

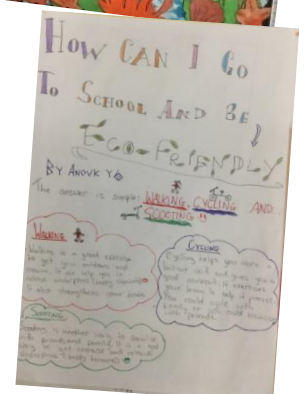
Intent

Personal, social and health education (PSHE) at Christ Church enables all our children to become healthy, independent and responsible members of a society that supports our school vision of inspiring *life in all its fullness*. It aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that will develop their values in order for them to become a positive citizen. We provide opportunities for all the children to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. The children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life, to the wider Hampstead community and to the wider world.

The PSHE curriculum intends to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, citizenship, personal safety, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. The intent of our high-quality PSHE curriculum is to support and develop emotional intelligence and the ability to articulate feelings in order to maintain good mental health. We aim to provide the children with tools to become resilient, flexible learners.

Implementation

- Taught by class teachers, with support from SLT and subject leader.
- Carefully planned PSHE weeks. These have been split into Building positive relationships (Autumn term), Keeping ourselves safe and healthy (Spring term) and Living in the wider world (Summer term)
- Each week has been designed to build on skills and give memorable learning experiences to all children. Making links with local and national groups to enhance learning and convey important messages such as ‘the pantosaurus’ scheme launched by the NSPCC.
- CPD in PSHE includes in-school training sessions and learning from our professionals invited in to give workshops. Additionally, the subject leader attends regular Camden PSHE networks and regularly shares resources and skills gained from the network within staff meetings and/or to support with individual projects.
- Reception develop key skills within the Early Learning Goals (PSE- personal, social, emotional development) throughout the year alongside partaking in PSHE week. They learn about making friends: sharing, borrowing and taking turns.
- Recording in PSHE has been refined to highlight learning in a PSHE class book. These books provide evidence for learning as well as including pupil voice and peer assessments. Each book has a sample of work alongside photo pages and response to learning from the children.
- Ongoing and incidental PSHE taught in response to the needs of the pupils, throughout the year. This includes group discussions or recapping of key learning. This is recorded at the back of the PSHE books.
- All PSHE weeks have been well resourced and funded which enables all the children to access high-quality learning.
- Wide-ranging home learning tasks were set following our planned PSHE curriculum between March and June 2020 and again between January and March 2021, with a specific focus on online safety, mental wellbeing and recognising and managing feelings. PSHE activities were planned into the timetable as classes returned to school on both occasions, supporting children with the transition back into school and responding to the needs of the class and in some cases individual needs.



Last year's key developments and successes in 2020/21:

- The PSHE curriculum has been refined in response to the new national guidance for health education and relationships education, citizenship and the reformed EYFS; we continue to ensure that the skills gained from the PSHE curriculum build on learning across all the different stands of PSHE. (20/21 target achieved)
- Each class has a book to celebrate the PSHE work achieved throughout the year. This book includes a range of examples of work, pictures of learning opportunities and pupil voice reflecting on their learning. In addition, these books are recording PSHE taught in response to the children's needs. These books are consistent across the school and include whole school projects such as the Happiness Project that links with our work on mental wellbeing. (20/21 target achieved)
- Our robust curriculum is taught in three termly focus weeks, alongside PSHE sessions responding to the need of the children throughout the year. The focus weeks are designed to make a buzz and create memorable learning opportunities. Throughout 2020-21, despite the COVID restrictions both within home learning and in school, we continued to invite external professionals to heighten our curriculum through video workshops, pre-recorded sessions and provision with new resources. Examples of this include safety learning from the Metropolitan Police, virtual workshops with the River and Canal Trust and a fantastic zoom careers fair! During lockdown, we used a range of teacher-led videos, online resources and enjoyed several whole-school projects. (20/21 target achieved)
- Development of assessment, providing a consistent review of prior learning for planning and assessment. Teachers ask children to write a definition or draw a picture to depict key vocabulary that will be used in their topics. Post assessment using the same language enables us to measure the impact of learning. (additional successful development)

Anti-Racism Review

The review highlighted that our PSHE curriculum already addresses, promotes and seeks to be preventative in terms of the various different themes raised: discrimination, prejudice, racism and stereotyping. The curriculum spirals back to key topics and themes to ensure children are taught well about diversity, respect and equality.

