

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) which is taught alongside our continual provision of PSHE responding to the needs of the pupils.
- Each PSHE 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 and contributed to 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.
- We continue to hold a Healthy Schools award at Gold levels and an NCB Wellbeing Award for schools. We strive to maintain the outcomes that were put into place when gaining these accreditations.
- Our PSHE curriculum is accessible for all pupils across the school. With adaptations or bespoke curriculums in place to support disadvantaged children or children with SEN when appropriate. The curriculum and teaching is designed to challenge all pupils with high expectations for each child in the learning of PSHE.



Approach to assessment in PSHE

Ongoing assessment:

Teachers provide wide-ranging, engaging and accessible PSHE lessons for all pupils. Ongoing, on-the-spot assessments within the lesson or a sequence of lessons may identify children who would benefit from additional or different adult support, groupings, time or resources in order to achieve the key learning or outcome in the lesson. These adaptations are made flexibly and as soon as possible in the lesson/sequence of lessons. Adaptations to support offered for certain topics may also be made in response to children's previous personal or family experiences. Teachers' ongoing assessments in PSHE are made through observations, questioning and discussion with children, as well as using information from other adults in the classroom. Ongoing assessments are made of children's learning across all three strands, including personal and interpersonal skills. Low stakes quizzes are used at the beginning and end of a unit of work to support spaced retrieval from prior learning and for teachers to identify and gaps or misconceptions.

Summative assessment:

Key learning for each year group is identified in our progression documents. Many of the identified key statements are focused in the strands of personal effectiveness and interpersonal skills; these transferable skills can also be assessed within other subjects and areas of the curriculum, for example development of courage when answering in class or understanding of personal boundaries in the playground. Teachers, with support where needed from the PSHE leader and our work sample documents, make summative end of year assessments against these key standards for all pupils. These assessments are reported to parents in our end of year reports and used in the whole school standards analysis above, which in turn is used to support improvement planning in PSHE.

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.

Last year's key developments and successes in 2021/22:

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. *All children to have access to high quality learning through our rich and immersive curriculum, that covers the statutory requirements and beyond. (20/21 Target achieved)* Alongside the PSHE association and PSHE national curriculum guidance, we have reviewed our curriculum content and skills progression to ensure we are covering the breath of the curriculum and beyond. Alongside SLT I have reviewed and carried out in class observations of our RSE curriculum. Content and lesson plans have been reviewed by the subject lead to ensure children have access to a range of materials/workshops and resources which are from reliable and accurate sources.
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. *All children learn about the foundations of consent, through teaching on privacy, building positive relationships, personal boundaries and peer influences being positive and negative. (20/21 Target achieved).* All staff have access to and have read the updated version of 'Keeping children safe in education' with some CPD on the impact on our curriculum on an INSET day. Subject lead read full OFSTED review of sexual abuse in schools and colleges. Subject lead has reviewed our curriculum and highlighted the progression of teaching of privacy, acceptable touch and consent. Resources used have been sourced and distributed to staff such as the LGFL undressed resources.
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. *All children (and families) feel supported and are aware of strategies to support mental well-being. (20/21 Target achieved)* The whole school priority to develop and bring mental wellbeing to the forefront of our school priorities has allowed time and effort in our curriculum to have whole school projects such as the happiness project and also implement more emphasis on mental well-being when discussing healthy bodies in our curriculum. Links to the colour monster and whole school assemblies. Several parent workshops were provided last year, alongside leaflets and signposting via the PSHE folders and emails about how to help with mental wellbeing and who can help them or their families.



Recovery curriculum- review of 21/22 provision

The recovery curriculum highlighted the importance of ensuring the new statutory relationships and health education frameworks are embedded in the school curriculum. In addition, the recovery curriculum highlighted the need to acknowledge and teach about mental wellbeing. We responded to this in 21/22 by ensuring we provided ample learning opportunities linked with mental wellbeing including implementing our Happiness Project. The school signed up to School Breathe to support with mindfulness and breathing skills for calmness. Building back enrichment in PSHE and throughout our school was a priority for CC last year. Within PSHE we planned three successful PSHE weeks full of experiences both new and bought back after COVID, for example Henderson Court links and face-to-face workshops such as First-aid. After school clubs that had been chosen by the children alongside expressive dance, art and sport all also contributed to developing healthy minds and expressing yourself! Cross curriculum links with computing on online safety, literacy with democracy and mathematics with our money topics were also built back into our curriculum.



