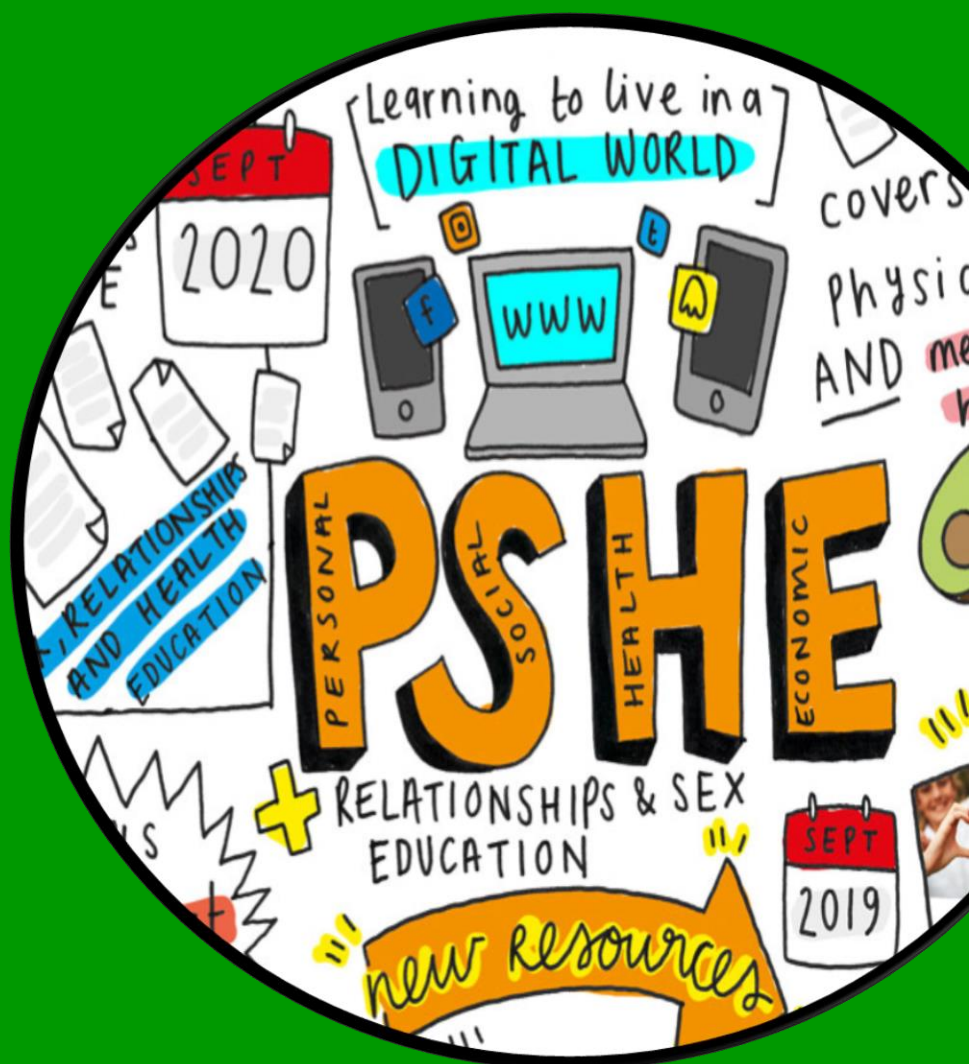

PERSONAL, SOCIAL and HEALTH EDUCATION



PORTSWOOD PRIMARY SCHOOL

KEY INFORMATION

Personal, Social And Health Education

INTENT



In Personal Social Health Education (PSHE) at Portswood Primary School we aim for children to have the understanding and skills to keep themselves **emotionally, mentally** and **physically healthy** and **safe** whilst also being **socially aware** and **empathetic** towards others so that they become **valuable members of society**.

Ultimately, we want children to be skilled to live **successful, healthy lives** in today's world and all that that entails.

PSHE is a **relatable** subject which builds upon children's **real-life experiences** and which in turn **engages** their interest in the world around them and where they fit into.

We aim to teach children to understand how they are developing **personally** and **socially** through gained **knowledge** and by **exploring morality**.

Personal, Social And Health Education

INTENT



The key elements taught in **PSHE** are:

Respect for themselves and others

sharing thoughts, opinions and experiences.

reflecting upon their own **knowledge, skills and behaviour**

This should **lead pupils** to be able to **make**

informed decisions about their actions and

behaviours in a quest to become the best versions of themselves.

Children are taught about the importance of

health and relationships in line with the statutory

elements of the **Sex and Relationships**

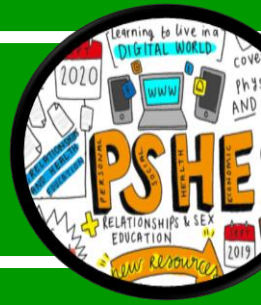
curriculum.

Key messages from the PSHE curriculum are

reflected and reenforced through the school's

behaviour policy and collective worship.

Personal, Social And Health Education IMPLEMENTATION

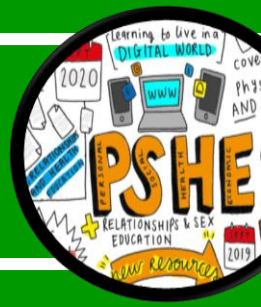


Personal Social Health Education is taught each half term at Portswood Primary School.

This is generally taught in discrete weekly lessons or delivered in blocked units of time to allow longer time for extended tasks or concentrated delivery of a subject, allowing for greater immersion in learning.

Teaching is whole-class based, supported by appropriate differentiation. Pupils will experience working independently, in pairs or in small groups at different stages of the programme of study. Working in a group supports discussions which is such a fundamental element of PSHE.

