

Intent

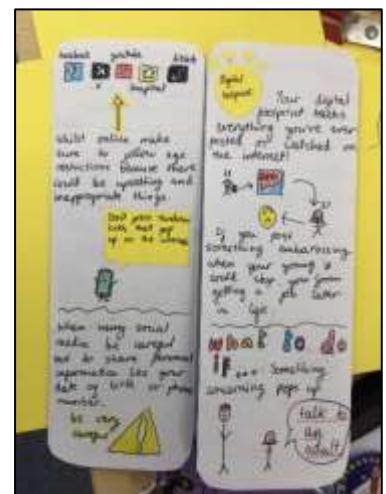
Personal, social and health education (PSHE) at Christ Church enables all our children to become healthy, independent and responsible members of a society that supports our school vision of inspiring *life in all its fullness*. It aims to help children understand how they are developing personally and 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 take place each term. 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). These weeks take place 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 panto-saurus' 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 participating in PSHE weeks. 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 and enrichment experiences.
- We continue to hold the Healthy Schools award at Gold level and continue to build on our provision through self-evaluation and improvement work.
- 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.

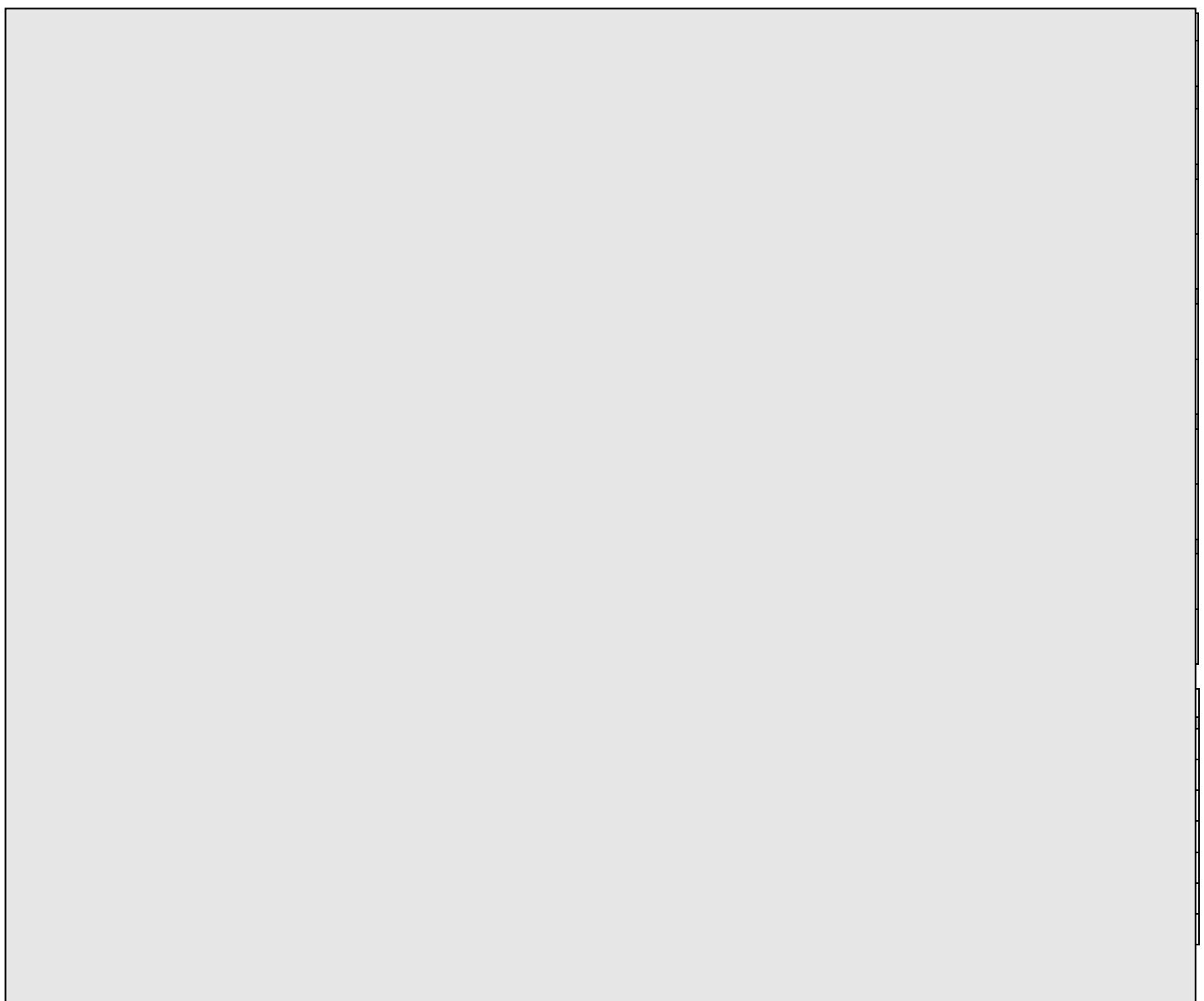


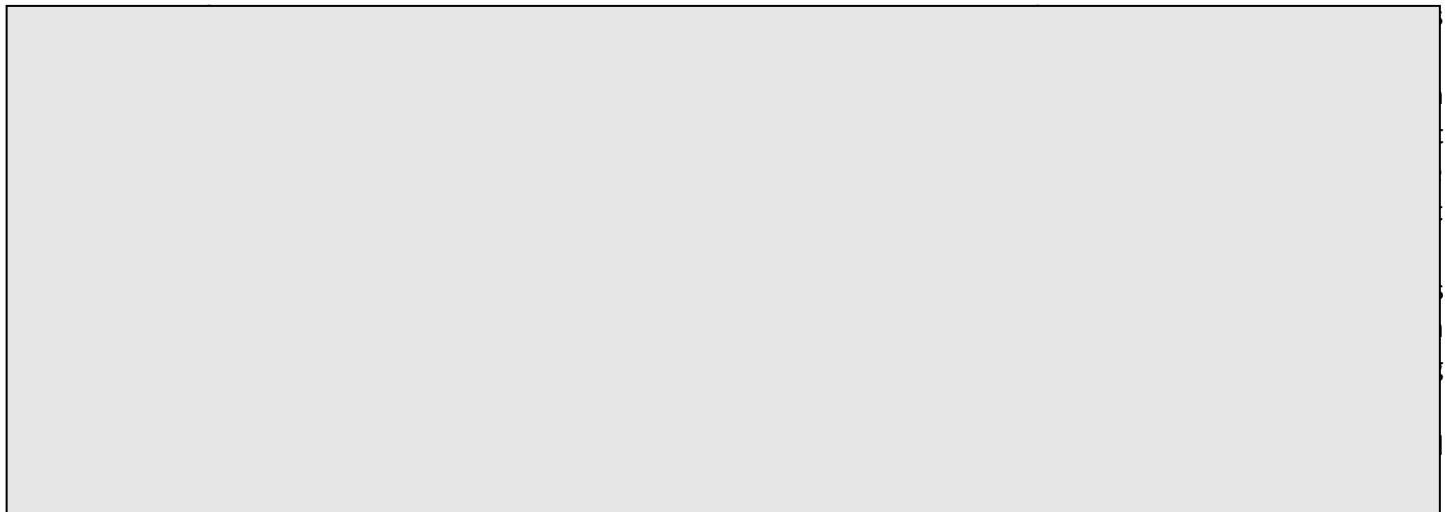
Impact

- 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 produce high-quality work and take 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 2024/25:

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.

All children to have access to a broad curriculum and be immersed in a range of enrichment opportunities that support positive mental wellbeing.

24/25 Target achieved

Last year the school ran three very successful PSHE weeks across the year. All three weeks had a good range of teaching and enrichment opportunities through whole school projects like the kindness chain and birthday cards for the Royal Free Hospital, workshops such as skipping workshops and visits from the police and some very successful trips. From pupil voice feedback, it is evident that these weeks have a positive impact on the children's ability to remember what they have been taught and their enjoyment for the subject.



