives of are taught in a variety of ways from drawing feelings to using drama to understand real-life scenarios.

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Our well-delivered PSHE curriculum has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Impact

- Ofsted 2018 stated the school provided "exceptional pastoral care" which is testament to the effectiveness of the PSHE and Relationships Education prevalent at Morden Primary.
- Children playing active roles as citizens within school and in the wider world.
- Children understanding how to have healthy relationships
- Children respecting the differences between people.
- Children are able to understand and show empathy towards each other.
- Children know how to resolve friendship disputes.
- Children have the knowledge of how to stay safe online.

If you were to walk into PSHE lessons at Morden, you would see:

- Rich discussion-based lessons where children respect each other's views.
- Children using drama to understand different scenarios and being able to comment on the pros and cons of the situations.
- Children joining and actively participating in the lesson, but if someone feels uncomfortable with a topic or activity they can talk to the teacher individually.
- Children respecting everyone's point of view.

- Reference back to the unit title page at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities.
- Retrieval practice giving learners the chance to consolidate previous skills and knowledge.
- Children given an opportunity to show their personal development in every lesson.

An example of skills and knowledge progression within our PSHE curriculum

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing Autumn 1	<p>Healthy lifestyles To understand the things that keep our bodies healthy (physical activity, sleep, rest, healthy food). To know about basic personal hygiene routines and why these are important.</p> <p>Growing and changing To recognise what they are good at and set simple goals.</p>	<p>Healthy lifestyles To recognise how to make healthy choices about their physical and emotional health. To recognise good and not so good feelings and using vocabulary to describe their feelings to others. Identifying simple strategies for managing feelings.</p> <p>Growing and changing To recognise what they are good at and set simple goals.</p>	<p>Healthy lifestyles To understand what makes up a balanced diet. To know the opportunities, they have to make their own choices about food and what influences these choices. To learn what is meant by a habit and how habits can be hard to change.</p> <p>Growing and changing To reflect on and celebrate their achievements. Identify their strengths, areas for improvement, set high aspirations and goals.</p>	<p>Healthy lifestyles To understand what makes a 'balanced lifestyle'. To understand how to make choices in relation to health. To learn about drugs that are common in everyday life. To understand how the spread of <u>bacteria</u> infection can be prevented.</p>	<p>Healthy lifestyles To identify what positively and negatively affects health and wellbeing. To be able to make informed choices about the benefits of a balanced diet. To know about the different influences on food.</p> <p>Growing and changing To recognise what they are good at and be able to set goals by realising their aspirations. To recognise the intensity of feelings and being able to manage complex feelings.</p>	<p>Healthy lifestyles To understand how images in the media can distort reality. To understand that this can affect how people feel about themselves. To learn about the risk and effects of drugs.</p> <p>Growing and changing To identify different ways of achieving and celebrating personal goals. To extend their understanding of how having high aspirations can support personal achievements. To develop knowledge about the changes at puberty (reop Y4) and to understand how humans reproduce. To know about roles and responsibilities of parents and carers</p>
Health and Wellbeing Autumn 2	<p>Growing and changing To understand how it feels when there is change or loss.</p> <p>Keeping safe To know that household products, including medicines, can be harmful if not used correctly. To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>Growing and changing To identify how they are growing, changing and becoming more independent. To learn the correct names for the main parts of the body of boys and girls, including external genitalia.</p> <p>Keeping safe To know how to keep safe in different situations and how to ask for help if they are worried about something. To understand privacy in different contexts.</p>	<p>Growing and changing To deepen their understanding of good and not so good feelings and to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>Keeping safe To understand school rules about health and safety, basic emergency aid procedures, where and how to get help. To recognise people who are responsible for helping them stay healthy and safe.</p>	<p>Growing and changing To reflect on and celebrate their achievements. Identify their strengths, areas for improvement, set high aspirations and goals. To learn about the changes that happen at puberty.</p> <p>Keeping safe To develop strategies for keeping physically and emotionally safe including road safety and safety in the environment. To develop strategies of how to keep safe online.</p>	<p>Growing and changing To develop strategies for coping with change, transition including bereavement and grief.</p> <p>Keeping safe To continue to develop strategies for managing personal safety in the local environment. To develop knowledge about online safety, including sharing images. To understand how to use mobile phones responsibly.</p>	<p>Keeping safe To develop strategies for managing personal safety in the local environment. To know how to manage online safety, including sharing images and mobile phone safety. To understand different influences on behaviour, including peer pressure and media influence. To know how to resist unhelpful pressure and ask for help. To know that female genital mutilation (FGM) is physical abuse and is illegal. To identify who is responsible for their health and wellbeing where to get help advice and support.</p>

Pupil Voice

"Living in the wider world is about jobs."