Personal, Social And Health Education IMPLEMENTATION



PSHE in the Early Years:

In the Early Years stage is delivered as part of the, Personal Social and Emotional Development (PSED) strand of the Early Years Profile.

The subject (PSED) is taught discretely and is also threaded throughout topic based lessons. This will incorporate learning key knowledge and discussions with children. Pupils will be able to share their thoughts, feelings and life experiences.

The subject is further reinforced through children's play and interactions with each other and adults. Adults facilitate discussions and learning during these times.

Personal, Social And Health Education IMPLEMENTATION



There are three main strands within the PSHE curriculum at Portswood with each having sub categories within it.

Health and wellbeing

- Physical health and wellbeing
- Emotional and mental health and wellbeing
- Safety
- Online safety
- First aid



Relationships

- Families
- Friendships
- Belonging/being part of a group/peer pressure
- Online relationships



Living in the wider world

- Rules
- Stereotypes and discrimination
- Economics



Personal, Social And Health Education IMPLEMENTATION



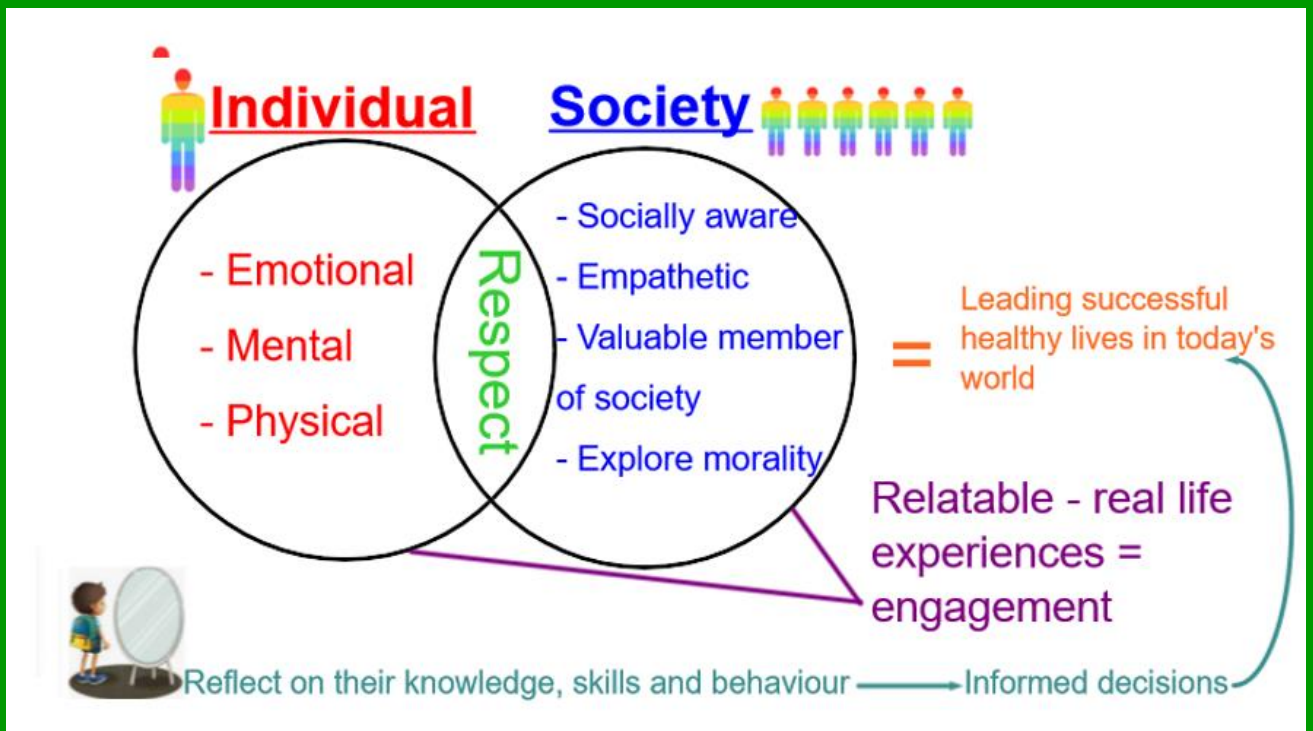
Each year group begins the new academic year by reviewing the idea of rules. Within KS1 this is mainly focused around the agreement and implementation of class rules. KS2 progress on to look at rights and rules within the wider world such as the UN declaration on the rights of a child.

Where possible, visitors are encouraged to support the delivery of PSHE as a 'real world subject'. For example Hampshire Fire Education department visiting years one and five; The Star project has supported pupil well-being as they transition to Key Stage 3; Cyber Ambassador programme.

The online safety element within the computing curriculum supports the PSHE curriculum.

The school's assembly rota also supports PSHE learning promoting key health, safety and well-being messages during collective worship. This includes half-termly whole school theme days which include whole school work on British Moral Values such as respect and democracy . These also enhance the PSHE provision within the school.