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.

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.

24/25 Target achieved

We have seen a rise in attainment for PSHE from our KS2 boys. Teachers are being more creative with assessment and building a bespoke curriculum to meet the needs of individual children and ensuring boys have equal opportunities to voice or demonstrate their knowledge.



3. To support a range of schools in our local borough to embed good practice for PSHE in their curriculum. (Funded through a Camden Learning School-Led Initiative)

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

24/25 Target achieved

Over 24/25, I successfully supported the Camden Learning PSHE adviser to provide one-to-one support for schools across the borough to support building and shaping or refining and embedding a PSHE curriculum that works for their school, this has mainly been for schools with a newly appointed PSHE lead. Alongside this support on offer, I worked with Camden Learning's PSHE adviser to plan and deliver termly PSHE leaders sessions and a ECT PSHE training day for Camden schools. Some of this work continues into 25/26 academic year.

Additional successful development activities which have taken place in 24/25:

We took part in the **Camden's Health Related Behaviour Questionnaire**, gaining important data about our Y5 and 6 class in relation to their wellbeing, learning about PSHE and PE, exposure to drink, drugs and vapes, alongside reflecting questions about mental wellbeing, and self-worth. Alongside using this information to shape our PSHE curriculum to ensure we are meeting the needs of our pupils; we were able to compare to other Camden schools and see any trends in the results that were borough wide.



