



## **North Park Primary School**

# **Personal, Social, Health and Citizenship Education**

Reviewed and updated 2021

# **NORTH PARK PRIMARY SCHOOL – PSHCE POLICY AND GUIDANCE**

## **INTRODUCTION**

At North Park Primary School we believe that learning in Personal, Social, Health and Citizenship Education should be a planned, developmental programme through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. PSHCE education:

- develops the qualities and attributes pupils need to thrive as individuals, as family members and as members of society;
- equips pupils to live healthy, safe, productive, capable, responsible and balanced lives;
- encourages pupils to be enterprising
- supports pupils in making effective transitions
- supports positive learning and career choices
- supports pupils in achieving social, emotional and economic wellbeing

PSHCE education can help schools reduce or remove many of the barriers to learning that may be experienced by pupils, and contribute towards improving their capacity to learn and achieve. PSHCE makes a specific and significant contribution towards pupils' spiritual, moral, social and cultural development, and towards their behaviour and safety; in addition it supports school safeguarding procedures.

## **ENTITLEMENT**

North Park Primary School feels that all of its pupils are entitled to:

- A broad and balanced curriculum, where experiences are creative and relevant, over at least those areas described by National Curriculum with differentiation, relevance, progression and continuity.
- Have their development and performance monitored through a range of assessment techniques.
- Have equal opportunity to study all aspects of personal, social, health and citizenship education

## **Equality**

The school is committed to ensuring we celebrate difference and promote equality in all we do. Our school welcomes everyone from all walks of life. Everyone must welcome and celebrate all others in school. Everyone is treated equally regardless of their:

- Age
- Disability
- Gender or gender identity
- Race or nationality
- Religion or belief
- Pregnancy
- Marriage
- Sexual orientation.

Equal opportunities underpin the work done within both the explicit and implicit PSHCE curriculum. Pupils are regularly taught about the diverse society we live in and our Spiritual, Moral, Social and Cultural guidance prepares the pupils to be effective citizens in life. We

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hold the Rights Respecting School Award, which underpins our guidance, and is reflected within the work we do in school. We are an Educate and Celebrate (LBGT) Good practice School.

### **AIMS**

Learning in PSHCE aims to ensure we provide pupils with opportunities to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter in society.

PSHCE education is critical in contributing to pupils' personal development, helping them to:

- build confidence, resilience and self-esteem
- manage risk
- make informed choices
- understand what influences their decision
- recognise and accept their identity
- understand and accommodate difference and change
- manage emotions
- communicate constructively
- develop an understanding of themselves
- develop empathy
- develop the ability to work with others
- develop the ability to communicate constructively in a range of situations
- make valuable contributions to life in class, school and the wider community
- form and maintain good relationships
- develop the essential skills for future employability
- better enjoy and manage their lives.

### **CLASS TEACHER**

The class teacher will follow the guidelines to this statement of policy and ensure that our stated aims and objectives are met as closely as possible. She/he will:

- plan and deliver a broad, balanced and differentiated curriculum so that all pupils receive their entitlement. This will include specific PSHCE lessons, cross-curricular learning opportunities, as well as involvement in whole school initiatives to enrich PSHCE.
- mark, evaluate and assess work
- give feedback and targets for groups and individuals in order to ensure progression and continuity.

### **SUBJECT LEADER**

The subject leader will

- ensure that entitlement is being adhered to.
- ensure that continuity and progression is on-going through evaluation of the delivery of PSHCE

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- maintain own personal knowledge and skills and review the guidelines and policy regularly, updating as necessary.
- consult and assist staff with planning and delivery of the guidelines
- be responsible for the purchase, organisation and maintenance of resources.
- Facilitate and/or deliver in-service training and ensure that all staff are aware of any developments in relation to PSHCE
- liaise with staff and outside agencies to enhance and develop PSHCE.
- be responsible for monitoring and evaluation of the teaching of PSHCE, through planning and work scrutiny
- complete annual audits and action plans to inform the school development plan.

### **HEADTEACHER**

The Headteacher will ensure all activities and planning are carried out in an effective way.

### **PARENTS**

All parents are actively encouraged to work in partnership with the school in the delivery of PSHCE.