No Ofsted PSHE Research review to date Oct 2022

Response to 2021/22 Health Related Behaviour Questionnaire

Years 5 and 6 took part in the Health related behaviour questionnaire (HRBQ) in Spring 2022, as part of a larger Camden scheme. Using the results, the subject leader with the year 6 teacher has identified some key areas to focus on this year for that specific class. Additionally, the subject leader has reviewed the data in comparison to Camden and the trends coming from other schools. From this we have picked out two priorities for this year (2022/23) that identify areas we wish to address for the context of our school community. These are: continuing to support children with anxiety and feelings of pressure to do well, addressing the children's concerns around global issues and how we can help.

Key targets and actions moving forward (development priorities for 2022/23):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. Review and audit all our external provision from outside agencies. Continue to work closely with Camden PSHE leads to maintain workshops, trips and resources from trusted and age appropriate companies.</p> <p><i>All children to have access to a broad curriculum immersed with a range of enrichment opportunities within PSHE that provide reliable information.</i></p>	<p>Autumn 2022- Collate list of external volunteer, workshop providers and companies used in the past or recommended in the PSHE leads directory from Camden.</p> <p>Autumn 2022- attend external workshops booked for PSHE week. Or ask the teachers to make notes and audit the workshop.</p> <p>Spring 2023- Attending PSHE leaders course and suggest a time for sharing providers that have worked well.</p> <p>Spring 2023- Attend an handful of external workshops booked for PSHE week. Or ask the teachers to make notes and audit the workshop.</p> <p>Summer 2023- Finish review with an up-to-date list of providers.</p>
<p>2. Continue to enhance and embed prior and post assessment consistently across the school so that is accessible for all including a range of SEN pupils. Staff will use a range of observations, discussions and low-stakes quizzes to assess each child in PSHE.</p> <p><i>All children to have the opportunities to demonstrate their understanding of key concepts and vocabulary in PSHE. Staff will continue to informally assess throughout the year against the skills progression.</i></p>	<p>Autumn 2022- CPD in staff meetings regarding pre and post assessments. Discuss and collaborate on ideas used around the school.</p> <p>Autumn 2022- Start PSHE spaced retrieval quizzes. Remind teachers to make notes of pupils' interactions in Autumn term PSHE week.</p> <p>Spring 2022- Continue to create spaced retrieval quizzes.</p> <p>Spring 2022- catch up with teachers about any children not yet meeting the expected outcomes in PSHE. How have they been assessed so far?</p>
<p>3. Build staff skills in supporting young children with bereavements. Links with our support from Camden Mental Health Support Team.</p> <p><i>All staff to build confidence in supporting children with bereavements and to support their peers and classes. Embedding and reinforce the work we do to encourage children to speak out and talk to trusted adults.</i></p>	<p>Autumn 2022- Subject lead to complete the final stages of bereavement training by Grief Encounters</p> <p>Autumn 2022- Provide CPD opportunity for all staff through Winston's Wish</p> <p>Autumn 2022- Ensure our work on feelings and expression in the PSHE curriculum is supportive and well-resourced in all classes.</p> <p>Spring 2023- Discussion with Mental Wellbeing lead and SL about the impact the support from MHST has had.</p> <p>Spring 2023- Ensure we have enough literacy that refers to bereavements in our PSHE library-to be used with individuals or small groups.</p>

Pupil voice

Sept 2021-PSHE

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."

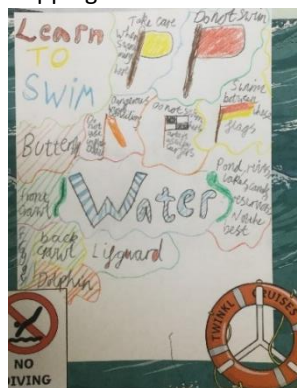
Yr 6 "I really enjoy the PSHE weeks in school because it is different from our normal week in school. It helps we learn life skills like first aid and dog safety. I think it teaches me things that I will remember for a long time."



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."

Spring 2022- behaviour and safety feedback

Children at Christ Church feel safe in school and are able to pinpoint different factors that support them feeling safe:

- If you're hurt not just friends help. There are always other classes or adults that help you
- Friends and adults in the school help me if I get hurt or feel unsafe. If something goes wrong I know I can get help. We learn a lot about online safety so I feel safe when using computers in school.
- Teachers are around to help us. All adults help us. Teachers are nice to me.