Whole school project: Kindness Chain

Children spent time learning about the ripple effect of kindness and to visually illustrate that kindness fuels more kindness we made a whole school kindness chain. Children (and adults) were encouraged to write down/draw acts of kindness they had received on a link of the chain. We ended up with over 700 chains, collected over two weeks. The completed chain was held by the children and carried around the whole school site, showing the children the huge amount of kindness in our school and school community.

School Council taking part in the **Youth Council Take-Over Challenge**

Year 5 and 6 pupils from School Council took part in a day of presentations run by Camden's youth council. The children presented on topics suggesting how Camden can be improved to support children in areas such as online safety, mental wellbeing, safety in and around Camden and support with being healthy. The Mayor of Camden alongside many councillors and Camden officers who support children services in Camden met the children and listened to the presentations.



Trip to Houses of Parliament

Year 6 pupils went to the Houses of Parliament to learn about the different roles within the House of Lords and the House of Commons. They had a tour of Parliament including sitting in on a debate on supporting adults with long term illnesses. The children took part in a debating workshop and had to consider arguments for and against tricky topics like 'should we have school uniforms?'

Building back links with **Henderson Court Age UK centre**. This year, we built up our visits to Henderson Court, a local Age UK centre, supporting elderly and vulnerable adults. Three classes visited the centre performing songs, taking part in Yoga and craft classes and talking with the elderly people attending the centre. This is a partnership we are keen to build back up even further in the coming terms.



Key targets and actions moving forward (development priorities for 2025/26):

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. Review and refine Christ Church curriculum where needed in light of the government's Curriculum and Assessment Review.</p> <p>This will include a particular focus on the new/refined areas of Media Resilience and Bereavement.</p> <p><i>Intended outcome: Christ Church curriculum aligns with national curriculum and other statutory guidance.</i></p>	<p>Review the government's Curriculum and Assessment review, when published, and identify any areas for update or refinement in the Christ Church curriculum.</p> <p>Update planning and related documentation, including 'curriculum pack' and 'curriculum statement' for the subject, to reflect any updates.</p> <p>Ensure appropriate professional development and resources are in place for any changes or updates.</p>
<p>2. Audit and refine our spaced retrieval quizzes as a form of assessment, considering the how this can be used to support ongoing and end of year assessment in PSHE.</p> <p><i>Intended outcome: For all classes/topics there will be a clear and specific set of spaced retrieval questions to support children to</i></p>	<p>Work with teachers to find out what is going well and what needs improvements in terms of assessment in PSHE.</p> <p>With SLT, audit the PSHE descriptors for end of year reports/end of year judgements.</p> <p>Consider multiple choice picture or word answer cards for SEND and any children working towards the expected level of development, to ensure assessment is accessible and accurate.</p>

<p>recall and revisit key information and vocabulary before starting new learning. This, in turn, will support teacher judgement for assessment.</p>	<p>Pin point specific vocabulary to focus on in each spaced retrieval quiz to ensure prior learning supports new learning.</p>
<p>3. To continue to refine our curriculum to be fully inclusive and accessible all pupils, including SEND pupils and disadvantaged pupils.</p> <p><i>Intended outcome: Resources such as books, scenarios and videos represent a range of children in relation to talking about feelings, building relationships, showing empathy. Teachers are aware that empathy and demonstrating feelings can look different in different children. How interventions fit with and support PSHE learning and assessment has been fully considered.</i></p>	<p>Work with teachers to cross-reference any individual SEND targets that might fall into the PSHE curriculum. How are we supporting this in class and around the school?</p> <p>What do interventions in PSHE look like? Can we identify any children that would benefit for small adaptations to access PSHE? How do interventions such as bucket time align with PSHE provision and descriptors?</p> <p>Ask teachers to ensure that scenarios and books continue to use a diverse range of examples to ensure that the learning links to children's experiences and represents a range of people. Support with sign posting to resources where appropriate.</p>

Discussion points from the 2025 review of Relationships and Sex Education and Health Education – for implementation from September 2026.

