



## **Subject Story**

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

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). PSHE education is a school subject through which pupils develop the knowledge and skills 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. 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.

#### ***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.*

#### **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.
- **Active participation** - in the lesson, but if someone feels uncomfortable with a topic or activity, they can talk to the teacher individually.
- **Respect** - Children respecting everyone's point of view.
- **Personal development** - Children given an opportunity to show their personal development in every lesson.
- **The use of key vocabulary and phrases repeated throughout the lesson and across the unit** – consolidating previous learning and enabling the children to become familiar, confident and more fluent in developing their own responses to recognised questions.
- **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. At the end of lessons, children to highlight what they have learnt that lesson.
- **Retrieval practice** – giving learners the chance to consolidate previous skills and knowledge.
- **Inclusivity** – learning that is accessible for all.

## An example of skills and knowledge progression within our PSHE curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health and Wellbeing:</b>  <b>Healthy Lifestyles</b>	To understand the things that keep our bodies healthy ( <b>physical activity, sleep, rest, healthy food</b> ). To know about basic <b>personal hygiene</b> routines and why these are important.	To recognise how to make healthy choices about their <b>physical and emotional health</b> . To recognise good and not so good feelings and using vocabulary to describe their feelings to others. Identifying simple strategies for <b>managing feelings</b> .	To understand what makes up a <b>balanced diet</b> . To know the opportunities, they have to make their own <b>choices</b> about food and what influences these choices. To learn what is meant by a <b>habit</b> and how habits can be hard to change.	To understand what makes a ' <b>balanced lifestyle</b> '. To understand how to make choices in relation to health. To learn about <b>drugs</b> that are common in everyday life. To understand how the spread of <b>bacterial infection</b> can be prevented.	To identify what positively and negatively affects health and wellbeing. To be able to make informed choices about the benefits of a <b>balanced diet</b> . To know about the <b>different influences</b> on food.	To understand how images in the <b>media</b> can <b>distort reality</b> . To understand that this can affect how people feel about themselves. To learn about the <b>risk</b> and effects of drugs
<b>Health and Wellbeing:</b>  <b>Growing and Changing</b>	To recognise what they are good at and set simple goals. To understand how it feels when there is change or <b>loss</b> .	To recognise what they are good at and set simple <b>goals</b> . To identify how they are growing, changing and becoming more independent. To learn the correct names for the <b>main parts of the body</b> of boys and girls, including external genitalia.	To reflect on and celebrate their <b>achievements</b> , identify their <b>strengths</b> , areas for improvement, set high <b>aspirations</b> and goals 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 <b>conflicting emotions</b> and when they might need to listen to, or overcome these.	To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high <b>aspirations</b> and goals. To learn about the changes that happen at <b>puberty</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 <b>complex feelings</b> . To develop strategies for coping with change, <b>transition</b> including <b>bereavement</b> and grief.	To identify different ways of achieving and celebrating personal goals. To extend their understanding of how having <b>high aspirations</b> 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.

### Pupil Voice

#### YEAR 1:

"I enjoyed lessons where we learn about people who are kind to you."

"You need to be kind to be a good friend."

"I enjoy lessons when I have to draw."

#### YEAR 2:

"I like talking about my family in PSHE lessons and how they keep me safe."

"I am proud of my Good Neighbour lesson because I like playing with my neighbour."

#### YEAR 3:

"I enjoyed the bucket of feelings lesson. Because I like to learn about different feelings."

"I liked all the lessons about being a good friend."

#### YEAR 4:

"I liked the lessons about dares, because I feel I know a lot about it."

"The appropriate touch lesson made me think about how I feel about my body and other people."

"We learnt how to solve conflicts using red, orange and green colours."

"I like PSHE because it teaches you about kindness and health."

#### YEAR 5:

"I liked the BREE project and it was funny that most of the class thought that men were more likely to be terrorists."

"And it linked to the lessons which Leon did."

"I enjoy PSHE lessons because it's about real-life situations."

## Examples of learning

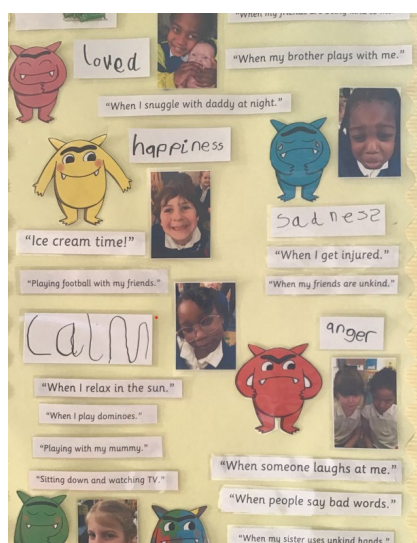
Using fresh vegetables for cooking a healthy meal



Our on-going KINDNESS tree



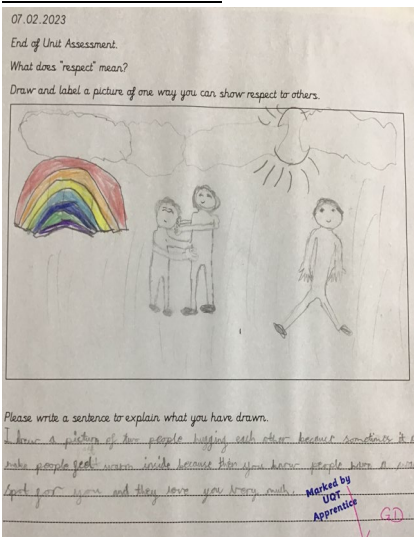
Reception – Display about their feelings



Giving money to charity



Year 2 assessment



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 2022-2023**

- 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.
- 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 apply it in their school life.
- External visitors to support the curriculum. St Giles – against knife crime and Jisaw4U.
- Cross-curricular project with Art, during Cultural Week, mixing children across year groups and linking our hummingbird teams.
- 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 show higher levels of emotional literacy (using vocabulary accurately and sensitively).
- 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 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.
- The BREE project for Years 5 and 6 about identity, radicalisation and terrorism.

## **Priorities beyond 2023 - 2024**

- To complete the Silver Healthy School application (Silver).
- To ensure that all classes are completing the assessments and these are clear in books.
- 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.

## **Ambitions**

- To ensure that all children have an advocate at school who they can go to if they are worried.
- For all children to develop the ability to be self-aware of their feeling and behaviour
- For children to be aware of the strategies and techniques available to support self-regulation
- For children to be aware of the importance of positive mental health and their wellbeing
- To ensure that parents and children know the online platforms they are allowed to be on.

## **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>