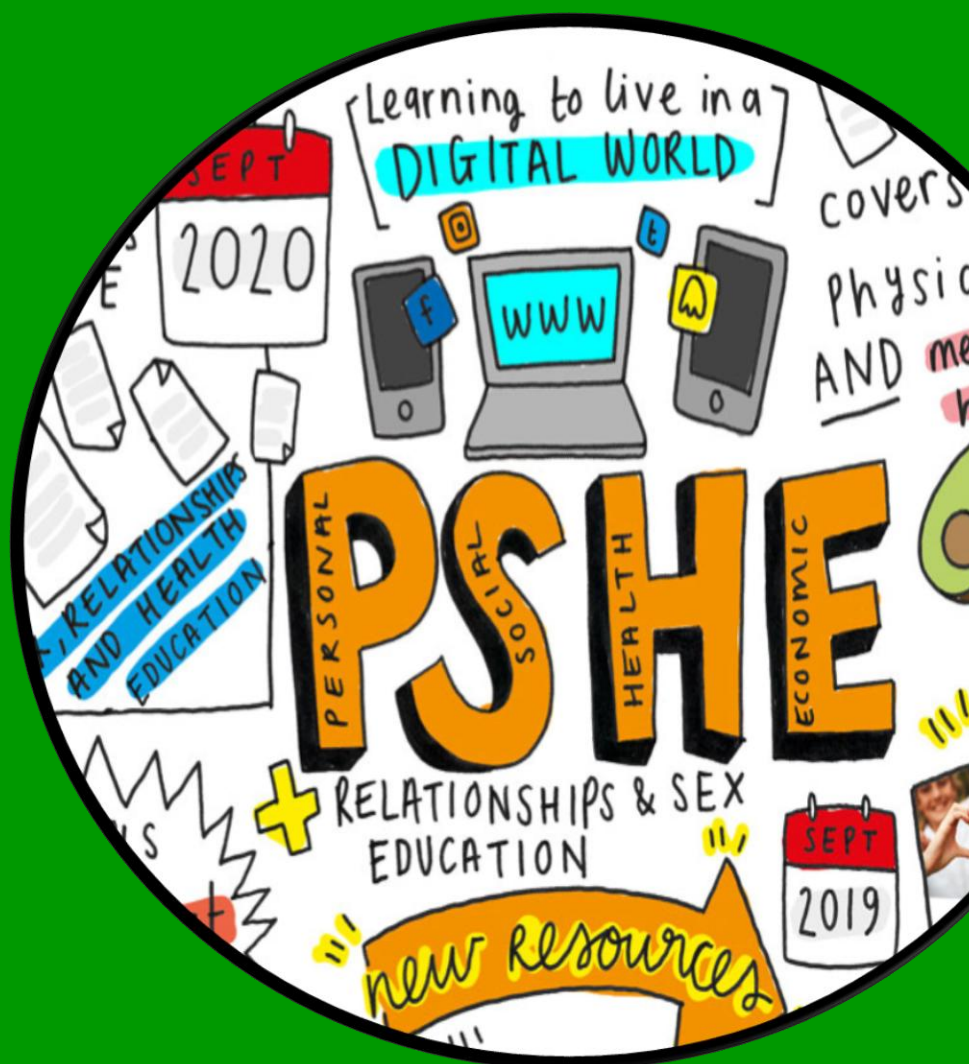

PERSONAL, SOCIAL and HEALTH EDUCATION



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**

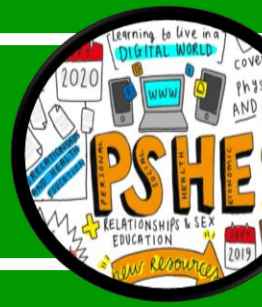
curriculum.

Key messages from the PSHE curriculum are

reflected and reinforced through the school's

behaviour policy and collective worship.

Personal, Social And Health Education IMPLEMENTATION

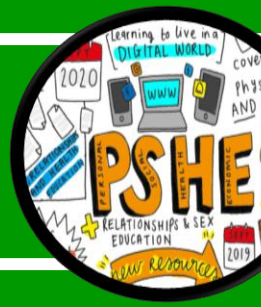


Personal Social Health Education is taught each half term at Portswood Primary School.