Personal, Social And Health Education IMPLEMENTATION

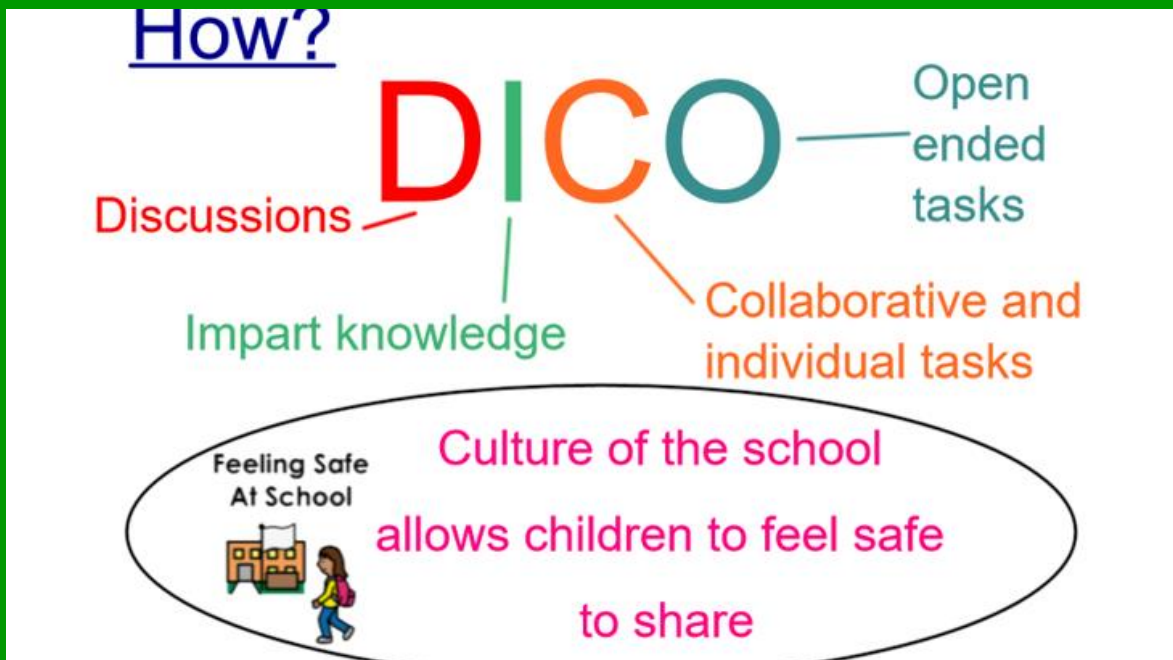


Pupils are taught how to be aware of, maintain and improve their own emotional, mental and physical health and safety.

Moving beyond the individual to the wider aspects of society children are taught about the importance of being socially aware, empathetic towards others, a valuable member of society and explore elements of morality.

Woven in amongst the whole curriculum is the concept of respect. Respect for themselves, others, the rules within society and similarities and differences between people.

Personal, Social And Health Education IMPLEMENTATION



Teaching strategies used within PSHE are:

- **imparting knowledge,**
- asking **open ended questions** to provoke thinking,
- **discussions.**

Collaborative and independent tasks are used to help retain key learning concepts.

Discussions held around topics are an invaluable element of PSHE lessons and we endeavour to capture this learning through photos and write ups, either as individuals or as a whole class. A key method for developing this is through the use of circle time.

Children feel safe to share their own experiences through the culture of respect that is adopted across the school.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Physical health and wellbeing

- **Year 1 – Keeping healthy and safe** - Personal hygiene (keeping clean/germs and brushing/flossing teeth). Healthy eating and other ways of keeping healthy including sleep and how this impacts mental health.
- **Year 2 – Looking after yourself** - What my body needs to be healthy (food, drink, exercise, rest, time with friends and family, time doing interests/hobbies).
- **Year 5 – Healthy Lifestyles** - Personal hygiene. Exercise as part of physical and mental wellbeing. Healthy diet – including calories and nutritional content. Plan a range of healthy meals.
- **Year 5 – Physical health** - The immune system and vaccines. What is an allergy. Common symptoms and treatments. Circle time - recognising early symptoms of physical illness (including weight loss and changes to the body)
- **Year 5 – My changing body** - The immune system- germs, fighting illness, vaccines. Allergies – common allergens, symptoms and treatments. Circle time discussion – recognising the early signs of physical illness. Puberty – changing body and menstruation.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Physical health and wellbeing

- **Year 6 – Transition and change** - Puberty and the changing body including Menstruation.

Conception and birth however parents can choose to withdraw their children from these lessons.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Emotional and mental health and wellbeing

- **Year 1 – New beginnings** – I am special. Recognising and naming emotions. Dealing with feelings in a positive way.
- **Year 1 – Being a good friend** – Describing yourself
- **Year 1 – It's good to be me** – How knowing that I am special is linked to self-respect and happiness. Feelings – proud. When I feel proud/others feel proud of me. Why proud? Circle time discussions – Do we have any worries? Problem solving – feeling unhappy. The impact of bullying and the importance of getting help. Friends are important to help us feel secure. Feelings – worry.
- **Year 2 – Belonging** – What makes me who I am?
- **Year 2 – Looking after yourself** – What makes me happy and how this improves my mental wellbeing.
- **Year 2 – Celebrating and recognising difference** - Feelings in different situations. Feeling good about ourselves – what am I good at. Self-respect linked to happiness. Circle time discussions – what am I good at? We are all special – being proud of yourself. Circle time discussion – being special. Everyone is unique.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Emotional and mental health and wellbeing

- **Year 2 – Relationships and feelings.** Circle time discussion – different emotions. Managing feelings – missing someone.
- **Year 2 – Citizen award** – Taking part in a hobby. Making choices, learning new skills, recognising my achievements and sharing experiences with others.
- **Year 3 – Belonging to a group** - Spending time with others is good for our mental wellbeing. Circle time discussions – viewing thinking about our mental health as a normal part of life. Asking for help. Making sure you feel heard.
- **Year 3 – Going for goals** - How I learn best – learning styles. My strengths. Setting goals. My responsibilities. Feelings – bravery (linked to achieving goals and taking responsibility for yourself).
- **Year 3 – Friends** - How feelings can affect my behaviour. Managing feelings – guilt.
- **Year 4 - Looking forward** – Feelings- empathy.
- **Year 4 – Learning** - How I learn best and how learning feels. Best way to learn for me. Obstacles within learning including yourself. Barriers you can/cannot control.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Emotional and mental health and wellbeing