The children spoke confidently about how they can keep themselves and others safe and where this learning came from:

- We do and we learn about how be safe online and we do it on a certain day. We do a lot of PSHE which doesn't just helps you to learn about being safe but helps you to set rules for yourself.
- In PSHE weeks we learn about bullying and in year 5 we did an anti-bullying badge. Learning about not being a bully even if people are horrible to you. We've had workshops about keeping safe like in year 4 we learned how to do first aid and CPR. We learned about road safety and how to cross the road.
- We did a bike course on how to be safe on bikes and some first aid training.
- Mrs Forsdyke does assemblies to tell us how to be safe over the holidays; like don't go near water.



The children spoke positively about the zero tolerance the school has on bullying and described what they would do if they witnessed it:

- It doesn't really in the juniors. Our school is quite free of bullying because we do so much anti-bullying. There so much we learn about bullying and not to do it.

- Christ Church isn't really an environment in which bullying happens or is encouraged. We all try to be upstanders if it happens. We say stop!
- Try to stop the bullies. Be an upstander not a bystander. Help the person who is being bullied and make them feel a bit happier. Tell the teacher.
- There are 4 types of bullying: cyber, verbal, physical and indirect. We learn about these when we did our ABC training.

Summer 2022-Enrichment feedback

Children recalled the importance of mental wellbeing learnt within the happiness project:

- Resilience when you don't give up the first time when trying something new.
- simplicity it taught me that we have to look after nature
- I liked the bounce back week because it tells you to try harder and if you get it wrong try again. It helps with happiness because if you get it wrong or right you can still be happy.
- Giving – importance of giving but not just money. You could give smiles.

Children spoke confidently of how many clubs and trips have positivity impacted their physical and mental wellbeing:

- Sports club and I enjoy it because I do it with my friends and we do fun stuff.
- Lego club because I get to do something I enjoy out of school with my friends in school.
- When we went to PGL. We used the activities to learn other things we wouldn't have learnt at school and people faced their fears.
- Houses of Parliament. We got to see really important places instead of just seeing pictures. We also got to see people working there and how their daily life would be.
- Cookery class – get to take food home and share with your family and you get the recipe so you can make it again. Learning new skills like making dough. If we go to university we can cook for ourselves.
- Chess club I like it because sometimes you win / sometime you lose, sometimes you draw. You need to experience some losing because that's what happens in like life.

Pupil Voice Autumn 2022

Children all over the school feel safe and can identify some teaching of how to keep themselves safe.

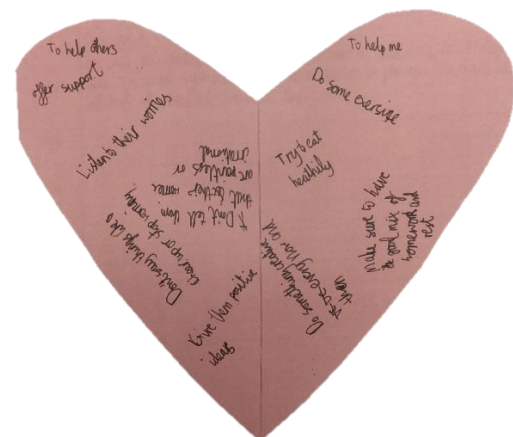
- We do PHSE – we learn how to be safe online, how to be safe when crossing the road
- We learn about the police and what happens if we get lost from mummy or daddy. In school we learn about keeping safe around medicine from the doctors.
- PSHE teaches us to look after ourselves and each other in different places like near water or in school.

Children could speak positively about the impact of PSHE week on their knowledge of keeping safe and healthy.

- I always tell my mum about PSHE week because I want her to know I am learning to look after myself
- PSHE has taught me to think about my mental health as well as my physical health

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 action stemming from PSHE, e.g. refugee club, little library, courageous advocacy, running to raise money for GOSH.



