

### **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**

- PSHE is taught by class teachers, with support from SLT and subject leader.
- Carefully planned PSHE weeks. These have been split into Building 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 continuous 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.
- Professional development in PSHE includes in-school training sessions and learning from 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 the Healthy Schools award at Gold level. 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.

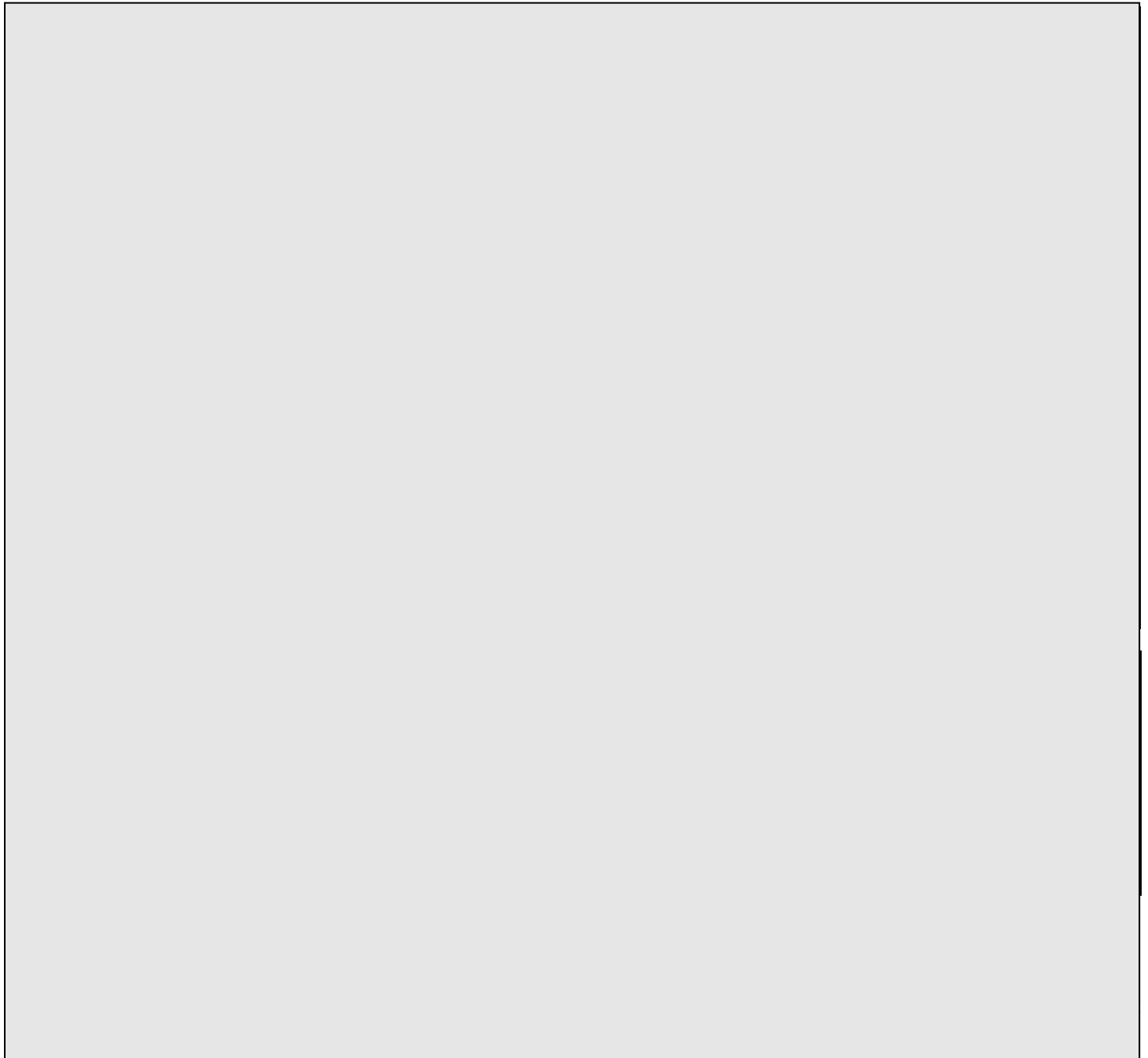


## **Impact**

- 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 sessions and with the encouragement of sharing their thoughts in discussions in class.