"The piece of work that made me feel proud was the one about democracy now and in History."

"The puberty lesson made me feel uncomfortable."

"Everyone is different, from different countries and there are good and bad people."

"We need to take care of our environment which is our future world."

"Diversity is the difference in people, like wearing glasses or having different types of shoes."

"If I get stuck I flip back in my book to remind myself."

"If I get stuck, I ask my Teacher or my partner."

"I use my PSHE skills when I am in the local park, making friends."

"PSHE lessons help me in PE where we have to find partners and I have to be assertive and learning how to lose."

"PSHE helps you to think about the future."

"I enjoyed the transition lesson and finding out about secondary school."

"I liked the lesson about how to care for the environment."

"I found the lesson about bullying when we watched a video really interesting."

"I prefer it when the Teacher marks my work."

Outstanding examples of learning

Using fresh vegetables for cooking a healthy meal



Displaying kindness



Sayers Croft - Teamwork



Giving money to charity



Using the yarning circle



Staying safe online – Year 6

Tips for staying safe online

1. Don't post personal information - school, address, number, passwords, photos, credit card or bank details
2. Don't use apps unless you are of the age recommended
3. Don't post anything or say anything that might hurt you in future.
4. Take a screenshot of any bullying content sent to you
5. Do not do contact anyone you don't know. Don't meet anyone from the internet that you don't know.
6. Turn your location off and don't share your location with anyone



Debating in Year 4

Successes in 2021-2022

Identify

- Non-negotiables were updated and shared at staff meeting. (*If you were to walk into a PSHE lesson ...*) are evident in all lessons.

Develop

- Behaviour incidents have been falling, showing that PSHE skills and knowledge are evident across general behaviour within the school.
- End of unit assessment regularly takes place and has informed planning.

Embed

- School Council took their roles seriously and had responsibility for organising a charity fundraising (cake sale for homeless charity).
- Anti- Bullying Week was identified as a success because the whole school understood the theme, even the children on the residential, took part in the activities and were able to apply it in their school life. The display being a constant reminder.
- External visitors to support the curriculum, e.g. Narcanon for Year 6.
- Cross-curricular project with Art to create peace quilts, mixing children across year groups and linking our hummingbird teams.

Priorities for 2022 - 2023

Identify:

- Monitoring will show that PSHE lessons match lesson plans, which match progression documents.
- Learning objectives always make skills clear.
- Non-negotiables outlined above (*If you were to walk into a PSHE lesson ...*) are evident in all lessons.
- Children will understand the value of the skills they are developing in PSHE lessons.
- Children will show higher levels of emotional literacy (using vocabulary accurately and sensitively).

Develop:

- PSHE skills and knowledge will be actively applied to develop social relationships, during playtimes and lunchtimes.
- Diversity will be reflected across LTP for PSHE.
- Children to develop financial awareness.
- To complete the Silver Healthy School application (Silver).
- To ensure children have more mindfulness activities to develop independence in these skills. PSHE Lead to recap to all staff mindfulness activities for the classroom and outdoor learning.
- For School Council to deliver their ideas to the whole school in an assembly.

Embed:

- Children will make connections between PSHE skills and knowledge and wider world experiences.
- Targeted children to apply PSHE knowledge to manage challenging situations.
- Anti- Bullying week to build on the strengths of the previous year.

Priorities beyond 2023

Establish:

- Children's health and wellbeing will improve.
- Children will make healthy choices independently.
 - Children to make correct choices for their own mental health and to know which strategies would help them at different times.

Some websites you might find particularly interesting

<https://www.pshe-association.org.uk/>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>