- **Year 4 – Understanding behaviour** - Feelings linked to behaviour. Is it appropriate and proportionate? Circle Time – changes – moving to year 5.
- **Year 6 – Responsibilities** – Circle Time – how do you feel about being in year 6? Setting myself targets.
- **Year 6 – Worry** - Feelings - scale of intensity. Worry – it is common to experience times of mental illhealth. This can be resolved with early support. Strategies for managing worry.
- **Year 6 – Illegal drugs** - Self-esteem. Assertiveness.
- **Year 6 – Transition and change** – Circle time – leaving Portswood. Circle time – transition to secondary school.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Safety

- **Year 1 – Keeping healthy and safe** - Road safety. Safety in the home. How to call emergency services. Sun protection.
- **Year 1 – Staying safe** - Fire crew visit (where possible). Safety in the home (including online). Permission – giving and receiving. NSPCC talk PANTS (rules your body, no means no, talk about upsetting secrets, speak up for help).
- **Year 3 - Friends** – Respect. Permission seeking and giving.
- **Year 4 – Legal drugs** - Explore hazard symbols on household items. Legal drugs and stimulants – caffeine, alcohol, tobacco, solvents, medicines. Their use, effects, possible dangers. Circle time - reflect on previous sessions/classroom issues.
- **Year 5 – Legal drugs and assertiveness** - Drugs – how they can be helpful/harmful.
- **Year 5 – Physical health** - Calling the emergency services
- **Year 6 – Illegal drugs** - Different types of drugs – they have an effect on the body, risks of misuse. Circle time - how do we feel about this topic? Understanding risk. Circle time - review of the unit. Where to get further help/information/support.
- **Year 6 – Transition and change** – Permission.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Online safety

- **Year 2 – Looking after yourself** - Feeling safe at school including online. Ways to deal with given scenarios.
- **Year 5 – Online wellbeing** - How do I use technology? Integral part of life with many benefits. Risks of excessive time spent on electronics. Ways to limit time spent online. Circle time - safe and appropriate use of technology.
- **Year 6 – Keeping safe online** - Different ways of accessing/using the internet. It's an integral part of life. Keeping personal information private. Being a discerning consumer of online information. When/how to report concerns. Circle Time - safe use of technology.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



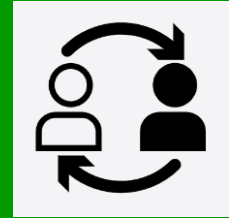
First aid

- **Year 5 – Physical health** - Basic first aid (including burns, asthma attacks, broken bones, choking and head injuries).

Personal, Social And Health Education IMPLEMENTATION



Relationships



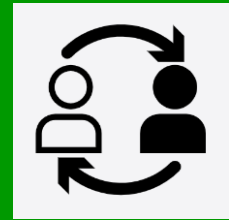
Families

- **Year 1 – Families** Why families are important (provide love, security and stability). My family. What makes a family – whole class recipe for a lovely family. What I like to do with my family (important to spend time together and share each other's lives). Circle Time – getting help if you feel worried/scared/sad due to your family.
- **Year 4 – Families** - People who are special to me. Different roles within families. Interview a family member- how does their life compare to my own. Different forms of families.

Personal, Social And Health Education IMPLEMENTATION



Relationships



Friendships

- **Year 1 – New beginnings** - problem solving including friendship.
- **Year 1 – Being a good friend** - Being a good friend (friendships are important, dealing with unkindness, what is a good friend, listening, how we interact with friends including online). Feelings – being angry at a friend. Circle time - characteristics of friendships.
- **Year 3 – Keeping safe** - Bullying – what it is, types, getting help, effects on mental wellbeing, recognising it in others and what to do.
- **Year 3 – Friendships** - Misunderstandings within friendships. Friendships help us to feel happy and secure. Characteristics of a good friendship. Resolving conflict.
- **Year 4 – Friendships** - Important qualities in a good friendship. Am I a good friend? Problem solving – friendship problems (including bullying in real life/online). Circle time - friendship issues.
- **Year 6 – Puberty and the changing body** – Relationships, trust, respect.

Personal, Social And Health Education IMPLEMENTATION



Relationships



Belonging/being part of a group/peer pressure

- **Year 1 – New beginnings** – Circle Time – being in year 1.
- **Year 2 – Relationships and feelings** - What is important to me? What would I miss if I moved to another country.
- **Year 2 – Citizen award** - Being helpful. Plan/carry out/evaluate and event
- **Year 3 – Rights and responsibilities** – Circle time – getting to know you. Circle time - reflect on first half term in year 3/juniors.
- **Year 3 – Belonging to a group** - What is a group? Importance of respect. Belonging to a group.
- **Year 4 – Looking forwards** - What I have in common with others. Respect.
- **Year 4 – Understanding behaviour** -Belonging to a group and feelings linked to belonging. Isolation and loneliness and seeking support. Peer pressure – positive and negative influences. Being assertive.
- **Year 5 – Discrimination** - Similarities and differences (personality, genetic, visual).
- **Year 5 – Legal drugs and assertiveness** - Being an individual. Standing up for what I believe in. Effects of peer pressure.

Personal, Social And Health Education IMPLEMENTATION



Relationships



Belonging/being part of a group/peer pressure

- **Year 6 – Responsibilities** - Responsibilities and supporting others.

Personal, Social And Health Education IMPLEMENTATION



Relationships



Online relationships

- **Year 3 – Keeping safe** - Online friendships – similarities/differences to ‘real life’ friends. Questioning online friends.
- **Year 4 – Looking forward-** Identity – online versus real life.
- **Year 6 – Keeping safe online** - The effects of their online actions on others. How to recognise/display respectful behaviour online. Why some social media/computer games/online games are age restricted. Trolling/online bullying/harassment – the negative impact on mental health.