## **Whole school standards (three-year trend)**



## Last year's key developments and successes in 2023/24:

1. Working closely with the mental health lead (Sarah Miller) to build on the PSHE curriculum and successfully enrol another Happiness Project in the Autumn term. Additionally this links with one of our school goals for: *All children to have access to a broad curriculum immersed with a range of enrichment opportunities that support positive mental wellbeing.*

**(23/24 Target achieved)**

Miss Miller ran the happiness project with great success. Building on the previous model of the project, it had weekly learning objectives and whole school projects. Children have positively referred back to the Happiness Project during pupil voice demonstrating its impact on the children.

2. Continue to enhance and embed assessment for SEN pupils to ensure we have evidence of progress within PSHE linked with personal development.

*All children to have the opportunities to demonstrate their understanding of key concepts and vocabulary in PSHE.*

**(23/24 Target achieved).**

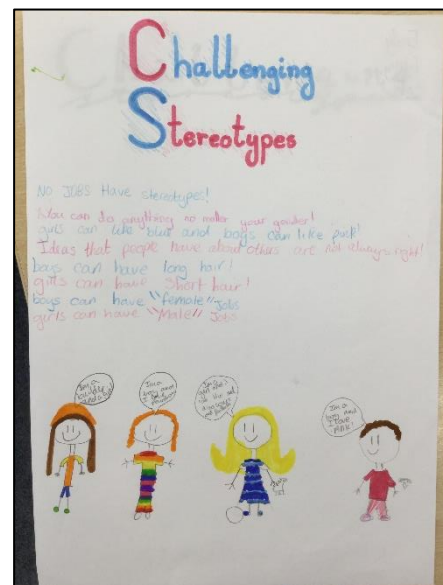
We have seen a rise in attainment for PSHE from our SEN pupils. Teachers are being more creative with assessment and building a bespoke curriculum to meet the needs of individual children.

3. Continue to develop staff CPD, building confidence to teach PSHE, with a focus on new staff members and ECT support.

*To embed good practice of PSHE through planned CPD and support for ECTs.*

**(23/24 Target met)**

Although ongoing support for PSHE is still provided with a focus on ECTs, the new staff are now familiar with the PSHE curriculum after successfully planning and teaching both child-initiated and adult-guided PSHE sessions throughout last year; support continues to refine the curriculum they are teaching.



## Key targets and actions moving forward (development priorities for 2024/25):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. To run three fully immersive PSHE weeks across the year, reaching our whole school community using parent workshops, newsletters and to work with the wellbeing champions pupil group.</p> <p><i>All children to have access to a broad curriculum and be immersed in a range of enrichment opportunities that support positive mental wellbeing.</i></p>	<p><b>Autumn</b> - PSHE week links with anti-bullying work and the whole school project 'the kindness chain'. Monitoring of child-initiated work in PSHE books. Run a successful parent workshop and gain feedback on when to run more and which subjects would work best for us.</p> <p><b>Spring</b> - PSHE week with workshops run by our local outreach providers. Working with the Wellbeing Champions to run a day about mental health. Send home PSHE folders for the children to share their learning including adding leaflets of information and signposting to parents.</p> <p><b>Summer</b> - Complete the Camden health and wellbeing questionnaire; this supports our curriculum planning and growth. Ensure that both upper KS2 classes go to the Houses of Parliament.</p>
<p>2. To review the upper KS2 curriculum and assessment points to ensure boys have equal learning opportunities and to ensure any gaps in learning are prioritised.</p> <p><i>All children to have the opportunities to demonstrate their understanding of key concepts and vocabulary in PSHE, working towards the closing of gaps between girls' and boys' attainment in PSHE.</i></p>	<p><b>Autumn</b> - Work with the Yr5 and 6 teacher to review the curriculum and reflect on last year's lessons. How could these be adapted? Do we need to change any learning? Making a list of targets for the KS2 boys. Additional prior assessment to baseline the boys and address any misconceptions.</p> <p><b>Spring/Summer</b> - review the progress already made from our target groups. Implement any additional learning needed.</p>
<p>3. To support a range of schools in our local borough to embed good practice for PSHE in their</p>	<p><b>Autumn</b>- Host a PSHE network to promote our work at Christ Church for Camden PSHE leads. Identify two schools to support with the development of their PSHE curriculum.</p>