- The 2025 guidance places **greater emphasis on teaching about misogyny, violence against women and girls** and related factors in KS3/4, including the negative impact of pornography, in line with government priorities and widespread safeguarding concerns about such issues.
- **Aspects of personal safety have now been included for the first time**, including a focus on how to recognise risk and keep safe around roads, railways, including level crossings, fireworks, and water, including the water safety code, as well as personal safety in public spaces.
- There is **recognition of new safeguarding risks caused by rapid technological developments in recent years**, with requirements now covering topics from AI deepfakes to toxic online influencers and subcultures.
- There is **additional emphasis on supporting mental health** and specific mention of areas such as grief and loss.
- The guidance is clear that '**schools should be sensitive to pupils' circumstances**', recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers.'
- There is **clear recognition of the importance of teacher expertise and agency** – and of course this is critical for tailoring PSHE/RSHE appropriately and choosing materials and guidance wisely.
- The **importance of clear communications with parents/carers** is reiterated, and in line with our own guidance and provision of parent/carer copies of all our RSHE resources.
- **References to managing difficult questions, and establishing safe learning environments** that aim to 'support and not to alarm pupils'



At Christ Church, we are confident that our PSHE approach aligns with the summary of changes 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.

We will review and consider the curriculum content to ensure it gives appropriate emphasis to the areas highlighted in the review (e.g. the full range of safety scenarios, including online, and the greater focus on loss and grief).

Professional development and links outside the school

In school, professional development in PSHE takes place in staff meetings - including a full briefing and update before each PSHE week – and with individual support for teachers where necessary, e.g. for ECTs or teachers new to our school. Learning from local PSHE leaders networks is also shared with the wider staff team, including helpful resource suggestions.

Over the 24/25 year the school has also provided considerable wider support across Camden as part of a Camden Learning school-led initiative suggested by the school. As PSHE lead, I have been successfully working alongside Michelle Boreland, Camden Learning's Primary PSHE Adviser, to facilitate the termly networks for PSHE leaders in Camden. I have also planned and delivered a workshop for ECT's about teaching PSHE and how to plan a successful PSHE lesson, as part of the programme of support for local ECTs. Additionally, I supported three local primary schools to review and refine their PSHE curriculum, supporting with key documentation and how to build a robust, spiral curriculum.



I also supported a board of researchers from the Health team at Camden Council to develop a piece of legislation ready for submission to the Council that focuses on girls and young women's access to sexual wellbeing and reproductive health in Camden. I was participating to give a lens from a primary school teacher point of view.

Pupil voice

Autumn 2024- Pupil voice session

We asked if the children enjoyed and found it beneficial to have PSHE taught in PSHE focused weeks. Overall the children enjoyed PSHE focused weeks and found the model supported with memory of learning. However, they could also think of many examples where PSHE is taught outside PSHE weeks.

Y1 Yes.

Y2 Yes, I like PSHE. We do lots of learning about rules at the beginning of the year

Y3 Yes. It makes it memorable and we can easily think back to what we did yesterday. Maybe more PSHE during assemblies or when things happen in the playground we do more then.

Y4 It is good because we focus on it more. I think going over safety should happen more. I enjoy the workshops and trips, but also the conversations we have in class.

Y5 Yes, I do because I like PSHE and get a rest from Maths, we have time to fully get into an idea or learning that can be annoying if it's just a little bit each week. PSHE is sometimes trips not in PSHE week.

Y6 Yes, because it makes it more memorable and fun. Maybe the safety stuff before trips or if people are arguing in the playground we do more then. I like the whole school things we do in PSHE week like the kindness chain this term.



We asked the children if they could recall some recent learning from PSHE that they had found interesting or useful.

All children could think of something they had learnt in the recent PSHE week on positive relationships and diversity.

Y1 Being a good friend and standing up against bullying

Y2 We have been thinking about feelings and how what we do affects others. Also, how bullying might make us feel.

Y3 Learning about differences and celebrating being unique. Odd sock day

Y4 Talking about trusted adults. Different relationships and what personal boundaries are.

Y5 We did our anti-bullying work and learnt why people might turn to bullying, thinking about it from being a bully.

Y6 Lots of work on relationships and how different people might not want to be the gender they are born with. Also, about consent in marriage and relationships.

Summer 25- Pupil Voice session

As part of our wider self-evaluation of equality issues in school, we asked the children if they were ever treated differently because they were a boy or girl in school. Positively, the children said they did not think this was evident at school and could talk about how the school teaches about equality.

We asked What does the school do to promote respect for everyone regardless of gender?

Years 5 and 6 answers:

- We always do stuff to celebrate differences
- Learning about stereotyping
- Sport tournaments are mixed
- Our school never promotes things for a specific gender (culture)
- Learning – PSHE – stereotypes, celebrating differences
- You don't split us into girls and boys unless needed (PGL, sports)
- We all respect each other because we are taught about it.

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

- ❖ Collaborative learning opportunities across classes, whole school projects and specific weeks dedicated to PSHE make memorable learning opportunities for all the 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 hands, Henderson Court, Parent workshops, letters to loved ones!
- ❖ We give children real-life examples which the children can relate to their own environment or experiences, for example writing letters to our local MP 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 UNICEF.