Personal, Social And Health Education IMPLEMENTATION



Living in the wider world



Rules

- **Year 1 – New beginnings** - class rules
- **Year 2 – Belonging** - Class rules – why they are important. Agree the rules. You can expect to be treated with respect and treat others with respect. Rewards and sanctions. What are the rules in other places?
- **Year 3 Rules, rights and responsibilities** - Class rules. People's rights/UN rights. Laws – how they are made and consequences for not following them.
- **Year 4 – Looking forwards** - Class rules.
- **Year 5 – Money matters** - Class rules. Rights, rules and responsibilities. UN declaration rights of a child. Respect.
- **Year 6 – Responsibilities** - Class rules – respect.

Personal, Social And Health Education IMPLEMENTATION



Living in the wider world



Stereotypes and discrimination

- **Year 5 – discrimination** - Prejudice and stereotype. Racism – MLK, BLM. Sexism – suffragettes.

Personal, Social And Health Education IMPLEMENTATION

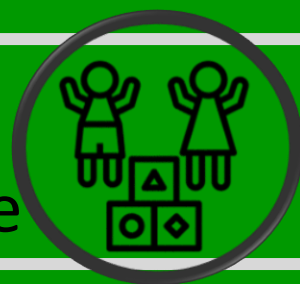


Living in the wider world



Economics

- **Year 2 – Looking after yourself** - Managing money – where it comes from and what to do with it (spend, save, donate, gift).
- **Year 5 Money matters** - What money is used for. How we get money. Interest, loan, debt, tax.
- **Year 6 - Economic wellbeing** - What can you do with money. Where does money come from? Why money is important. I am responsible for what I do with my money. How is money spent in the/your home? Managing money – setting a budget. Payslips and deductions. Enterprise.



Early Years Foundation Stage

How PSHE fits within the Early Years Curriculum:

Personal, Social, Emotional development (PSED) is taught in a variety of ways within the Early Years setting. Adults acting as play partners within free play/continuous provision allow adults to model key skills as well as being reactive to situations as they arrive intervening and assisting children to cope with difficulties. Skills are also taught during planned sessions to small groups and the whole class.

How is PSHE assessed within the Early Years Curriculum:

Adults use their knowledge of the child to assess against the Early years Framework within the PSED assessment strand. There are also assessment statements linked to families and familiar people within Understanding the World.

How PSHE prepares children to entry into Key Stage 1:

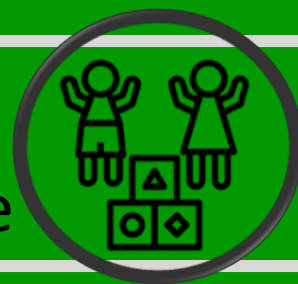
The areas of learning within KS1 for PSHE are as follows;

Health and wellbeing	Relationships	Living in the wider world
Physical health and wellbeing	Families	Rules
Emotional and mental health and wellbeing	Friendships	Economics
Safety	Belonging/being part of a group/peer pressure	
Online safety		

All of these areas are covered within the development matters framework for PSED and Understanding the world with the exception of online safety and economics which are concepts which are introduced within KS1.

PSHE

Early Years Foundation Stage



The key skills of PSHE within the Early Years Curriculum (including links to KS1 programme of study):

The KS1 PSHE curriculum dovetails very well with the assessment statements on the development matters for PSED (and in some part, Understanding the World) meaning that learning in these areas continue to develop and the KS1 curriculum builds on learning taking place in Early Years.

To illustrate this further, below are four units from the Year 1 PSHE curriculum. The Key learning objectives for each unit have been listed (in red text) and numbered, these are then been cross referenced back to the PSED expectations to show where the link are and prior learning occurs.

HOW DOES PSED IN EYFS LINK TO PSHE IN KS1?

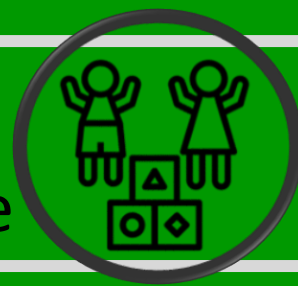
- Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them (3/4yrs) **1**
- Develop their sense of responsibility and membership of a community. (3/4yrs) **1,2**
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (3/4yrs). **3**
- See themselves as a valuable individual. (R) **4**
- Build constructive and respectful relationships. (R) **2,3**
- Express their feelings and consider the feelings of others. (R) **3,5**
- Know and talk about the different factors that support their overall health and wellbeing (R) **5**

New Beginnings Yr 1 Au 1

1. - class rules
2. - CT – being in year 1
3. - problem solving including friendship
4. - I am special
5. - recognising, naming, dealing with feelings in a positive way. Mental health.

PSHE

Early Years Foundation Stage



- Manage their own needs. - Personal hygiene (R) 1,2
- Know and talk about the different factors that support their overall health and wellbeing (R) 2,3,4,5,6,7

Keeping healthy and safe – Year 1 Spring 1

1. - What do we already know
2. - Personal hygiene (keeping clean/germs and brushing/flossing teeth)
3. - Healthy eating and ways of keeping healthy incl sleep and how this impacts mental health
4. - Road safety
5. - Safety in the home
6. - How to call emergency services
7. - sun protection

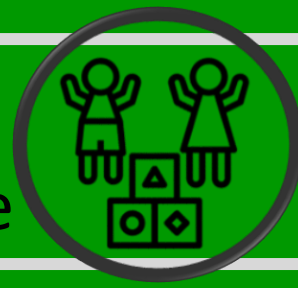
- See themselves as a valuable individual (R). 1,2,4
- Express their feelings and consider the feelings of others (R). 1,2,3,4,5
- Know and talk about the different factors that support their overall health and wellbeing (R). 1,2,3,4
- Show resilience and perseverance in the face of challenge. (R) 4
- Identify and moderate their own feelings socially and emotionally. (R) 2,3,4,5
- Think about the perspectives of others (R). 2, 4