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 is threaded throughout topic based lessons as well as being planned for during continuous provision. 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



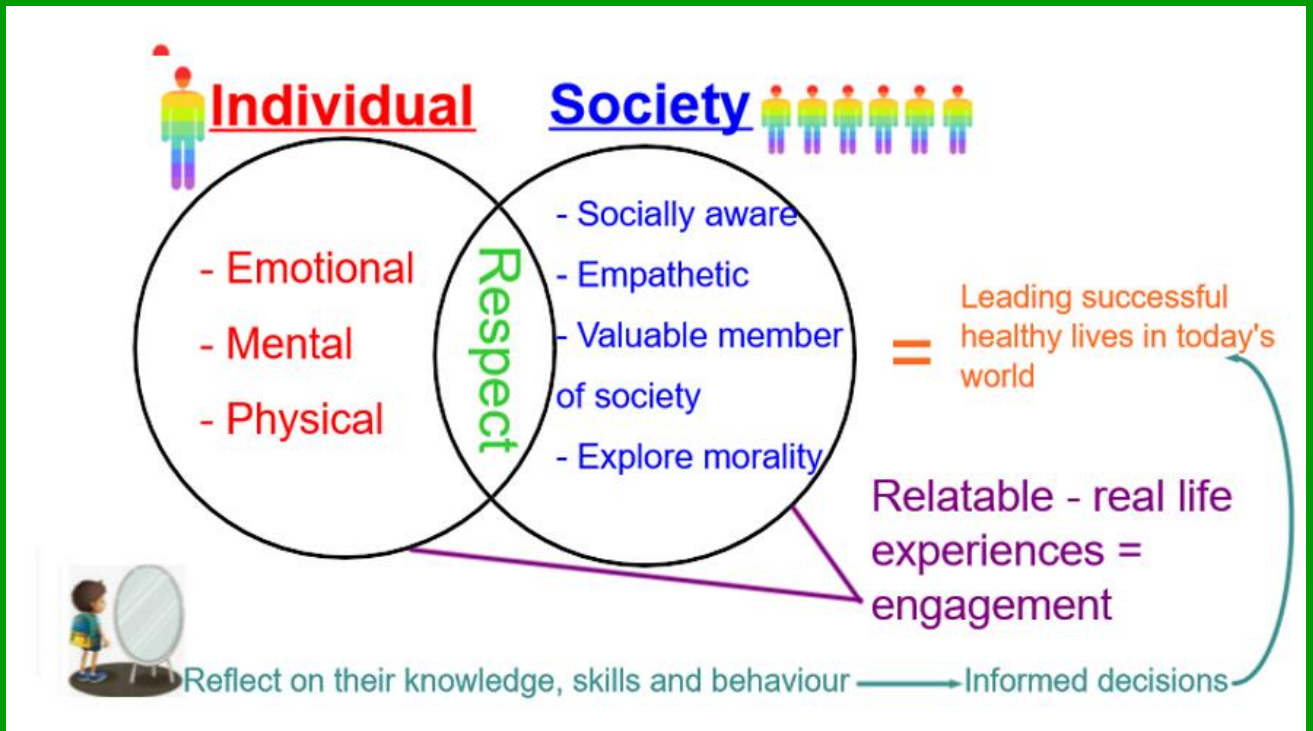
Each year group begins the new academic year by reviewing the idea of rules. Within KS1 this is mainly focused around the agreement and implementation of class rules. KS2 progress on to look at rights and rules within the wider world such as the UN declaration on the rights of a child.

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.

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

E-Safety - IMPLEMENTATION



A secure understanding of E-safety is vital for our pupils to be responsible, respectful, digital citizens. E-safety is taught in dedicated units through the PSHE curriculum (see next page) and is woven into the computing curriculum to allow E-safety concepts to be taught in context.



In addition to this, E-safety is taught discretely in short regular sessions throughout the year to emphasise the importance of this subject in a growingly more technological world. Each year group focuses on the same strand of E-safety each term and on the same day to inspire wider conversations about E-safety in our school community. This is followed with an email to parents and carers sharing the learning that has taken place and communicating the key messages.

Specific key days, such as Safer Internet Day, are used as opportunities to further emphasise current E-safety topics that are relevant to our school community.



Personal, Social And Health Education

E-Safety - IMPLEMENTATION



Our 'E-safety across the school' document maps out where this knowledge is directly taught.