<p>curriculum. (Funded through a Camden Learning School-Led Initiative)  <i>To embed good practice of PSHE through planned CPD and support for PSHE leaders and ECTs.</i></p>	<p><b>Spring/Summer-</b> Continue to provide support for two schools in Camden. Support a training day for ECT's in Camden. Support Camden's PSHE advisor with the review of Camden polices for PSHE in primary schools and with termly network meetings for PSHE leaders.</p>
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**Ofsted research review and subject report**

No Ofsted PSHE Research review or Subject report published to date (October 2024)

**Discussion points from the 2015 published research from the Department of Education- A review of impact and effective practice in PSHE**

- ❖ The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.
- ❖ Taking a whole school approach to health and well-being is linked to pupils' readiness to learn. A recent review of the link between pupil health and wellbeing and attainment advocated promotion of health and well-being as an essential element of a school's effectiveness strategy (Public Health England, 2014).
- ❖ While the evidence of economic well-being is less well-researched, careers education, information, advice and guidance interventions can make a difference to pupils, including increased self-confidence and enhanced decision-making skills which can act as precursors to longer-term socio-economic outcomes (Hughes & Gration, 2009).
- ❖ A review of the World Health Organisation (WHO) health promoting school framework for improving health and well-being found positive effects for some interventions on diet, exercise, smoking and bullying (Langford et al., 2014).
- ❖ There are a number of mechanisms through which PSHE education can make a difference. It is commonly accepted that non-cognitive or social skills play an important part in success at school and in employment. PSHE education provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, locus of control, time and stress management.

At Christ Church, we are confident that our PSHE approach aligns with the research summary set out above. This includes the way in which a broad PSHE curriculum is planned and taught with a range of content, the balance of high-impact and memorable PSHE weeks and ongoing PSHE work in the classroom and across the school and the importance and high profile placed on PSHE across the school community.

**Trips and wider enrichment**

Our robust PSHE curriculum is designed to ensure we create memorable experiences to support learning and remembering the key messages. Enrichment workshops, trips and volunteering supports the success of our PSHE curriculum. Last year we had several classes volunteering with the Heath Hands to litter pick and supporting with Hampstead Heath maintenance, including helping to make boundaries using logs and sticks! Our



classes made cards to support the Royal Free Hospital alongside singing carols outside the hospital at Christmas. We also had workshops in school from Camden's bike, scooter and pedestrian training. First aid training and drug and alcohol awareness were enriched with memorable in-school workshops. We often have assemblies or people from the local community coming into the school to talk about their job and how they support us in the community such as the local police or NSPCC.



## **Pupil voice**

*Summer 2024- Pupil voice session at Behaviour and Safety Governors committee meeting*

### **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 look 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 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.

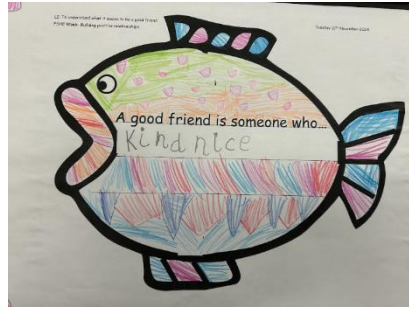
## **Key points for discussion about this report**

- 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!
- Use of PSHE books – share pupil voice in books
- Anti-bullying work; ABC workbooks, assembly pictures and video made by Year 5s
- 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
- Links to our RRS articles. How does the curriculum support learning about children's rights.