It's good to me – Year 1 Spring 1

1. - Why I'm special – linked to self-respect and happiness
2. - Feelings – proud. When I feel proud/others feel proud of me. Why proud? Improved mental wellbeing
3. - CT – Any worries?
4. - Problem solving – feeling unhappy. The impact of bullying and getting help. Friends are important to help us feel secure
5. - Feelings – worry – a scenario followed by decision alley

PSHE

Early Years Foundation Stage



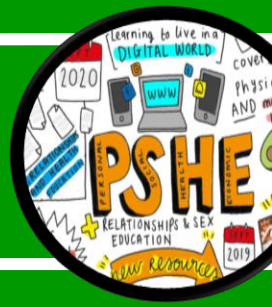
- See themselves as a valuable individual. (R) 1,4,5
- Build constructive and respectful relationships (R). 1,2,3,4,5
- Express their feelings and consider the feelings of others. (R) 3,4,5
- Show resilience and perseverance in the face of challenge. (R) 5
- Identify and moderate their own feelings socially and emotionally. (R) 1,3,4,5
- Think about the perspectives of others. (R) 2,3,4
- Know and talk about the different factors that support their overall health and wellbeing (R) 1,4,5

Families – Year 1 Su 2

1. - Why families are important – provide love, security and stability
2. - My family
3. - What makes a family – whole class recipe for a lovely family
4. - what I like to do with my family (important to spend time together and share each other's lives)
5. - CT – getting help if you feel worries/scared/sad due to your family

Personal, Social And Health Education

IMPACT



The PSHE curriculum at Portswood Primary School is very successful. Children are engaged, enjoy learning within lessons and show a deep passion for the subject during pupil interviews.

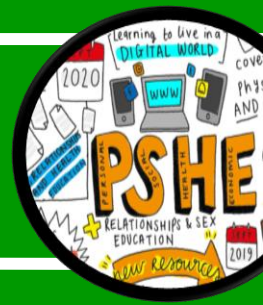
Children are able to see the real world value from their learning and how the curriculum directly links to their own lives. They are able to see how the subject will help them to live happier and healthier lives. Through PSHE lessons they are able to understand themselves and others better thus having a greater chance of promoting their mental health and of cultivating respectful relationships.

Children talk about the subject being crucial for their personal development and their navigation of the wider world around them.

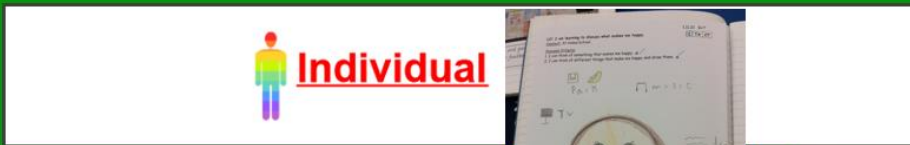
These outcomes are only possible due to high quality teaching. Teachers value the subject and work hard to deliver content in an interesting, meaningful and accessible way.

Learning captured in books also validates the high quality teaching and learning that takes place across the school.

Personal, Social And Health Education IMPACT



The following is evidence gained from children's books and pupil interviews.



Emotional and mental health and wellbeing

Year 2

Year 1

Year 3

I like to hear music because I can read to. I like to draw because then I can draw cool things. I liked to play in the park because I can play with my sisters. I like cooking because then I can eat it.

I am learning about myself.
Success criteria
1 I can draw a picture of myself.
2 I can say what I am like.
3 I can label my picture.
4 Challenge: I can write a sentence about myself.

I have brown eyes and I have black hair.
What are you like as a person?
I am peppy.

2. I am learning to experience emotions and feelings.

2. I can describe what makes me feel happy, sad, excited, angry, annoyed.
2. I understand why that event makes me feel an emotion.
3. I can explain how the emotion perhaps influences my behaviour.

Thank you for showing what makes you feel happy.

Happy: I feel happy when I see my friend.
Sad: I feel sad when I don't see my friend.
Angry: I feel angry when I don't get what I want.
Surprised: I feel surprised when I see something new.

Pupils listed the following when discussing learning:

- Peer pressure
- Emotions

They stated that;

- "PSHE makes you stop and think about what you do and you feel proud that you're a good person."
- "Helps you understand yourself and others."
- "PSHE helps you understand yourself and feel that people won't make fun of you, you can be yourself. You can explain how you feel and why and they (people at school) will help you."

Personal, Social And Health Education IMPACT



Physical Year 2

Learning Objective: I am learning about being healthy.
Context: Physical and mental health
Success Criteria:

- I can say what keeps me healthy.
- I can identify food that can help me be healthy.
- I can identify exercise that can help me be healthy.
- I can say what my body needs to be healthy.
- I can give reasons for my choices.

Today we looked at the importance of being healthy. First, we looked at our bodies and what we could do to improve our physical and mental health as well as what we should put in them. We then looked at what constitutes a healthy diet.

Group work

How can we look after our bodies?
hobbies, read, sing, do what makes us happy
talk about how we feel

get outside!
go to the doctor if we are ill
get enough sleep
exercise
wash our bodies
wear warm clothes if its cold/hat/suncream

drink lots of water
eat healthily
brush our teeth

Year 4

DANGER!

IF you see this sign **THIS WILL CATCH ON FIRE!!!**

Don't touch because **IT'S HOT!!!**

IT'S surrounded by orange red or yellow

read **THE SIGN!**

Be aware.....