Key points for discussion with governors about this report

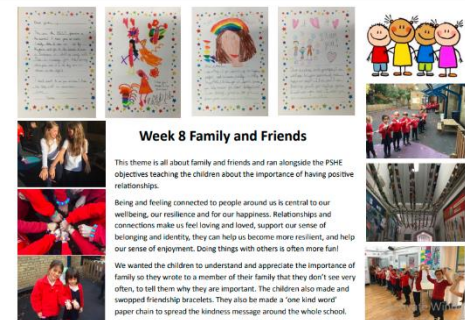
- Share evidence in class PSHE books (from this year and previous years) and display of high quality work around the school (classrooms and communal areas) with links to RRS, including our kindness!
- Developing use of PSHE books – share pupil voice in books
- Anti-bullying work; ABC workbooks, assembly pictures and video made by Year 5's
- 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

Our Happiness Project– Autumn 2021

The Happiness Project is a 10 week positive mental health initiative which was delivered over the Autumn Term. During the ten weeks we looked at a different way in which children could recognise and then have an impact on their own happiness. Each week the Head teacher introduced the theme in assembly and the teachers follow up with lessons and activities. Specialist workshops organised including drama workshops about emotions and the schools breath program. Parent workshops were also offered and families updated using weekly newsletters about the themes and activities at school.

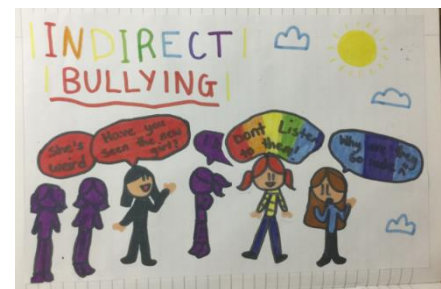
We linked it with our PSHE curriculum and work on kindness, diversity and anti-bullying.

We made a kindness chain!



Anti bullying work– 2021/22

Each year we have a focus in our Autumn term PSHE week on Anti-Bullying. Alongside reminders, assemblies and cross curriculum links throughout the year. Last year, we trained another Year 5 class to become Anti-Bullying Champions (ABC program). This is a whole day workshop designed by Camden and the PSHE lead. They learn more about the impacts of bullying and strategies to become an upstander. They made a video to share with the rest of the school outlining what bullying looks like and how we can tackle it!



Our established ABC's in Year 6 supported in different classes during Odd Sock Day! They supported teachers in the anti-bullying lessons and worked with a range of children. Some children worked together to write and perform an assembly to the whole school to highlight what bullying is, what it can look like (performing some scenarios) and how you can stop it!

Work Samples - Progression stands – on following pages

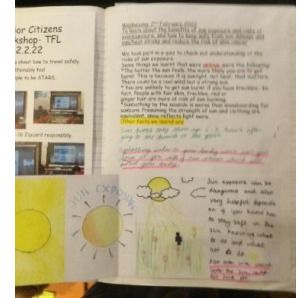
Spring Term-Healthy & safe Lifestyle

Sun exposure

Reception H8. how to keep safe in the sun and protect skin from sun damage

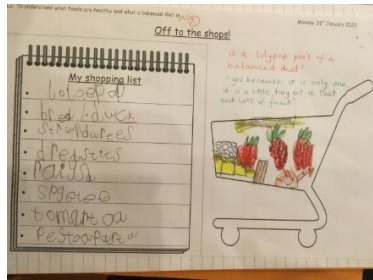


Year 6 H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer



Healthy lifestyle

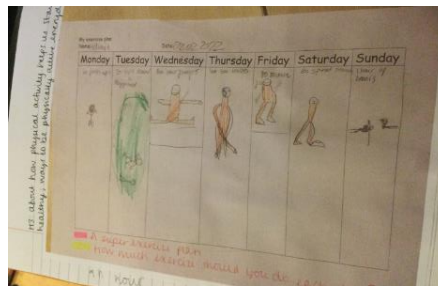
Reception H1. about what keeping healthy means; different ways to keep healthy



Year 2 H2. about foods that support good health and the risks of eating too much sugar

H3. about everyday

how physical activity helps us to stay healthy; and ways to be physically active



Year 3 H2. about the elements of a balanced, healthy lifestyle

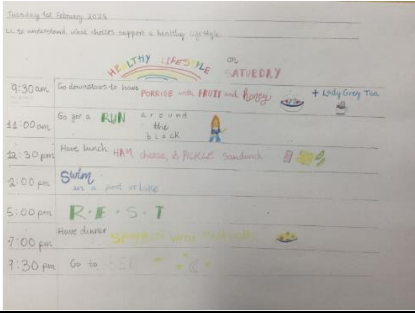
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.