As a subject leader, I need to ensure that we capture the responsive elements of PSHE which take place throughout the year, not just as part of PSHE weeks. It would be good to continue building our bank of resources (book etc.) which cover these themes and topics but use diverse representations in all areas.

COVID impact – remote learning provision and recovery curriculum

Home learning provision (March–June 2020 and January-March 2021) included a wide range of activities set by class teachers with specific focus on mental wellbeing, exploring and expressing feelings, how to ask for help and online safety (linked with our computing curriculum), these areas were established by subject leadership and SLT as a priority. Activities were set using the skills progressions and content documentations, as they would be in school. A mixture of teacher-led videos, online videos, games and resources were used. Alongside class teaching we also ran several whole school projects to continue to build our school community virtually!

In the reflections we asked children to complete as they returned to school in June/July 2020, many of them listed PSHE activities as one of the things they enjoyed about home learning: *learning about the RRS articles, the kindness stones, researching and making a family tree, creating healthy recipes and cooking them and learning about the importance of vaccinations with local doctors.*

Whole school projects:

Count on me video (first closure); this remote learning project was to bring the school community together through music and dance. The children had been learning about belonging and were sent all the children the music, lyrics and even the musical score. The videos sent in were compiled into a music video which shows community, togetherness and brought joy to lots of the families, giving us a moment to come together and sing much like we did prior to COVID.

Stone of kindness (first closure); this remote learning project was to spread words of joy and kindness to our wider community. We wanted to still support our local communities and organisations. Together the children learnt about the importance of kind words and how words or phrases can brighten up someone's day. It also creates the ripple effect; when you are kind to someone, that kindness is then passed on by them to someone else! The children decorated stones adding one word or a phrase of kindness. Lots of the children went on walks and left their stones in parks, near hospitals, on friends' and families' doorsteps and some children even left them outside school or outside Henderson Court, the Age UK centre we visited a lot prior to remote learning. <https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-6-Kindness-stones.pdf>



Friendship buddies (during in-school restrictions); A yearly tradition where each child and adult in the school creates a friendship bracelet to give to another person in the school, creating a new friendship or strengthening established friendships. This activity is

one that the pupils have often recalled with enthusiasm and enjoyment. Last year due to the COVID restriction, we had to be slightly creative. The children (and adults) all made their bracelets and a little card introducing themselves to their new friend. These were isolated and then distributed in class. The children have since reported that they contacted their friendship buddy via email or phone once they received their bracelets. Some have found it a useful tool to start a conversation with that child in the playground this September!

Sign Songs and Songs for AGE UK (during in-school restrictions) - In the Autumn term 2020 we wanted to learn about diversity as a school and previously we had visitors in from Frank Barnes Deaf school to present an assembly and teach the school some basic sign language. Linked with the restrictions of singing in classrooms, we decided each class would learn a sign-song to perform on our weekly Zoom assemblies. The children enjoyed learning a new communication skill, as well as performing to their peers. In addition to this during the summer term, we were unable to visit Henderson Court run by AGE UK. We missed performing for and visiting the elderly people who previously invited us to join in with gardening, crafts and reading. We wanted to give them something to show we were still thinking of them and spread a little cheer in our wider community. We made a virtual concert for them, signing and singing class songs and reading out stories and poems. They really enjoyed the show and sent us a little video back!







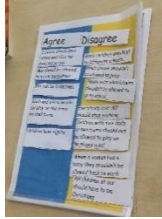


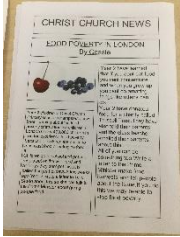




<https://christchurchschool.co.uk/wp-content/uploads/2021/06/Video-for-AgeUK-centre-May-2021.pdf>

Recovery curriculum: The recovery curriculum highlights the importance to ensure the new statutory relationships and health education frameworks are embedded in the school curriculum. In addition, the recovery curriculum highlights the need to acknowledge and teach about mental wellbeing. We have responded to this by ensuring we provide ample learning opportunities linked with mental wellbeing and have launched this year's Happiness Project. The school has signed up to School Breathe to support with mindfulness and breathing skills for calmness.