- The PSHCE Policy and Guidelines will be available for all parents to inspect.
- Parents will be kept informed of developments within PSHCE through newsletters, in-school training courses, open weeks, information leaflets, the website, annual reports, etc.
- Parents will be encouraged to promote PSHCE skills within the home environment through homework activities, where appropriate.

### **GOVERNORS**

The governors will be kept informed of school developments regarding the PSHCE curriculum. The completed policy will be given to Governors for information, discussion and approval, and they will be notified of any future amendments or developments. Governors will be encouraged to keep abreast of developments within PSHCE through information sharing and monitoring of the School Development Plan.

### **OTHER SCHOOLS**

To maintain continuity across phases, the school will:

- take LA policy and guidance into account when developing and reviewing the school's own policy;
- ensure that the school's policy document on PSHCE is made available to all associated educational establishments;
- liaise with PSHCE Leaders in other schools to ensure there is a smooth progression from primary to secondary education.

Transfer of Pupils / Record Keeping; to maintain continuity in pupil records, the school will:

- make pupil records concerning PSHCE available, as appropriate, to other schools following pupil transfer;

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- in the case of pupils with special educational needs, make records available to other relevant professional organisation.

### **OUTSIDE AGENCIES**

The school will liaise with any outside agencies or interested parties through either the Subject Leader or the Headteacher, including:

- LA PSHE Educational Development Advisory staff.
- Educational Development Partners
- Local Cluster Group.

### **LINKS WITH OTHER POLICIES**

PSHCE policy is closely aligned to other policies in school, including:

- Relationships and Sex Education (RSE) Policy and Guidance
- Equality
- Anti-Bullying
- Behaviour
- Safeguarding policies and procedures
- E-safety
- Collective worship
- Health and Safety
- Other curriculum policies, particularly English, Maths, Science, RE, PE, IT, Geography.

Approaches are often cross-curricular so that meaningful links can be made in learning. The policy is also aligned to the school's work in pupil voice, Educate and Celebrate practices, and Rights Respecting School award. Whole school activities and our ethos is linked with PSHCE work.

This policy is relevant to the following DFE guidance:

#### ***Relationships and Sex Education -***

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

#### ***Personal, social health and economic guidance – available at***

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

and to guidance from the PSHE Association

<https://pshe-association.org.uk/>

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## GUIDANCE FOR PSHCE TEACHING AND LEARNING

### TEACHING AND LEARNING

To support our approach with PSHCE North Park Primary has adopted and adapted the guidance from the **PSHE Association**.

The PSHE association programme of study is designed to enable children to gradually increase their understanding in a range of concepts. At North Park the planning is aligned across the school to ensure progressive and continuous development of knowledge, skills and understanding.

Overarching concepts developed throughout the curriculum include:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- **Relationships** (including different types and in different settings, including online)
- **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the [Equality Act 2010](#))
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
- **Career** (including enterprise, employability and economic understanding)

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<b>Essential skills and attributes developed through the PSHCE Curriculum</b>	
<i>(adopted from PSHE Association)</i>	
<b>Personal Effectiveness</b>	<b>Interpersonal and social effectiveness</b>
<ul style="list-style-type: none"> <li>• Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>• Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>• Resilience (including self-motivation, perseverance and adaptability)</li> <li>• Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)</li> <li>• Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>• Self-organisation (including time management)</li> <li>• Strategies for identifying and accessing appropriate help and support</li> <li>• Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>• Recalling and applying knowledge creatively and in new situations</li> <li>• Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ul>	<ul style="list-style-type: none"> <li>• Empathy and compassion (including impact on decision-making and behaviour)</li> <li>• Respect for others' right to their own beliefs, values and opinions</li> <li>• Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</li> <li>• Skills for employability, including               <ul style="list-style-type: none"> <li>➤ Active listening and communication (including assertiveness skills)</li> <li>➤ Team working</li> <li>➤ Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>➤ Leadership skills</li> <li>➤ Presentation skills</li> </ul> </li> <li>• Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>• Recognising, evaluating and utilising strategies for managing influence</li> <li>• Valuing and respecting diversity</li> <li>• Using these skills</li> </ul>
<b>Managing risk and decision making (integral to the above)</b>	
<ul style="list-style-type: none"> <li>• Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>• Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>• Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>• Assessing the validity and reliability of information</li> <li>• Identify links between values and beliefs, decisions and actions</li> <li>• Making decisions</li> </ul>	

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Pupils should be taught **about** the issues as well as be given opportunities to **explore** their own attitudes, values and beliefs through a range of relevant activities. In addition they will explore how to **manage** an issue, developing strategies, language and skills. Discrete lessons will be planned, and lessons that link with other curriculum areas and activities. The PSHCE aims and themes link closely to the whole school ethos and aims and lessons are viewed as being of key importance in school; many aspects have cross over with other subject areas and where this happens (e.g. IT and E-safety; hygiene and healthy nutrition in science) PSHCE lessons allow for reinforcement of learning in other curriculum areas and vice versa.

