

### **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 Positive relationships and diversity (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 contributes 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 Healthy Schools award at Gold level and we strive to maintain the outcomes that were put into place when gaining this accreditation.
- 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.



### **Impact**

- All children access high-quality learning experiences through a range of lessons, workshops, trips and assemblies.
- Children develop cognitive skills such as resilience, self-regulation and skills to develop positive relationships.
- Children learn about the world around them and how to make conscious decisions on becoming a positive citizen in our local and wider community.

- All children take part in immersive learning opportunities that allow them to develop key skills in managing themselves and making good choices.
- Children learn about taking control of their own wellbeing, how to acknowledge and express their feelings and opinions and successfully ask for help when needed.
- Children are producing high quality work and taking part in whole school projects having the opportunity to share them with our school community and beyond.
- All children are given a voice within the school through school council, pupil voice and with the encouragement of sharing their thoughts in discussions in class.



## 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 stake 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.

### **Adaptive teaching case studies**

Most pupils with SEND or additional individual needs can fully access our PSHE curriculum without specific adaptations to teaching. These are two case studies where small but specific adaptations have supported pupil progress.

- A pupil who needs support with regulating their emotions has had subtle support within PSHE to support with some activities as well as sensitive adult support (e.g. seating plan, additional instruction and encouragement where needed). The pupil has fully accessed the PSHE curriculum and is working at the expected standard, some alterations are needed for assessment as writing would be a barrier to assessment for this child. On occasion this pupil may need additional PSHE input for managing their feelings and self-regulating. From PSHE we feel this pupil has developed more resilience and understanding of the feelings of others, developing their empathy.



- A Pupil on SEN register with social and communication needs has been supported throughout the school to access PSHE activities using real life scenarios which they can put into familiar contexts. We see specific PSHE learning as vital life skills for this pupil and therefore many of the ongoing targets set for this pupil are linked with PSHE (health and safety, asking for help, trusted adults, building relationships, consent). Although this pupil is working towards the curriculum within PSHE, they have made great progress from their starting point each year and enjoy learning about the different topics within PSHE.

## Last year's key developments and successes in 2022/23:

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. *All children to have access to a broad curriculum immersed with a range of enrichment opportunities within PSHE that provide reliable information.*

**22/23 Target achieved** Using the guidance of the PSHE association, we looked over the curriculum to ensure full coverage of the suggested content and ensuring key vocabulary was introduced at the appropriate level. From this we tweaked our content tables and cross-referenced them with the skills progression. We released a reliable list of enrichment providers to Camden's PSHE leaders' network to support other schools.

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. *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.*

**22/23 Target achieved** Subject leader has compiled pre- and post- spaced retrieval quizzes for each class, these can be used for group discussions to highlight if any learning needs to be re-addressed either at the beginning of a PSHE week or in groups/pairs to demonstrate if their learning has becoming sticky learning from the year before or end of the topics. Staff have been encouraged and supported throughout the year to record child-initiated learning in the PSHE book as this is also helpful for assessment to note down discussion contributions. From the data provided, we still have some tweaking to address on how we are assessing our SEN pupils in PSHE. This will be a focus next year, linking personal targets to PSHE achievements and using these to mark achievements within the curriculum they are accessing.

Build staff skills in supporting young children with bereavements. Links with our support from Camden Mental Health Support Team. *All staff to build confidence in supporting children with bereavements and to support their peers and classes. Embed and reinforce the work we do to encourage children to speak out and talk to trusted adults.*

**22/23 Target partially met** As the PSHE lead I completed bereavement training with Winnie's Wish. This charity offer free training and was something I had intended to implement into staff CPD. This is something we can discuss to bring into staff meetings in the near future. We have, for the past couple of years worked with Camden support to work with specific classes affected by bereavement, as PSHE lead I will continue to research the best support we can offer in school and signpost to families that experience a bereavement.

Ofsted research review and subject report – to date there is currently no research review or subject report for PSHE.



## Key targets and actions moving forward (development priorities for 2023/24):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. Working closely with the mental health lead (Sarah Miller) to build on the PSHE curriculum and successfully implement another Happiness Project in the Autumn term. Additionally this links with one of our school goals for 2023/24. <i>All children to have access to a broad curriculum immersed with a range of enrichment opportunities that support positive mental wellbeing.</i>	<b>Autumn-</b> SM to plan and run the happiness project. <b>Summer-</b> Work with SM to look forward to the following year and discuss how we can capture the success of the HP within the PSHE curriculum without running the full project.
2. Continue to enhance and embed assessment for SEN pupils to ensure we have evidence of progress within PSHE linked with personal development.	<b>Autumn-</b> Review from last year's data-what does PSHE look like for our SEN pupils? How are they getting on? Do we adapt the teaching when needed? Having a discussion with the SENCO to

