



## **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:**

- Many 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.

## 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><b>Healthy lifestyles</b> 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><b>Growing and changing</b> To recognise what they are good at and set simple goals.</p>	<p><b>Healthy lifestyles</b> 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><b>Growing and changing</b> To recognise what they are good at and set simple goals.</p>	<p><b>Healthy lifestyles</b> 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><b>Growing and changing</b> To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p><b>Healthy lifestyles</b> 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 <b>bacteria</b> infection can be prevented.</p>	<p><b>Healthy lifestyles</b> 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><b>Growing and changing</b> 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><b>Healthy lifestyles</b> 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><b>Growing and changing</b> 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 (recap Y4) and to understand how humans reproduce. To know about roles and responsibilities of parents and carers</p>
Health and Wellbeing Autumn 2	<p><b>Growing and changing</b> To understand how it feels when there is change or loss.</p> <p><b>Keeping safe</b> 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><b>Growing and changing</b> 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><b>Keeping safe</b> 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><b>Growing and changing</b> 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><b>Keeping safe</b> 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><b>Growing and changing</b> 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><b>Keeping safe</b> 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><b>Growing and changing</b> To develop strategies for coping with change, transition including bereavement and grief.</p> <p><b>Keeping safe</b> 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><b>Keeping safe</b> 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

"I know there are good strangers and bad strangers. Good strangers are the police and doctors."

"You need to keep away from bullies."

"It is good to sort out differences without being rude."

"Make sure that we understand how someone is feeling and we learnt what we need to do if we are feeling angry."

"If we see someone is upset we can say; 'I see you are feeling angry. What can I do?'"

"A healthy lifestyle is looking after your body and your mental health."

"To be healthy you need to exercise and not watch TV all the time."

"We need to keep on learning to be keep healthy."

"I like the way PSHE lessons are taught. They are fun and we don't always write; we draw or do drama."

"Loyalty and trust make a good friend."

### Outstanding examples of learning



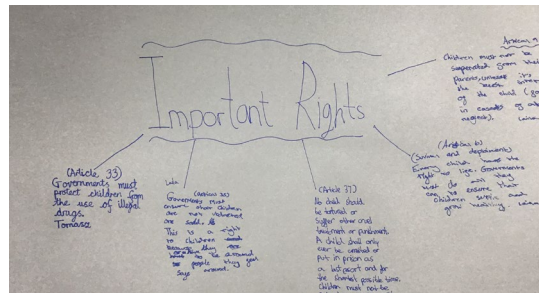
## Having fun during Lockdown school



## Identifying our qualities



## Learning about our rights



## Successes in 2020-2021

### Identify:

- Progression documents for each year group have been reviewed to reflect diversity.
- Establishing PSHE within vital fabric of the school.
- Whole school opportunities for PSHE mapped across school calendar.

### Develop:

- A bank of resources to support diversity coverage will be sourced.
- The format of end of unit assessment will be agreed to understand what the children know, inform planning and curriculum coverage.
- PSHE will be taught on a weekly basis across the school, including new RSE curriculum.
- PSHE themes will be integrated into other lessons.
- Lessons will include key vocabulary (drawn from MTP).
- The format of end of unit assessment will be agreed to understand what the children know, inform planning and curriculum coverage.

### Embed:

- Kindness tree continued to grow with evidence of children applying PSHE skills independently to support others.
- Children will understand the value of money.

## Priorities for 2021 - 2022

### 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 apply PSHE knowledge to manage challenging situations.

- Children will show higher levels of emotional literacy (using vocabulary accurately and sensitively).

#### **Develop:**

- PSHE skills and knowledge will be evident across general behaviour within the school.
- Diversity will be reflected across LTP for DT.
- End of unit assessment will take place and outcomes inform planning of the next unit.

#### **Embed:**

Children will make connections between PSHE skills and knowledge and wider world experiences

#### **Priorities beyond 2022**

##### **Establish:**

- Children's will health and wellbeing will improve.
- Children will make healthy choices independently.

#### **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>