



TEACHING PSHE

AT HOPPING HILL PRIMARY SCHOOL



*"I'm not afraid of storms,
for I'm learning
how to sail my ship."*

- LOUISA MAY ALCOTT

Golden Threads

Safety

I am a citizen who keeps myself safe

I am a citizen who keeps others safe

Health

I am a citizen who keeps myself healthy

Acceptance

I am a citizen who believes in British values

Vocabulary and knowledge

I am a citizen who has the words and understanding to be a positive citizen

Intent

PSHE is the vehicle through which children at Hopping Hill are supported to develop their sense of self, and an understanding of the impact that their choices have on themselves, but also on others. We strive throughout Hopping Hill School generally, but also specifically through the teaching and learning of PSHE, for children to learn that they have a 'voice' and that their opinions and values matter.

Our curriculum aims to teach pupils about the importance of keeping themselves **safe** and how they can also help to keep others safe. Children are provided with the **core knowledge** so that their words and actions can help them to have a positive impact within society. They learn the importance of **physical, emotional and mental health** alongside what healthy relationships look like. Our curriculum also promotes acting as a citizen who is **accepting** of everyone and believes in the importance of diversity and displays tolerance for all.

When planning the curriculum, the subject lead, worked alongside the school community and considered not only the expected areas of study but also, and most importantly, what are the critical things that the children of the Hopping Hill School Community need; what do they need to know and be able to do in order to stay safe, be healthy and be positive citizens in Britain today.

Implementation

PSHE is taught throughout all year groups but unlike other subjects, does not have a statutory programme of study set out in the *National Curriculum (2014)*. School's own programme for study has been developed that includes statutory requirements from other subject areas, such as science, and from other government guidance. The most notable of these being **Relationships Education, Relationships and Sex Education (RSE) and Health Education**.

This document contains a foreword from the secretary of state that explains the rationale behind the guidance

'Children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England ...as well as making Health Education compulsory in all state-funded schools...In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.'

This guidance can be found through the link below:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)

Primary schools are required to teach the elements of sex education contained in the science curriculum. This document can be found through the link below:

[Science programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/guidance/science-programmes-of-study-key-stages-1-and-2)

Areas covered within the PSHE curriculum are shown below.



PSHE Long Term Curriculum Map



Year	Autumn 1 <i>Safety Network -Ch must have a network in place by end of 1st Full week. Review this at end of the unit per the lesson in the booklet</i>	Autumn 2	Spring3	Spring 4	Summer 5	Summer 6
N	Settling into Nursery Rules and routines	Anti-bullying Week	Mental Health Week Settling into Nursery Rules and Routines	Protective Behaviours	Consent	Change
R	Settling into Reception School rules and routines	Anti-bullying Week	Mental Health Week Emotions	Protective Behaviours	Consent	Road Safety
1	Protective Behaviours	Anti-bullying Week I am Unique Looking Out for Each Other	Mental Health Week Emotions	Relationships Sex Education Medway	Consent	Road Safety
2	Protective Behaviours	Anti-Bullying Week Getting to Know Me Playground Design	Mental Health Week Emotions	Relationships Families	Drugs Ed	First Aid
3	Protective Behaviours	Anti-Bullying Week Belonging to Group/Community My Community	Mental Health Week Emotions	Relationships Sex Education Medway	Consent	First Aid
4	Protective Behaviours	Identity Citizenship	Mental Health Week Emotions	Relationships Families	Drugs Ed	First Aid
5	Protective Behaviours	Stereotypes Young Citizens Focus on Gender	Mental Health Week Emotions	Relationships Sex Education Medway	Drugs Ed	First Aid
6	Protective Behaviours	Anti-bullying Week Discrimination Extremism Relationships Sex Education Medway during science lessons	Mental Health Week Emotions	Real Love Rocks Feelings, Brains and Bodies	Real Love Rocks Healthy Relationships Grooming	Real Love Rocks Being Safe Online Safety

PSHE is taught throughout the school year. In early years it forms part of the continuous provision but there are some more prescriptive units of learning to ensure progression in key areas such as children’s understanding of personal safety. The subject lead has sourced a variety of high-quality resources that are age appropriate and include a wealth of resources and guidance to support staff in teaching subjects that will inevitably lead to challenging questions from children and cover issues that can be tricky. All of the resources are highly recommended by organisations such as the PSHE Association, Barnados, the county’s online safety officer, Red Cross and the Educational Psychology Service.

Further information on the teaching and learning of Sex and Relationships and school can be found in the school’s SRE Policy which can be found on the school’s website.

Intended impact

Following the implementation of the broad and balanced PSHE curriculum at Hopping Hill:

- ✓ Children will be respectful, independent, responsible, and confident members of society within our community and the wider world who believes in British values.
- ✓ Pupils will have a clear understanding of how they can keep not only themselves safe but others also.
- ✓ They will be equipped with tools to maintain healthy and positive lifestyles with regards to relationships, diet and their own personal identity.
- ✓ As they become more confident throughout the areas of PSHE and progress in the related skills, children will understand their personal role in society and have the words and knowledge to have a positive impact.

Assessment and the evolving curriculum

The assessment of PSHE is difficult as what is critical, is that the children are putting into practice their learning when outside of the safety of school as well as in it. For example, are the making safe decisions in their relationships, when crossing the road and when online. In this context, the expectations for assessment are thus:

Staff will complete quick baseline assessment of what the children know at the beginning of the session to ensure that the pitch of the lesson matches the needs of the class. Staff will liaise with the subject lead, passing on any information regarding the suitability of the learning and whether most of the class are accessing this. Units that are either too complex or address challenging issues that appear way beyond the children's understanding will be addressed through future curriculum planning by the subject lead. Equally, if the children's knowledge is beyond what the planned units are addressing such that worrying misconceptions are emerging, the same action will be taken. The DSL monitors incidents that occur in and out of school (that we are made aware of) such as online safety, bullying, 'hate' language and incidents and sexualised language and behaviour and works alongside the PSHE subject lead to consider adjustments to the curriculum and additional sessions that classes or year groups need to address. Additional material such as those provided by the local authority can be used to address anything that is necessary.