<p><i>All children to have the opportunities to demonstrate their understanding of key concepts and vocabulary in PSHE.</i></p>	<p>map out some personal targets linking to PSHE for any SEN working towards.  <b>Summer-</b> Speak to teachers about specific children- how they are access the curriculum? Ask them to record a starting point and finishing point for some priorities within PSHE.</p>
<p>3. Continue to develop staff CPD, building confidence to teach PSHE, with a focus on new staff members and ECT support.  <i>All staff have a secure understanding of good practice in PSHE though planned CPD and support for ECTs.</i></p>	<p><b>Autumn-</b> Support from SM to actively promote and teach the happiness project lessons.  <b>Spring-</b> Planned book-look to ensure new staff are on track, support on how to evidence PSHE  <b>Summer-</b> Planned CPD in staff meetings to recap how PSHE is taught at CC, how our curriculum is designed and expectations during PSHE weeks and for ongoing PSHE.</p>

## **Pupil voice**

### *Governors meeting discussion with pupils*

#### **How do we learn about online safety in school?**

Yr 3- We have done workshops at the CLC and also we made posters to remind others about bullying online and how to report it.

Yr 4- before we do computing we have reminders about staying safe online, not accepting cookies and telling a teacher if something pops up that makes us feel uncomfortable. In fact we do sometimes get a reminder whenever we use a computer.

Yr 5- We recently learn about scamming and making informed choices when buying things online. Also what harassment is. We always go over the basic stuff like keeping personal information private.

Yr 6- We looked into what phishing is and will soon be looking at fake news. It is important to learn how to stay safe online because we spend a lot of time online and on technology.



#### **Do you use what you learn in school at home?**

Yr 3- yes, all the time. I do homework and share with my family.

Yr 4- Yes, I think I do remind myself about online safety when I'm on my iPad or computer at home. I wouldn't talk to strangers or give out my personal information because I've learnt not to, just like I would do something at home that I had learnt in school like maths or reading.

Yr 5- In PSHE we learn about about safety. My brother asked for sun cream in the sun the other day because it was something I learnt about in PSHE and had told him about. I think it is important to remember PSHE when you need it like if you were in a situation where you saw someone being bullied, I would then remember to be an upstander if it was safe.

Yr 6- I find that lots of the things we learn in PSHE are about growing up and how we can make bad choices and good choices so we do use them out of school all the time.

#### **What have you learnt from PSHE in school this year?**

Yr 3- We did the happiness project about all different feelings and that it is okay to be sad and angry but things that can help us cope with emotions.

Yr 4- We have learnt how to keep our teeth healthy, brushing twice a day. We have learnt about communities and circles of trust.

Yr 5- Most recently we have been learning about money-savings and investment. We also looked at laws and rules and what is the difference. At the beginning of the year we learnt about a healthy lifestyle and thought about sleep, habits and illnesses.

Yr 6- We have learnt about some laws in the UK about marriage and about personal identity. We have gone over learning about sun safety and looked more at what a healthy relationship looks like.

#### **Do we do any PSHE as a class or whole school?**

Yr 3- The happiness project and also trips to places like Henderson court.

Yr 4- One our teacher did a lesson about friendship after a big group in my class fell out in the playground.

Yr 5- Sometimes a teacher might talk to a class about hygiene or bullying if they think they need the reminders.

Yr 6- Every class has a worry box and the teachers will speak to the person about their worry or to the class if they think it is appropriate.

### **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 chain!
- 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

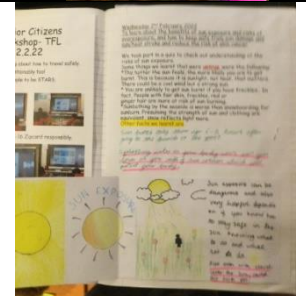
# Spring Term-Healthy & safe Lifestyle

## Sun exposure

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

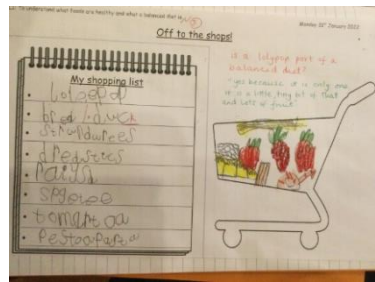


**Year 6** H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

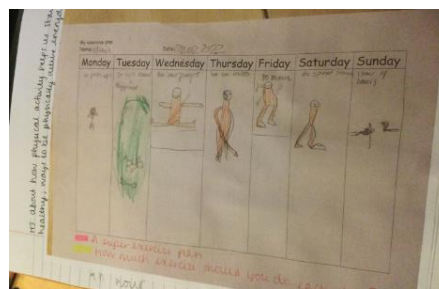


## Healthy lifestyle

**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

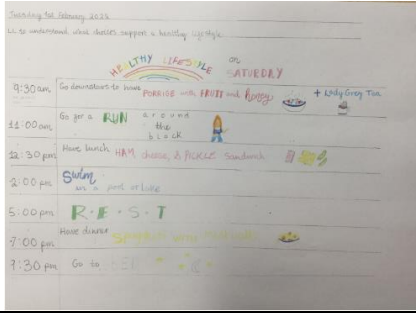
H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.