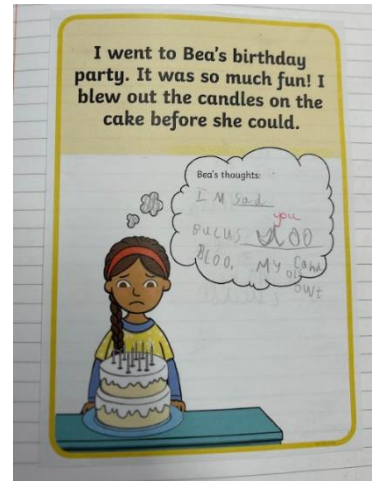
# Autumn Term-Feelings

## Reception

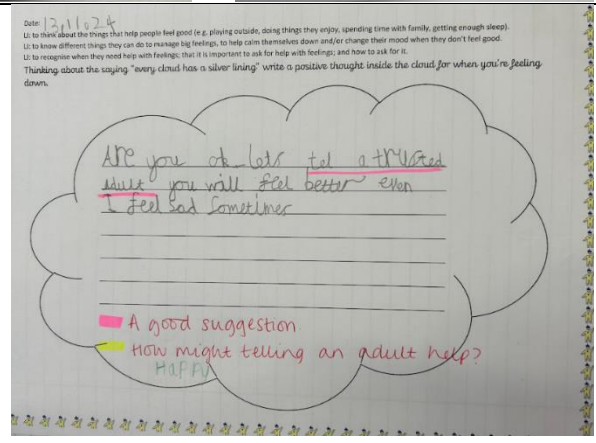
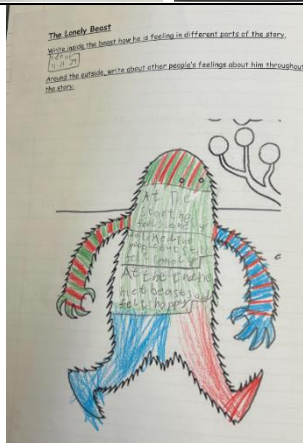
how to recognise and name different feelings



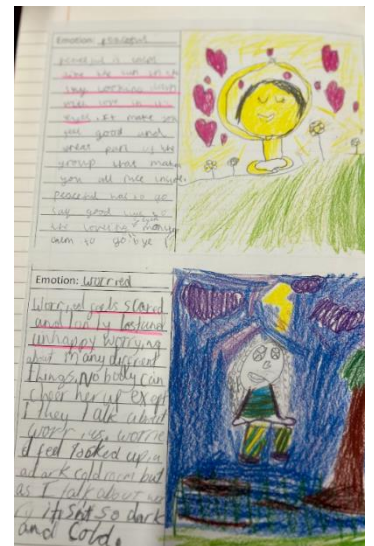
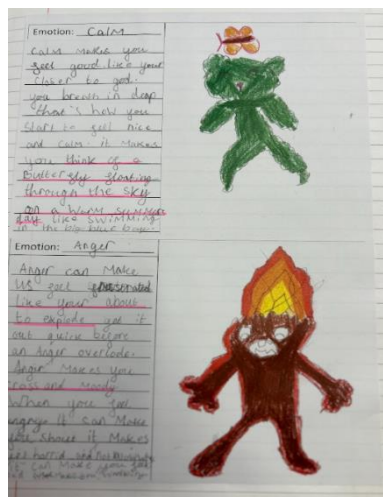
**Year 1** about ways of sharing feelings and how to recognise what others might be feeling



