



## PSHE at Bardsey Primary School

### **Vision**

At Bardsey, we use a consistent approach of teaching PSHE. This is through a whole-school approach and a scheme of learning published by Islington Council which has been recommended by our local authority. This is a progressive scheme of work, which aims to prepare children for life, helping them to really know and value who they are and understand how they relate to other people in this ever-changing world. This is taught through various key themes each year. Through this, we place a strong emphasis on emotional literacy, building resilience, nurturing mental and physical health and mindfulness. This allows children to advance their emotional awareness, concentration, and focus. The children at Bardsey also engage in enhancing experiences such as the School Council, Food Ambassadors and Playmakers which provide the opportunity to practise PSHE skills and knowledge practically.

PSHE (Personal, Social, Health and Economic) education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. At Bardsey, we aim to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of some core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). PSHE learning is essential to personal development, behaviour, welfare and safeguarding.

### **Intent**

Personal, Social, Health and Economic (PSHE) education helps pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

The aims of PSHE teaching are to promote positive physical and emotional health and wellbeing; to keep safe and manage risks in different aspects of life; and to develop an understanding of identity, society, and equality. Clear communication with parents is always considered before beginning SRE lessons. Parents are invited into school to discuss the content that will be taught and any video resources that are used will be shared with them. Parents are given the opportunity to withdraw their children from these lessons if they wish to do so, however, we do encourage all parents to allow their children to participate.

Our PSHE curriculum intends to:

- **Promote positive** physical and emotional health and wellbeing.
- to keep safe and manage risks in different aspects of life; and to develop an understanding of identity, society and equality.
- **Educate pupils** on how to stay healthy, safe, and prepare them for life and work in modern Britain.  
help pupils to achieve their academic potential, and leave school equipped with the skills they will need throughout later life.
- **Spiritual development:** We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.
- **Moral development:** We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.
- **Social development:** We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.
- **Cultural development:** We become aware of cultural influences; learn about the role of Britain's parliamentary system; understand, accept, respect and celebrate diversity.



## Implementation

### Progression

For PSHE there is a clear and comprehensive scheme of work which is followed in line with the National Curriculum. This is the Islington Scheme of Work as recommended by our Local Authority. The PSHE curriculum has a number of key themes; these are Physical Health and Well-Being, Mental Health and Emotional Well-Being, Drug, Tobacco and Alcohol Education, Identity, Society and Equality, Keeping Safe and Managing Risk and Sex and Relationships Educations. All of these strands are covered beginning in Year 1 and are present in every year group scheme of work up to and including Year 6. The prerequisite skills for Year 1 are covered in the Early Learning Goals for PSHE. These are covered in Reception through the units Personal, Social and Emotional Development, Physical Development and Understanding the World.

### Teaching

Teaching in PSHE lessons provides opportunities for the children to work interactively with the teacher acting as the facilitator. Teaching will also provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions. At the start of lessons there is time to review most recent learning so that children are able to see the sequential aspect of each lesson and how one lesson builds on what has gone before.

Where possible we make cross-curricula links between PSHE and other subjects; this is particularly true and relevant in English, Religious Education, Physical Education, History and Geography, with other content also linking to Maths, Science and Computing.

### Key Knowledge and Vocabulary

The teacher specifies key vocabulary to be used and its meaning. Teacher modelling takes place as well as effective questioning. There is also a mix of individual, paired and group instruction where this vocabulary can be used in the correct context.

### **Independent Learning**

PSHE learning comes in many different forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers, cross-curricula lessons and discrete lessons. There is some scope in PSHE for independent learning though this is limited and much of the learning is small group and whole class.

### **High Quality Resources**

A range of resources are used to enhance the learning experiences for children such as role play cards, videos, published resources, PowerPoint presentations and interactive worksheets.

### **Curriculum Enhancements (visits, visitors, themed days/weeks)**

Where possible the PSHE curriculum is enhanced by inviting visitors to come into school such as local firefighters, members of the local constabulary and other professional workers. Health Weeks are held during the year where the children take part in a variety of activities to promote a healthy lifestyle. Children also take on active roles in the school which promote a practical aspect to their learning such as Food Ambassadors and the Eco-Group.

### **CPD**

In order to keep up to date with current developments, the subject leader attends appropriate training and this is cascaded back to staff.