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Health, wellbeing and lifestyle 	I can identify rules that help keep us safe and healthy in and beyond the home when using technology	I can explain rules to keep myself safe when using technology both in and beyond the home.	I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged	I can identify times or situations when someone may need to limit the amount of time they use technology.	I can explain how and why some apps and games may request or take payment for additional content and explain the importance of seeking permission from a trusted adult before purchasing.	I can recognise features of persuasive design and how they are used to keep users engaged (current and future use).
	Self-image and identity 	I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.	I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.	I can explain how other people may look and act differently online and offline.	I can explain ways in which someone might change their identity depending on what they are doing online.	I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.	I can explain how identity online can be copied, modified or altered.	I can identify and evaluate online content relating to gender, race, religion, culture disability, and other groups, and explain why it is important to challenge and reject inappropriate representations online.
Autumn 2	Privacy and security 	I can identify some simple examples of my personal information and describe who would be trustworthy.	I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.	I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).	I can describe simple strategies for creating and keeping passwords private.	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	I can explain what app permissions are and can give some examples.	I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content.

Continued on following page.

COMPUTING

E-Safety - IMPLEMENTATION



Spring 1	Online relationships 	I can recognise some ways in which the internet can be used to communicate.	I can give examples of when I should ask permission to do something online and explain why it is important.	I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky.	I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain that there are some people I communicate with online who may want to do me or my friend's harm. I can recognise that this is not my / our fault.	I can describe how things shared privately online can have unintended consequences for others.
	UK Safer internet day Lesson linked to the yearly Safer Internet Day theme which looks at what young people are seeing and experiencing online.							
Spring 2	Online bullying 	I can describe ways that some people can be unkind online and give examples of how it makes people feel.	I can describe how to behave online in ways that do not upset others, and I can give examples.	I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can talk about how anyone experiencing bullying can get help.	I can give examples of how bullying behaviour could appear online and how someone can get support.	I can describe ways people can be bullied through a range of media.	I can identify a range of ways to report concerns and access support both in school and at home about online bullying.	I can explain how someone would report online bullying in different contexts.
Summer 1	Online reputation 	I can identify ways that I can put information on the internet.	I can recognise that information can stay online and could be copied.	I can explain how information put online can last for a long time and could be seen by others.	I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing personal information.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect	I can explain the ways in which anyone can develop a positive online reputation.
Summer 2	Managing online information 	I can talk about how to use the internet as a way of finding information online.	I understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.	I can explain why some information I find online may not be real or true.	I can explain how the internet can be used to sell and buy things.	I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.	I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.	I can describe the difference between online misinformation and dis-information
	Copyright and ownership 	I know that work I create belongs to me. I can name my work so that others know it belongs to me.	I can explain why work I create using technology belongs to me.	I can describe why other people's work belongs to them.	I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have a right to reuse it.	I can assess and justify when it is acceptable to use the work of others.	I can demonstrate the use of search tools to find and access online content which can be reused by others.

Personal, Social And Health Education IMPLEMENTATION



Health and wellbeing



Online safety – In addition to the discrete Lessons, online safety is also discussed within the following PSHE units;

- **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



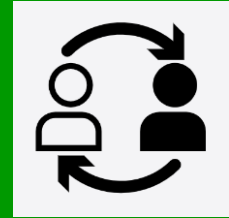
First aid

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

Personal, Social And Health Education IMPLEMENTATION



Relationships



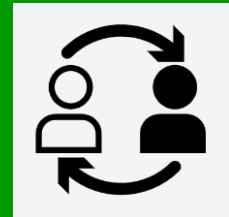
Families

- **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

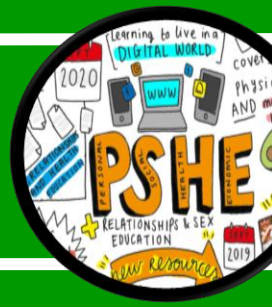


Economics

- **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.

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.

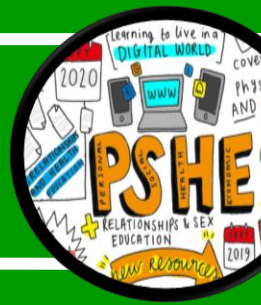
Children are able to see the real world value from their learning and how the curriculum directly links to their own lives. They are able to see how the subject will help them to live happier and healthier lives. Through PSHE lessons they are able to understand themselves and others better thus having 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.

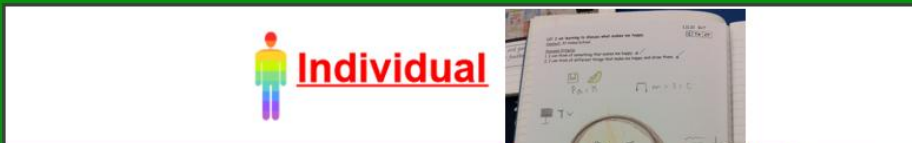
These outcomes are only possible due to high quality teaching. Teachers value the subject and work hard to deliver content in an interesting, meaningful and accessible way.