Key targets and actions moving forward (development priorities for 2021/22):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. To continue to strive for excellence in our PSHE curriculum, ensuring it covers all (and beyond) the statutory requirements for relationship and sex education and the revised EYFS from September 2021.</p> <p><i>All children to have access to high quality learning through our rich and immersive curriculum, that covers the statutory requirements and beyond.</i></p>	<ul style="list-style-type: none"> • Sept 2021-Review and enhance (where applicable) our PSHE curriculum in relation to the PSHE association framework, that covers the skills and content set out in the National Curriculum guidance and the Early Years Framework. Making sure all adults in the school are aware of key changes or references to specific vocabulary • Sept 2021-Teachers to review class planning for PSHE with support from subject leader • Sept 21-Sept 22-To continue with work closely with the health and wellbeing teams across CAMDEN, identifying any new resources or enhancement opportunities such as workshops or external providers to supplement our curriculum and to support CPD in teaching staff. • Sept 21/Dec 21/Feb 22- Identify and book trips, workshops or learning opportunities to create memorable learning experiences within our PSHE weeks.
<p>2. To ensure our robust curriculum continues to teach the foundations of sexual consent, using age appropriate language, in response to the OFSTED review on sexual harassment in schools.</p> <p><i>All children learn about the foundations of consent, through teaching on privacy, building positive relationships, personal boundaries and peer influences being positive and negative.</i></p>	<ul style="list-style-type: none"> • Sept 2021- identify areas within our established curriculum that cover the foundations of consent. Use PSHE Association resource to support. • Oct 2021- discuss with teaching staff the report and why this is at the forefront of the curriculum. Look at using specific (age appropriate) vocabulary in lessons. • Oct-Dec 2021 Ensure we have the correct resources to support learning. Gathering from NSPCC/Camden well-being team and beyond. • Nov 2021-Ensure that KS2 have examples of scenarios that link to the learning of consent in their PSHE learning
<p>3. To ensure our PSHE curriculum continues to respond to the needs of the pupils, with a particular focus on mental wellbeing. In response to the recovery curriculum, we continue to prioritise the teaching and learning of PSHE with a particular focus on mental wellbeing which has been highlighted nationally as a priority after COVID.</p> <p><i>All children (and families) feel supported and are aware of strategies to support mental well-being.</i></p>	<ul style="list-style-type: none"> • Sept 2021- teacher observation of playground behaviour, transition back into school. Developing home-school links with parents • Sept 2021- ensure that the mental health content from the PSHE association is relevant to our pupils and present in our curriculum content and skills documentation. • Autumn term- Support mental health lead with the whole school Happiness Project • Oct 2021- ensuring teachers note down responsive PSHE sessions at the back of their PSHE book. To record class or group discussions or reminders that have taken place. • Jan 2022- subject leader to partake in Bereavement training to support staff and pupils.

Work sampling 2020/21 – in school projects and home learning

	Remote Learning	In School
Year 6	<p>Careers: https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-6-Careers-and-interviews.pdf</p> <p>Sun Safety: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-6-PSHE-sun-safety.pdf</p>	<p>Courageous Advocacy for Water Aid</p>   <p>Drug awareness</p>
Year 5	<p>Democracy: https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-5-Democracy-and-Parliament.pdf</p> <p>Emotions: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-5-PSHE-emotions-in-art.pdf</p>	<p>Money and Risk</p>   <p>Anti-Bullying Champions</p>
Year 4	<p>Researching Charities: https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-4-Researching-charities.pdf</p> <p>Article of the week: https://christchurchschool.co.uk/wp-content/uploads/2021/03/Year-4-Article-31.pdf</p>	<p>Air pollution</p>   <p>Active Citizenship award</p>
Year 3	<p>Healthy Eating: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-3-PSHE-Healthy-cooking.pdf</p> <p>First aid: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-3-PSHE-First-Aid.pdf</p>	<p>Equality act</p>   <p>Healthy Eating</p>
Year 2	<p>Dental Health: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-2-PSHE-dental-health.pdf</p> <p>Importance of Sleep: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-2-PSHE-sleep.pdf</p>	<p>Cards of thanks to local heroes</p>   <p>Active Citizenship award</p>
Year 1	<p>Our local community: https://christchurchschool.co.uk/wp-content/uploads/2020/05/Year-1-communities.pdf</p> <p>Keeping safe around medicines: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Year-1-PSHE-medicine-safety.pdf</p>	<p>Feelings and empathy glasses</p>  
Reception	<p>What makes us unique: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Reception-PSHE-uniqueness.pdf</p> <p>Keeping ourselves safe: https://christchurchschool.co.uk/wp-content/uploads/2021/02/Reception-PSHE-keeping-safe.pdf</p>	<p>Courageous Advocacy-peacemakers</p>   <p>Family tree-different families</p>

Pupil voice

Pupil voice discussions in September 2021 demonstrated that:

Children could talk about the range of previous learning both from PSHE week and with links to other subjects:

Yr 2- "Last year, in Year 1 we learnt about the importance of kindness. We thought about acts of kindness we had received and made a kindness paper chain"

Yr 4- "We learnt all about cooking and a balanced diet. Using fresh, healthy ingredients can help you have a balanced diet. We learnt about the good food chart, it shows what each meal should have like protein and carbohydrates."