## **Impact**

**The impact and measure of our PSHE curriculum is that pupils are:**

- able to know more and remember more about PSHE.
- able to recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- able to demonstrate a healthy outlook towards school and have respect for others
- able to develop positive and healthy relationship with their peers both now and in the future and have a positive image of themselves
- achieving in line with and beyond national expectations
- able to understand the physical aspects involved in SRE at an age appropriate level.
- leaving Bardsey understanding their role as a citizen and their place in the community

Through our PSHE curriculum, we believe that we prepare our children for the next stage in their education as well as preparing them, during this vital stage of their life, for the opportunities, responsibilities and experiences of an adult world.

### **Leadership, Assessment and Feedback**

PSHE learning is recorded in PSHE class books: these books contain a range of evidence of the children's learning, which can include -but is not limited to- photocopies of cross-curricular learning; children's verbal or written comments; photographic evidence of activities and experiences.

Teachers assess children's knowledge, understanding and skills in PSHE by making observations and notes of children's comments during lessons. As part of our assessment for learning process (and in line with our school's assessment policy), children will receive both verbal and written feedback in order to aid progress in the subject (where appropriate).

## **Progression Map**

### **Level Expected at the End of EYFS**

The following early years goals are prerequisite skills for PSHE in KS1.

#### **Personal, Social and Emotional Development (Making Relationships)**

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### **Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)**

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**Personal, Social and Emotional Development (Managing Feelings and Behaviour)** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Physical Development (Health and Self-Care)**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

#### **Understanding the World (People and Communities)**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Year 1 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: Fun times</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about food that is associated with special times, in different cultures</li> <li>• about active playground games from around the world</li> <li>• about sun-safety</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what makes themselves and others special</li> <li>• about roles and responsibilities at home and school</li> <li>• about being co-operative with others</li> </ul>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Feeling safe</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul> 	<p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about what can go into bodies and how it can make people feel</li> <li>• about what can go on to bodies and how it can make people feel</li> </ul> 	<p><b>Careers, financial capability and economic wellbeing: My money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>

Year 2 - PSHE

Autumn 1	Spring 1 and 2	Summer 1
<p><b>Physical health and wellbeing: What keeps me healthy?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about eating well</li> <li>● about the importance of physical activity, sleep and rest</li> <li>● about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<p><b>Sex and relationship education: Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● to understand and respect the differences and similarities between people</li> <li>● about the biological differences between male and female animals and their role in the life cycle</li> <li>● the biological differences between male and female children</li> <li>● about growing from young to old and that they are growing and changing</li> </ul>	<p><b>Keeping safe and managing risk: Indoors and outdoors</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about keeping safe in the home, including fire safety</li> <li>● about keeping safe outside</li> <li>● about road safety</li> </ul> 
Autumn 2	<ul style="list-style-type: none"> <li>● that everybody needs to be cared for and ways in which they care for others</li> <li>● about different types of family and how their home-life is special</li> </ul> 	Summer 2
<p><b>Mental health and emotional wellbeing: Friendship</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the importance of special people in their lives</li> <li>● about making friends and who can help with friendships</li> <li>● about solving problems that might arise with friendships</li> </ul>	<p><b>Drug, alcohol and tobacco education: Medicines and me</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● why medicines are taken</li> <li>● where medicines come from</li> <li>● about keeping themselves safe around medicines</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p>	

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|  |  | <ul style="list-style-type: none"><li>• that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li></ul> |
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Year 3 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Drug, alcohol and tobacco education: Tobacco is a drug</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and secondhand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul> <p><b>Asthma lesson for Year 2, 3 or 4</b></p> <ul style="list-style-type: none"> <li>that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</li> </ul>	<p><b>Mental health and emotional wellbeing: Strengths and challenges</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with set-backs</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Saving, spending and budgeting</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about what influences people's choices about spending and saving money</li> <li>how people can keep track of their money</li> <li>about the world of work</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Keeping safe and managing risk: Bullying - see it, say it, stop it</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>to recognise bullying and how it can make people feel</li> <li>about different types of bullying and how to respond to incidents of bullying</li> </ul>	<p><b>Identity, society and equality: Celebrating difference</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul>	<p><b>Physical health and wellbeing: What helps me choose?</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul>

- about what to do if they witness bullying



Year 4 - PSHE

Autumn 1

Identity, society and equality:  
Democracy

Pupils learn:

- about Britain as a democratic society
- about how laws are made
- learn about the local council

Spring 1

Physical health and wellbeing:  
What is important to me?