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 (Anti-Bullying Champions) 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 Rights Respecting Schools work and how our PSHE curriculum supports learning about children's rights.

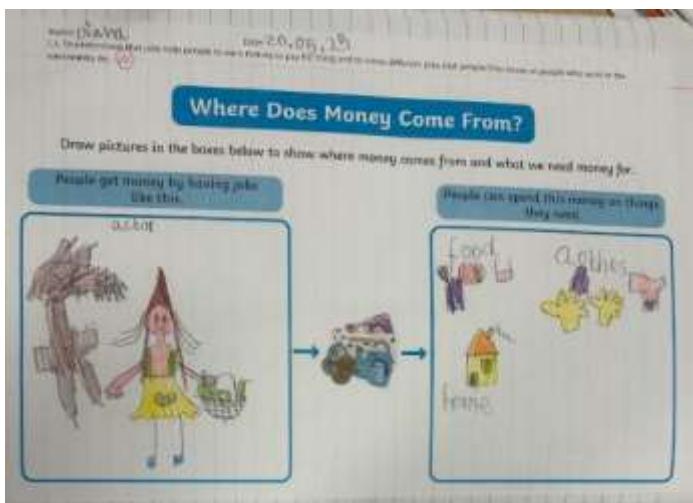
Work sampling – example of one of our strand progressions

Financial education (Money)- Summer Term - one section of the Living in the Wider World PSHE week

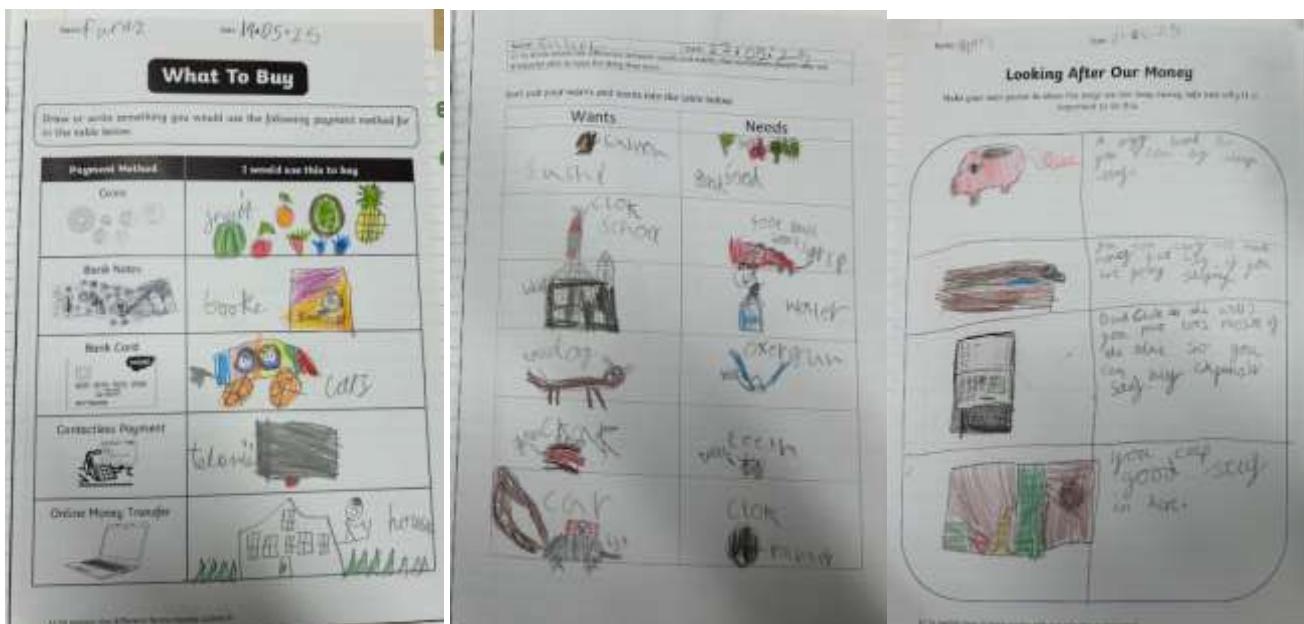
Reception: role playing shops



Year 1: what is money, how do we use money



Year 2: how do we look after money, what do people need to buy



Year 5: budgeting and how money is spent, attitudes towards spending and saving, different sources of money, keeping track of money, impact of money on feelings and emotions

Year 6: including their businesses enterprise challenge – budgeting, investments, planning and keeping track of spend and profit