If you see this sign **THIS WILL BURN**

IF you see this sign **THIS WILL BURN**

Year 5

It says forget the world we are talking about letters here so why are numbers used eg 9 2 because 398 4 693 these words letters.

Hygiene is very important it has impact on friendship because it makes you smell better and you will be more clean.

1) you should brush your teeth twice a day because the enamel might come off if you over brush and if you do not brush enough your teeth rot.

2) I know ask your dentist you could brush so much that the enamel might fall off.

3) you should shake hands and clap with your hands.

4) you should shake hands and clap with your hands.

Now you know this you will feel hopefully better and fresher.

Year 6

Thursday 9th September 2020
I am learning to be resilient when facing change.

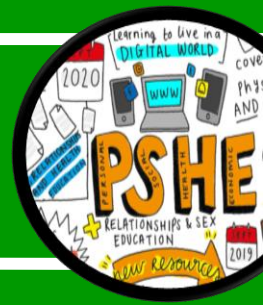
People I know of but have never spoken to
People I don't know
People I am close to
Me
Family
Friends
Sister
Auntie
Uncle
Grandma
Grandpa
Nana
Papa

Why does talking to people help us when we are feeling unsettled or worried?
Because they help you and we can talk to them and they know what you feel like.

When discussing learning children mentioned the following topics;

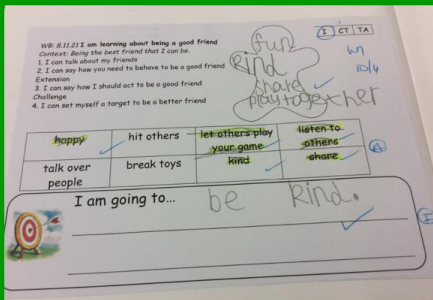
- Personal hygiene – wash hands, brushing teeth
- Medicines
- Things that are dangerous e.g. plug cleaner
- A good diet
- Social media – never give personal information
- Road safety
- Sleep
- Exercise

Personal, Social And Health Education IMPACT

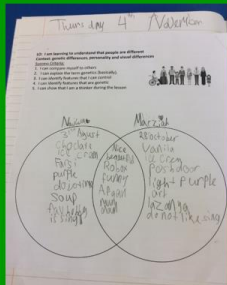


Society

• Socially aware Year 1



Year 2



Year 5

Year 3

Year 4

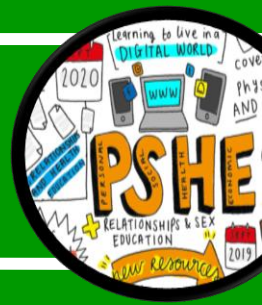
Children listed learning about the following;

- Discrimination
- Social media – never give personal information
- Peer pressure
- Friendships
- How to react to things and behave in society
- Human rights – suffragettes, children's rights
- School rules and manners

They stated that;

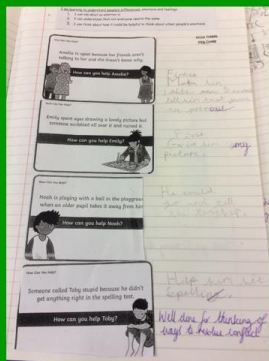
- "Helps you to be a good person and do the right thing."
- "I loved learning about different types of discrimination – I went on to read *Opal Plumsted*." (Jacqueline Wilson, *Suffragettes*).
- Social health – "if something happens to you, you know what to do. You know how to deal with situations. You have the confidence to stand up for yourself or know where to get help. Don't stop until it gets sorted."
- "It's important to be social and talk. You can learn from other people!"

Personal, Social And Health Education IMPACT



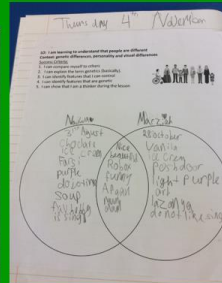
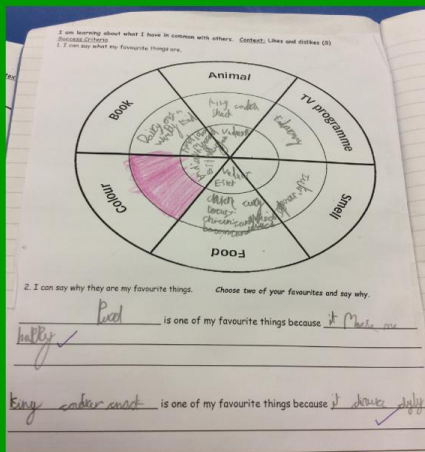
Society

• Empathetic



Year 3

Year 4



Year 5

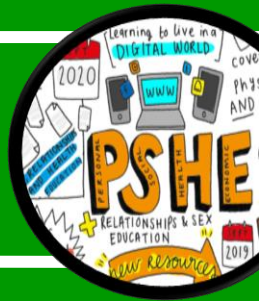
Children stated that they had learned about;

- Discrimination
- Peer pressure
- Human rights – suffragettes, children's rights

They stated that;

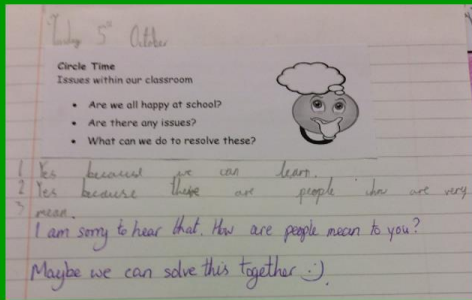
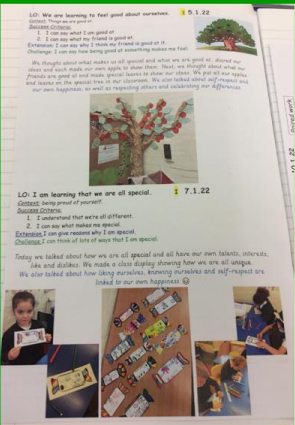
- *"Helps you understand yourself and others."*
- *"If someone is the same or different to you, you try and stop and think what it must be like for them."*