# 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

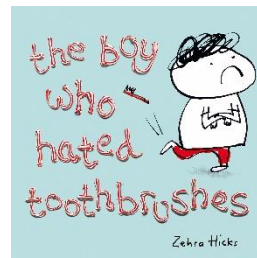
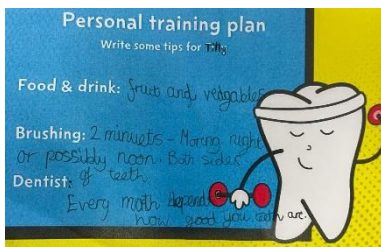
Reception- In the new EYFS framework



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



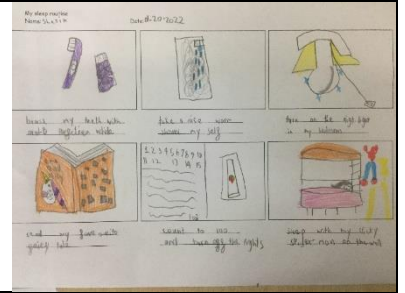
Year 4 H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)





# Sleep

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

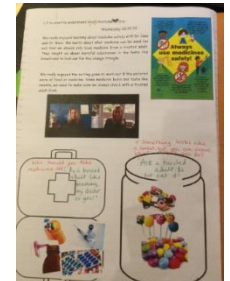


**Year 6** H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

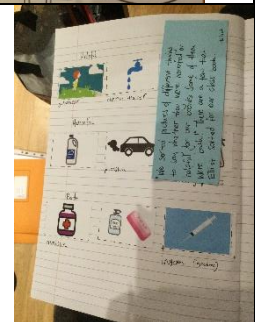


# Medicines germs and hygiene

**Reception** H.10 Which adults help us and how?



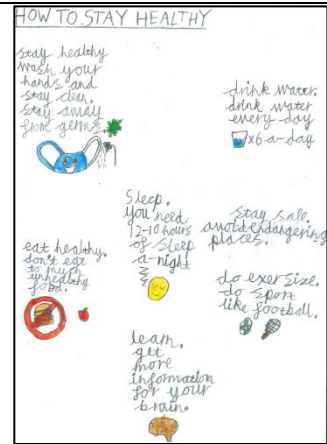
**Year 1** H31. that household products (including medicines) can be harmful if not used correctly  
H37. about things that people can put into their body or on their skin; how these can affect how people feel



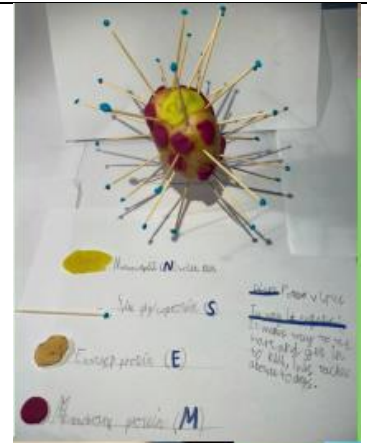
**Year 2** H5. simple hygiene routines that can stop germs from spreading



**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

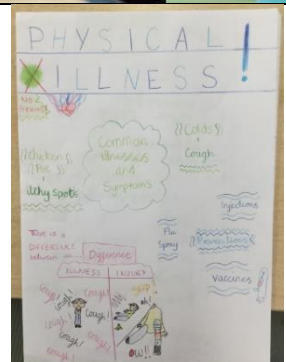


**Year 4** H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be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



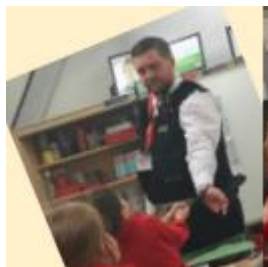
**Year 1** H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

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

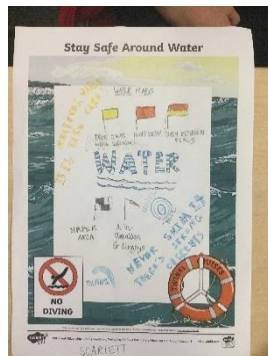
H38. how to predict, assess and manage risk in different situations

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**

