



## 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 2024 stated that the school provide “**High levels of pastoral support are at the heart of the school community.**” As well as “**Relationships between pupils and adults are respectful and warm, which helps pupils to feel safe.**” 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 ( <i>recap Y4</i> ) and to understand how humans reproduce. To know about roles and responsibilities of parents and carers.

## Pupil Voice

### YEAR 4:

"I like that we get to speak out and say what we think in PSHE. At the moment we are learning about money. I have learnt more than I knew about money like that credit cards mean you are borrowing money and then you pay interest"

"I like that we can learn about different things in PSHE, like healthy foods and making smoothies."

"Another debate was around whether or not we should have homework. We got to plan our debate. I was on the side for having homework because I think homework prepares you for high school so it is a good thing."

"I like this piece of work because it talks about me being about to celebrate my achievements and it makes me proud of myself."

"I like this piece of work where we were learning about healthy relationships. I got to write about my Dad and it allowed me to speak out about how I feel, like that I will always tell my Dad things."

### YEAR 3:

"At the moment, we are learning about Living in the Wider World. We are learning about money"

"I liked learning about the characteristics of an entrepreneur. Like being creative, taking risks, hardworking and determined."

"I am proud of my work on anti-bullying week where I made a trumpet for our make a noise week"

"I am proud of this piece of work on things decomposing because I got the answer right that vegetables take around 1 month to decompose."

## Examples of learning

Y4 Using fresh fruit to make a healthy smoothie



Our on-going KINDNESS tree



Wear it Red – Show Racism the Red Card



Year 4 Anti Bullying Assembly



Eco Meeting



Anti-Bullying Week Art Project Y5



## **Successes in 2023-2024**

- 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 local hospital).
- Anti- Bullying Week was identified as a success because the whole school understood the theme and engaged in an art project linked to the 'make a noise' theme. Year 4 also performed a superb assembly which involved rapping and dancing to the song 'Stop Bullying'
- Wear it Red day was a great success. The school prompted the work of 'Show Racism the Red Card' by having a competition that involved designing a t shirt which included an anti-racism logo. A child from each class was chosen to have their t shirt printed.
- PSHE lead led an assembly on the issue of racism which was followed by a fantastic performance from Blue class; singing and dancing to "Where is the love?"
- Eco team have taken a more active role in school. They have met every half term to reflect and discuss how we can become more eco-friendly as a school. Eco monitors organised for all classes to grow plants and sew seeds, and a 'lights off day' at school to raise the awareness of conserving electricity.
- External visitors to support the curriculum.
- Non-negotiables outlined above (*If you were to walk into a PSHE lesson ...*) are evident in all lessons.
- The BREE project for Years 5 and 6 about identity, radicalisation and terrorism.

## **Priorities beyond 2024 - 2025**

- To review the school curriculum and possible use of scheme to ensure increase in pupil resilience linked to current context.
- To complete the Silver Healthy School application (Silver).
- 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
- For the work of the Eco Team to continue to take place
- 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.
- Diversity will continue to be reflected across LTP for PSHE.
- Children will show higher levels of emotional literacy (using vocabulary accurately and sensitively).
- To ensure that all classes are completing the assessments and these are clear in books.

## **Ambitions**

- 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.
- For school to obtain Silver Healthy School award

## **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>