Personal, Social And Health Education IMPACT

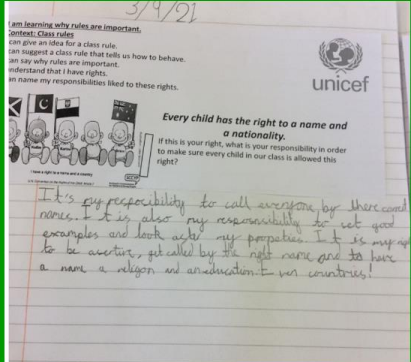


Society

Valuable member of society



Year 4

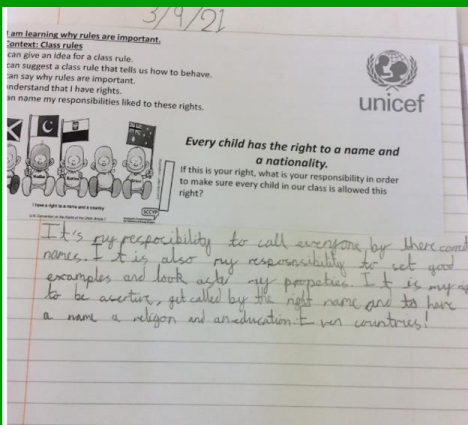


Year 5

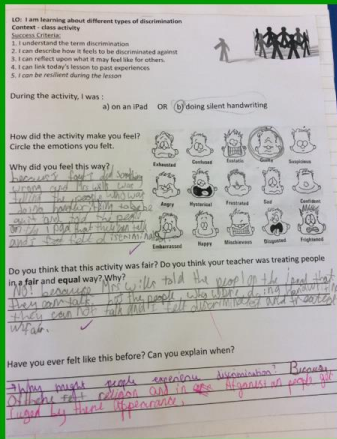
Year 2

Society

Explore morality

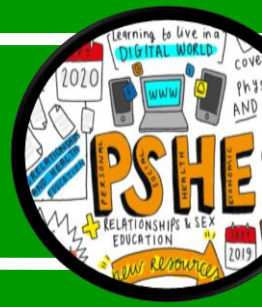


Year 5



A pupil stated that PSHE;
 “Helps you to be a good person and do the right thing.”

Personal, Social And Health Education IMPACT



RESPECT

Children listed the following ways in which they explored the idea of respect in PSHE;

- Human rights – suffragettes, children's rights
- Respect ourselves
- Respect others

They stated that

- *"If someone is the same or different to you, you try and stop and think what it must be like for them."*
- *"PSHE helps you understand yourself and feel that people won't make fun of you, you can be yourself. You can explain how you feel and why and they (people at school) will help you."*
- Social health – *"if something happens to you, you know what to do. You know how to deal with situations. You have the confidence to stand up for yourself or know where to get help. Don't stop until it gets sorted."*
- *"It's important to be social and talk. You can learn from other people!"*



Reflect on their knowledge, skills and behaviour

Children stated that;

- *"PSHE makes you stop and think about what you do and you feel proud that you're a good person."*
- *"If someone is the same or different to you, you try and stop and think what it must be like for them."*
- *"It's important to be social and talk. You can learn from other people!"*

Personal, Social And Health Education IMPACT



RELATABLE - REAL LIFE EXPERIENCES

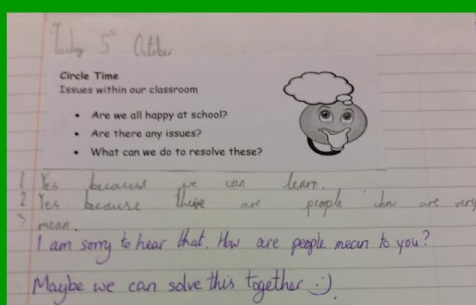
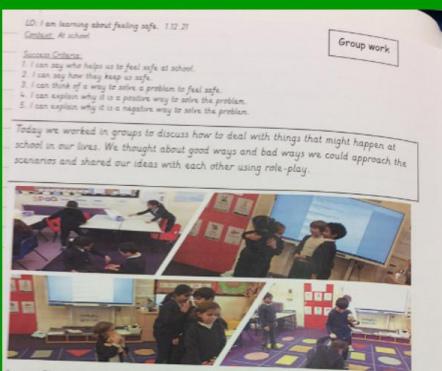
Children stated;

- *“It’s (PSHE) just general knowledge – stuff you should just know about to live in the world.”*
- *“PSHE makes you stop and think about what you do and you feel proud that you’re a good person.”*
- *Social health – “if something happens to you, you know what to do. You know how to deal with situations. You have the confidence to stand up for yourself or know where to get help. Don’t stop until it gets sorted.”*

Feeling Safe At School



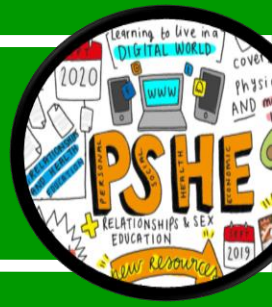
Year 2



Year 4

Personal, Social And Health Education

IMPACT – Pupil Voice



PSHE is so important.
It helps me know the
best way to live my life!

I love talking about my life and my
feelings. I like listening to others
too. It makes me realise we are all
the same really. I feel better when
we chat about stuff.

It helps us grow up and be
more independent. It's stuff we
just have to know about so that
we know how to look after
ourselves.