Pupils learn:

- why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
- about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)
- about the importance of getting enough sleep

Summer 1 and 2

Sex and relationship education:  
Growing up and changing

Pupils learn:

- about the way we grow and change throughout the human lifecycle
- about the physical changes associated with puberty
- about menstruation and wet dreams
- about the impact of puberty in physical hygiene and strategies for managing this
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- strategies to deal with feelings in the context of relationships
- to answer each other's questions about puberty with confidence, to seek support and advice when they need it



**Autumn 2**

**Drug, alcohol and tobacco education:  
Making choices**

**Pupils learn:**

- that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them
- about the effects and risks of drinking alcohol
- about different patterns of behaviour that are related to drug use

**Asthma lesson for Year 2, 3 or 4**

- that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use



**Spring 2**

**Keeping safe and managing risk:  
Playing safe**

**Pupils learn:**

- how to be safe in their computer gaming habits
- about keeping safe near roads, rail, water, building sites and around fireworks
- about what to do in an emergency and basic emergency first aid procedures



Year 5 - PSHE

Autumn 1	Spring 1	Summer 1
<p><b>Physical health and wellbeing: In the media</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● that messages given on food adverts can be misleading</li> <li>● about role models</li> <li>● about how the media can manipulate images and that these images may not reflect reality</li> </ul>	<p><b>Keeping safe and managing risk: When things go wrong</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about keeping safe online</li> <li>● that violence within relationships is not acceptable</li> <li>● about problems that can occur when someone goes missing from home</li> </ul>	<p><b>Drug, alcohol and tobacco education: Different influences</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>● about different influences on drug use - alcohol, tobacco and nicotine products</li> <li>● strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol</li> </ul>
Autumn 2	Spring 2	Summer 2
<p><b>Identity, society and equality: Stereotypes, discrimination and prejudice (including tackling homophobia)</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about stereotyping, including gender stereotyping</li> <li>● workshop from Diversity Role Models or Equaliteach</li> <li>● about prejudice and discrimination and how this can make people feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Dealing with feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● about a wide range of emotions and feelings and how these are experienced in the body</li> <li>● about times of change and how this can make people feel</li> <li>● about the feelings associated with loss, grief and bereavement</li> </ul>	<p><b>Careers, financial capability and economic wellbeing: Borrowing and earning money</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>● that money can be borrowed but there are risks associated with this</li> <li>● about enterprise</li> <li>● what influences people's decisions about careers</li> </ul>

Year 6 - PSHE

Autumn 1 and 2

**Sex and relationship education:  
Healthy relationships / How a baby is made**

**Pupils learn:**

- about the changes that occur during puberty
- to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships
- about human reproduction in the context of the human lifecycle
- how a baby is made and grows (conception and pregnancy)
- about roles and responsibilities of carers and parents
- to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it

**Additional lessons:** (schools will want to consider including these lessons, as part of SRE policy development)

- some myths and misconceptions about HIV, who it affects and how it is transmitted
- about how the risk of HIV can be reduced
- that contraception can be used to stop a baby from being conceived



Spring 1

**Drug, alcohol and tobacco education: Weighing up risk**

**Pupils learn:**

- about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs
- about assessing the level of risk in different situations involving drug use
- about ways to manage risk in situations involving drug use



Summer 1

**Mental health and emotional wellbeing:  
Healthy minds**

**Pupils learn:**

- what mental health is
- about what can affect mental health and some ways of dealing with this
- about some everyday ways to look after mental health
- about the stigma and discrimination that can surround mental health



**Spring 2**

**Identity, society and equality:  
Human rights**

**Pupils learn:**

- about people who have moved to Islington from other places, (including the experience of refugees)
- about human rights and the UN Convention on the Rights of the Child
- about homelessness

**Summer 2**

**Keeping safe and managing risk:**

**Keeping safe - out and about**

**Pupils learn:**

- about feelings of being out and about in the local area with increasing independence
- about recognising and responding to peer pressure
- about the consequences of anti-social behaviour (including gangs and gang related behaviour)

**FGM**

**Pupils learn:**

- about the importance for girls to be protected against FGM