Year 5

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle



Dental Hygiene

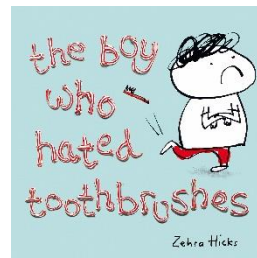
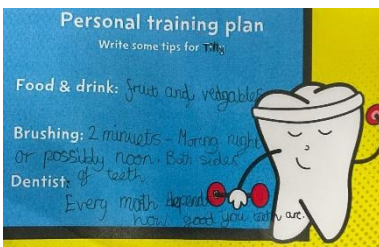
Reception- In the new EYFS framework



Year 2 H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

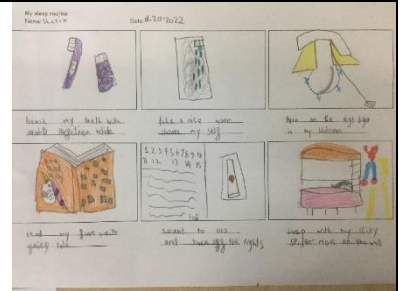


Year 4 H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)



Sleep

Year 2 H4. about why sleep is important and different ways to rest and relax

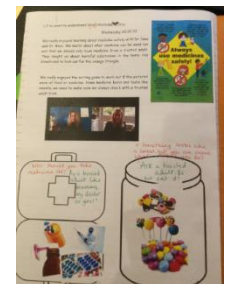


Year 6 H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

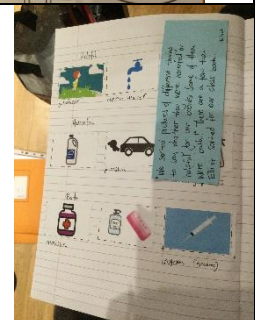


Medicines germs and hygiene

Reception H.10 Which adults help us and how?



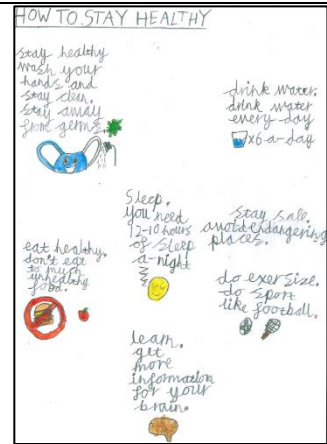
Year 1 H31. that household products (including medicines) can be harmful if not used correctly
H37. about things that people can put into their body or on their skin; how these can affect how people feel



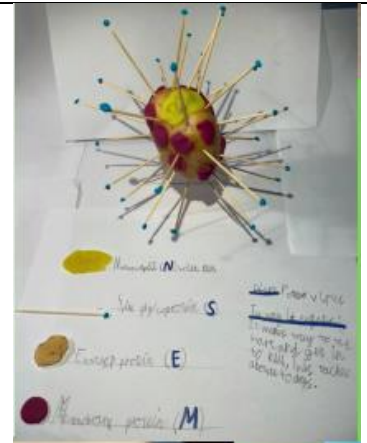
Year 2 H5. simple hygiene routines that can stop germs from spreading



Year 3 H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

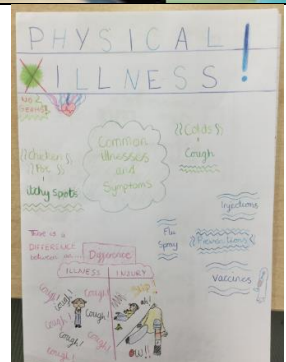


Year 4 H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed



Year 5 H5. about what good physical health means; how to recognise early signs of physical illness

RSE Personal Hygiene



Year 6 Drug awareness

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break



Safety

Reception- H29. to recognise risk in simple everyday situations and what action to take to minimise harm



Year 1 H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)



Year 3

Bike-ability through Camden Learning

Spaced Retrieval from Year R and 1

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely



Year 4

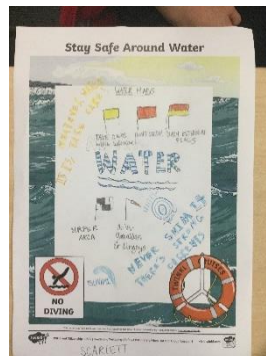
H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H43. about what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say



Year 5

Pedestrian Training (links with walking to school independently)

Spaced Retrieval from Year 4

H38. how to predict, assess and manage risk in different situations

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about



Year 6

First Aid recapping- part of transition work

TLF Junior Citizenship Workshop

Spaced Retrieval from Year 4

H43. about what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