Yr 6 "I really enjoy the PSHE weeks in school because it is different from our normal week in school. It helps we learn life skills like first aid and dog safety. I think it teaches me things that I will remember for a long time."

Children could explain how their current learning built on learning they had done previously in reference to the Happiness Project:

Yr 2- "We are learning about happiness like giving and keeping healthy. We have learnt about dental health, last year S's mum spoke to us about keeping our bodies health-teeth are part of your body so they are important too!"

Yr 5- "learning about different ways to feel good in yourself. Skipping always makes me happy, I love sports, I am good at skipping and I really enjoy showing my talent to my teachers. Each year I try new things but also learn new skills in the same sport or activity like skipping."

Yr 6- "I have always set realistic goals in the HP after we wrote letters to our older-self in Yr 4. It made me think about realistic goals that can be achieved in small steps-like stairs."

Children spoke about how PSHE has impacted their mental-wellbeing:

Yr 1- "I will talk to a teacher or my mum or dad if I get worried. You can tell a friend who can then get help."

Yr 5- "learning about emotions helped me a lot. Before I came to CC, everyone in my old class would get angry very quickly and cry at everything. Here I feel like I can talk about my feelings and I now have my own ways to calm down or find help before reacting badly."

Yr 6- "mental health is just as important as physical health. Everyone has mental health, it is important to learn how to have a healthy mind- like you would want a healthy body. Everyone at school learns about what to do with worries."

Children could talk confidently about what bullying was and how we can support ourselves and others to tackle bullying:

Yr 2- "a bully is someone who bullies the same person so much times. They will say they are not doing it, but you must tell a teacher that it is true."

Yr 4- "bullying is repetitive. Cyber bullying is online. I know in RoBlox how to report online bullying, you use the box at the top."

Yr 5- "Online bullying, you need to block and report it if it happens. I liked learning about online safety during home learning, I was using my computer a lot and the lessons were easy to follow and have stuck in my head. Physical bullying and verbal bullying like being prejudice happens all the time, never stopping."

Yr 6- "S.T.O.P Several times on purpose."

What makes our curriculum provision for PSHE exceptional and beyond the expected?

- ❖ Collaborative learning opportunities across classes that produce meaningful and memorable learning for all children.
- ❖ The use of external professionals to enrich our curriculum and teach our staff key skills in their area of expertise, providing excellent resources and learning for the children e.g. Careers fair, Camden pedestrian safety, A-life drug awareness.
- ❖ The way that PSHE reaches beyond the classroom to our school community and local community. Our learning reaches families, friends of families and groups and individuals in our local community of Hampstead, e.g. Royal Free Hospital, Heath, Henderson Court, Parent workshops, folders home, letters to loved ones!
- ❖ We give children real-life examples that the children can relate to their own environment or experiences. For example writing letters to our local MP Tulip Sadiq and learning about food banks in Camden.
- ❖ Children taking control of their own learning and learning from PSHE, e.g. refugee club, little library, courageous advocacy, running to raise money for GOSH.

Learning – ‘an alteration in long-term memory’:

As a staff team, we considered how we ensure children are learning well in PSHE; that, as OFSTED define it, there is an alteration in long-term memory. Our curriculum content ensures we revisit and develop learning through spaced retrieval and creating memorable experiences for the children to recall. The buzz about our PSHE week ensures the learning becomes sticky learning.

Key points for discussion with governors about this report

- Share evidence in class PSHE books (from this year and previous years) and display of high-quality work around the school (classrooms and communal areas) with links to RRS
- Developing use of PSHE books – share pupil voice in books
- Success of creative home learning activities, including whole school projects such as the stone of kindness and music video.
- Skills progression document divided into personal effectiveness, interpersonal skills and managing risk
- Links to our Happiness Project and the range of enrichment and sharing opportunities this brings