**Year 2** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

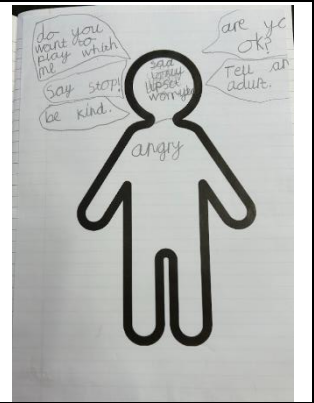


**Year 3** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

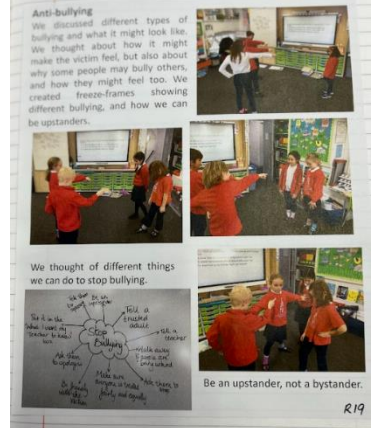




**Year 2** that bodies and feelings can be hurt by words and actions; that people can say hurtful things



**Year 3** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour



**Year 4** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

**Year 5** strategies to respond to hurtful behaviour experienced or witnessed, offline and online including ABC training

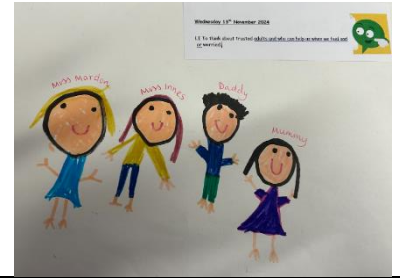


**Year 6** about discrimination: what it means and how to challenge it, plus the continuation of supporting the school teach about anti-bullying.



# Autumn Term-Privacy and secrets including consent

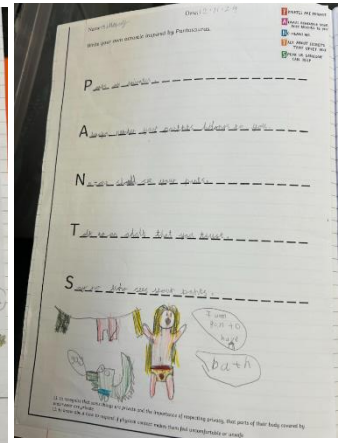
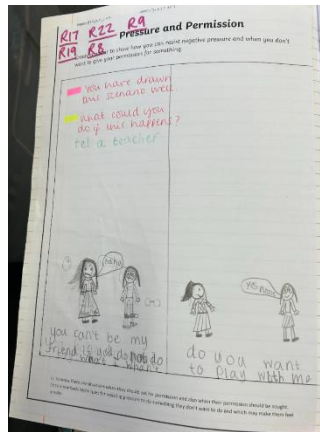
**Reception** how to respond safely to adults and children they don't know



**Year 1** about the importance of not keeping adults' **secrets** (only happy surprises that others will find out about eventually)



**Year 2** \* recognise that some things are private and the importance of respecting **privacy**; that parts of their body covered by underwear are private.  
\* about knowing there are situations when they should ask for **permission** and also when their permission should be sought



**Year 3** about seeking and giving **consent** in different situations. keeping something confidential or secret

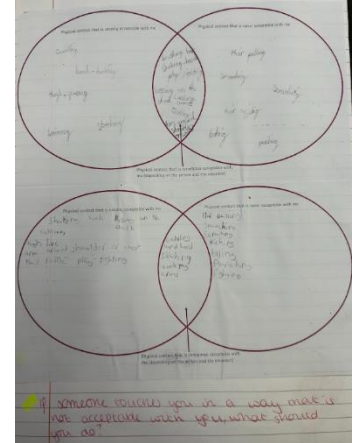
Scenario	Keep as a secret? Why?
Your friend tells you she is planning to sneak out of her house at the weekend without telling his parents.	no because we could get kidnapped or you could get killed and it isn't good for children safety. yes because if people caught that she has dirty clothes people could bully them.
Your friend tells you that his mum spends all day erging and lying on the sofa. Your friend is sad and worried and their clothes are beginning to seem quite dirty. You feel worried for them.	We spoke about the importance of telling a trusted adult as their mum may need some help.
Sam's uncle does something that makes Sam feel uncomfortable. He then makes Sam promise that he will keep it a secret.	no because it might be a unkind secret.
Your friend tells you that he has been picked to play on the football team but that it needs to be kept secret as not everyone on the team knows yet.	yes because it mean and more people will bully them and it will make people pick him.
Your friend tells you that she is going to Disneyland in the summer but that it needs to be kept a secret as her younger brother does not know yet.	yes because if he then he will get jealous and ask to come.
Sarah's grandmother gets angry and hits her. Later, she says that she is sorry and that it would be better if Sarah didn't tell anyone.	yes because more people would do that and not apologise.