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 lead to. I like to draw because then I can draw cool things. I like to play in the park because I can play with my sister. 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 Ed- I can label my picture
- 4 Challenge- I can write a sentence about myself

I have dark brown hair

I have brown eyes. I am artistic. I am a musician.

2. am emotional to experience emotions and feelings

1. 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 that emotion perhaps influences my behaviour.

Thank you for showing what makes you feel happy.

happy: I feel happy when my friend says hello to me at school.

cheerful: I feel happy when my friend says hello to me at school.

sad: I feel sad when I don't get my homework done.

gloomy: I feel sad when I don't get my homework done.

angry: I feel angry when my friend says hello to me at school.

grumpy: I feel angry when my friend says hello to me at school.

surprised: I feel surprised when I don't know my homework.

gleeful: I feel surprised when I don't know my homework.

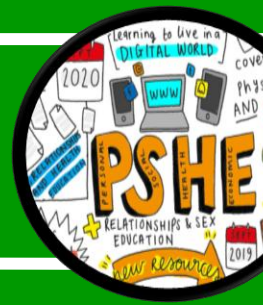
Pupils listed the following when discussing learning:

- Peer pressure
- Emotions

They stated that;

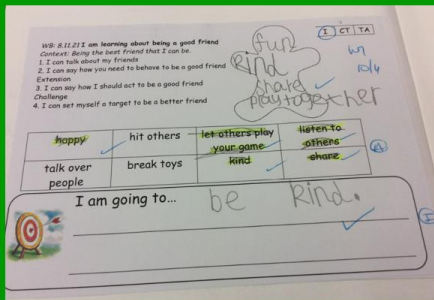
- "PSHE makes you stop and think about what you do and you feel proud that you're a good person."
- "Helps you understand yourself and others."
- "PSHE helps you understand yourself and feel that people won't make fun of you, you can be yourself. You can explain how you feel and why and they (people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

Personal, Social And Health Education IMPACT

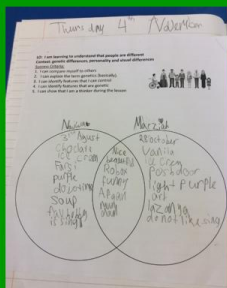


Society

• Socially aware Year 1



Year 2



Year 5



Year 3



Year 4

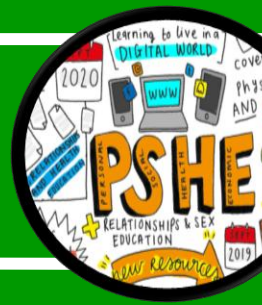
Children listed learning about the following;

- 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;

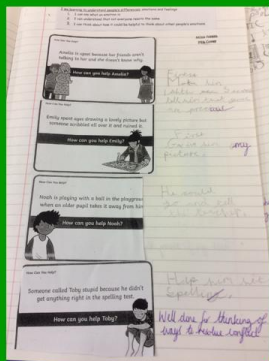
- "Helps you to be a good person and do the right thing."
- "I loved learning about different types of discrimination – I went on to read *Opal Plumsted*." (Jacqueline Wilson, *Suffragettes*).
- Social health – "if something happens to you, you know what to do. You know how to deal with situations. You 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



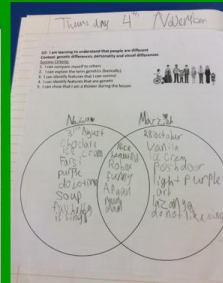
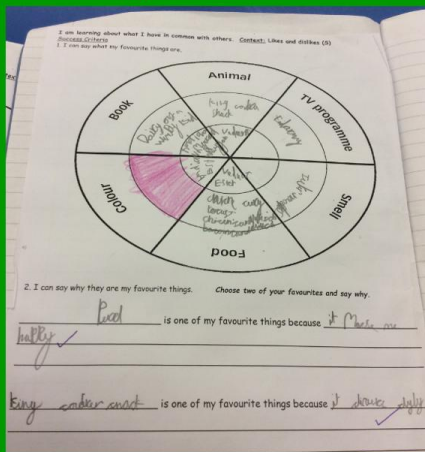
Society

• Empathetic



Year 3

Year 4



Year 5

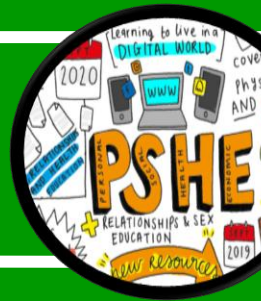
Children stated that they had learned about;

- 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

LO: I am learning that we are all special
Context: Term project of year 2
Success Criteria:
 1. I understand that we are all different.
 2. I can say what makes me special.
Extension: I can give reasons why I am special.
Challenge: I can think of lots of ways that I am special.