**What does it mean to give or seek consent to ask your friend for permission?**

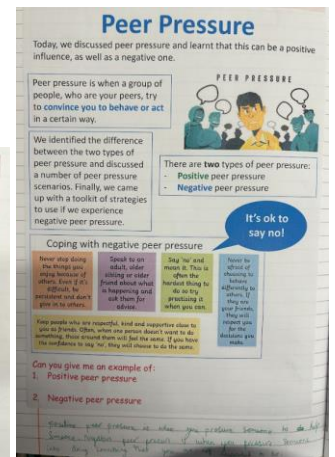
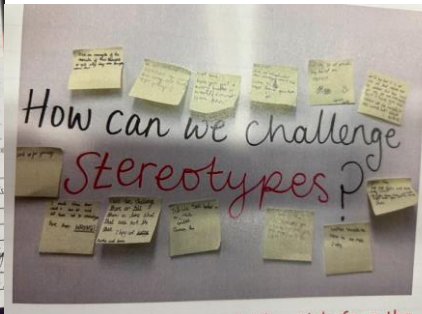
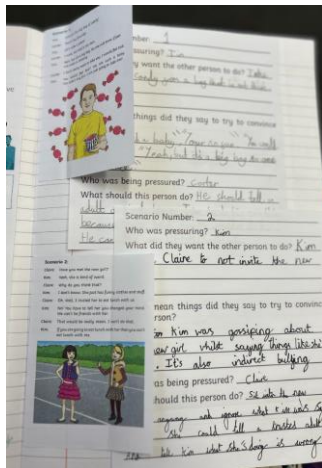
**We learnt about the importance of giving and seeking consent at different scenarios and ranked them against how easily we would or wouldn't give consent.**

<b>Seeking Consent - Scenario</b> A friend's parents are going out for the evening. Your friend invites you to stay over at their house as you can watch a really scary movie. The film has an age restriction that is above your age.	<b>Giving Consent - Scenario</b> In the local library, you meet a child who is new to the area and they ask you where you live.	<b>Giving Consent - Scenario</b> You are looking to download music in a shop online and they have asked you for your phone number.
<b>Living Consent - Scenario</b> You are sitting down to lunch and a friend asks if they can sit with you.	<b>Consent - Scenario</b> On a class trip, you are in a park and your partner wants to hold hands.	<b>Giving Consent - Scenario</b> A friend asks if they can borrow your pen.
<b>Giving Consent - Scenario</b> Your friend offers you a lift home from the park in their dad's car.	<b>Asking Consent - Scenario</b> You are playing a role-play game with some friends. As part of the game, your friend says you have to hug someone who you don't feel comfortable hugging.	<b>Giving Consent - Scenario</b> Your friend asks if they can borrow your pen.
<b>Giving Consent - Scenario</b> Your friend offers you a lift home from the park in their dad's car.	<b>Giving Consent - Scenario</b> You are playing a role-play game with some friends. As part of the game, your friend says you have to hug someone who you don't feel comfortable hugging.	<b>Living Consent - Scenario</b> You are sitting down to lunch and a friend asks if they can sit with you.

**Year 4** about **privacy and personal boundaries**; what is appropriate in friendships and wider relationships (including online)



**Year 5** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this



**Year 6** what constitutes a healthy relationship. Consent to commitment in relationship (marriage and civil partnerships)