Today we talked about how we are all special and all have our own talents, interests, like and dislikes. We made a class display showing how we are all unique. We also talked about how being ourselves, knowing ourselves and why respect are linked to our own happiness.




Year 2

July 5th After

Circle Time
Issues within our classroom

- Are we all happy at school?
- Are there any issues?
- What can we do to resolve these?



Yes because we can learn.
 Yes because there are people who are very mean.
 I am sorry to hear that. How are people mean to you?
 Maybe we can solve this together :)


Year 4

3/4/21

LO: I am learning why rules are important.
Context: Class rules
 can give an idea for a class rule,
 can suggest a class rule that tells us how to behave,
 can say why rules are important,
 understand that I have rights,
 can name my responsibilities linked to these rights.

Every child has the right to a name and a nationality.
 If this is your right, what is your responsibility in order to make sure every child in our class is allowed this right?

It's my responsibility to call everyone by their correct name. It is also my responsibility to set good examples and look after my properties. It is my job to be active, get called by the right name and to have a name a religion and an identification for our countries!



Year 5

Society


Explore morality

3/4/21

LO: I am learning why rules are important.
Context: Class rules
 can give an idea for a class rule,
 can suggest a class rule that tells us how to behave,
 can say why rules are important,
 understand that I have rights,
 can name my responsibilities linked to these rights.

Every child has the right to a name and a nationality.
 If this is your right, what is your responsibility in order to make sure every child in our class is allowed this right?

It's my responsibility to call everyone by their correct names. It is also my responsibility to set good examples and look after my properties. It is my job to be active, get called by the right name and to have a name a religion and an identification for our countries!



Year 5

LO: I am learning about different types of discrimination
Context: class activity
Success Criteria:
 1. I understand the term discrimination
 2. I can describe how it feels to be discriminated against
 3. I can reflect upon what it may feel like for others.
 4. I can link today's lesson to past experiences
 5. I can be resilient during the lesson

During the activity, I was a) on an iPad OR b) doing silent handwriting

How did the activity make you feel?
 Circle the emotions you felt:

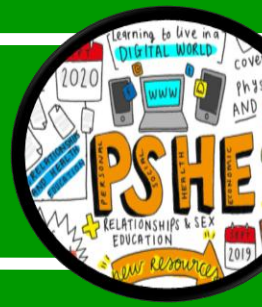
Why did you feel this way?
 Because I felt I was being discriminated against and I was not allowed to use my iPad. I was told to do silent handwriting and I was not allowed to use my iPad. I was told to do silent handwriting and I was not allowed to use my iPad.

Do you think that this activity was fair? Do you think your teacher was treating people in a fair and equal way? Why?
 No because they were told the people on the iPad that they were not allowed to use their iPads and that was not fair. They were told to do silent handwriting and I was not allowed to use my iPad.

Have you ever felt like this before? Can you explain when?
 I have never felt like this before. I have never felt like this before. I have never felt like this before.

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!"*

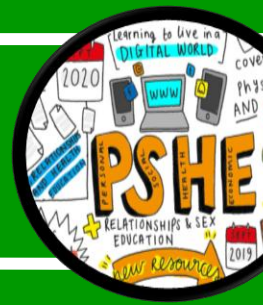


Reflect on their knowledge, skills and behaviour

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.”*

Year 2

Feeling Safe At School

L.O. I am learning about feeling safe. 21.11.2024

Class Discussion

Today we worked together to discuss how to deal with things that might happen at school in our lives. We thought about good ways and bad ways we could approach the scenarios and shared our ideas with each other.

Good ways Bad ways

- help them get up
- book adjust
- and it's to be okay
- make him smile
- ignoring him
- laughing
- said words
- not acting to be so okay
- All play together
- felt an adult
- hug him out
- not sharing
- respect

Learning Objective: I am learning about being healthy.

Group work

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.

How can we look after our bodies?
- get outside
- exercise
- hobbies
- do what makes us happy
- spend time with loved ones

Year 4

July 5th October

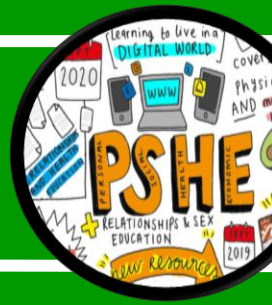
Circle Time
Issues within our classroom

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Yes because these are people who are very mean.
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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.