### PSHCE in the Early Years

Although not taught as a discrete subject, the development of pupils' personal, health and citizenship education underpins all work done in the early years. Activities are embedded within the PSE strand of the Early Learning Goals and in daily routines and expectations:

- The pupils' personal, social and emotional development is crucial for them to lead happy and healthy lives, develop strong and healthy relationships and supports good cognitive development.
- Children experience a range of activities through interactions with adults in the setting and peers, to help them form healthy attachments in their social world; learn to be part of a community and follow and learn rules and routines
- They build upon skills to learn about the feelings of themselves and others; learn how to recognise feelings and are supported to develop the ability to manage their own feelings and emotions
- They learn to cooperate, to persist with activities and gain confidence in their own abilities and skills; they develop independence, resilience and perseverance; they learn to adapt to and manage new routines
- They learn to resolve conflicts and build good interaction with others
- Become increasingly independent in meeting their own care needs and form trust in adults to support them when needed
- Learn about personal hygiene and cleanliness, what we mean by healthy eating; develop good habits around screen time, sleep, bedtime, reading
- Develop positive attitudes towards differences between people
- Strengthen their understanding of family and friendship; recognise positive relationships and how to get help if they feel unsafe

The fundamental skills and knowledge children begin to learn and develop provide the building blocks on which the KS1 and KS2 curriculum can be built. Early skills developed in Nursery and Reception are built upon and addressed further through the 'Me and my world' weekly lessons children cover within the KS1 and KS2 curriculum. The curriculum is spiral and centred around three themes; these are similarly reflected within assemblies and whole school focus activities. These have been adapted from the PSHE association resources.

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The learning opportunities cover the three core themes of:

- **Relationships**
- **Living in the Wider World.**
- **Health and Wellbeing**

### ***RELATIONSHIPS***

*This core theme focuses on:*

- Families and positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

**At Key Stage 1** pupils should have the opportunity to learn:

- the roles of different people in their lives
- to identify people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own and to identify common features of family life
- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- about how people make friends and what makes a good friendship
- about how to recognise when they or someone else feels lonely and what to do
- simple strategies to resolve arguments between friends positively
- how to ask for help if a friendship is making them feel unhappy
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- about how people may feel if they experience hurtful behaviour or bullying
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- that sometimes people may behave differently online, including by pretending to be someone they are not
- how to respond safely to adults they don't know
- about how to respond if physical contact makes them feel uncomfortable or unsafe

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- about knowing there are situations when they should ask for permission and also when their permission should be sought
- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- about what is kind and unkind behaviour, and how this can affect others; how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how to listen to other people and play and work cooperatively
- how to talk about and share their opinions on things that matter to them

**At Key Stage 2**, building on Key Stage 1, pupils should have the opportunity to learn:

- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

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- the importance of seeking support if feeling lonely or excluded; that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- how friendships can change over time, about making new friends and the benefits of having different types of friends
- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- about discrimination: what it means and how to challenge it
- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- about seeking and giving permission (consent) in different situations
- about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- that personal behaviour can affect other people; to recognise and model respectful behaviour online
- to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

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## ***LIVING IN THE WIDER WORLD***

*This core theme focuses on:*

- shared responsibilities
- communities
- media literacy and digital resilience
- economic wellbeing; money

**At Key Stage 1** pupils should have the opportunity to learn:

- about what rules are, why they are needed, and why different rules are needed for different situations
- how people and other living things have different needs; about the responsibilities of caring for them
- about things they can do to help look after their environment
- about the different groups they belong to
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true
- what money is; forms that money comes in; that money comes from different sources
- that people make different choices about how to save and spend money
- about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- that money needs to be looked after; different ways of doing this
- that everyone has different strengths
- that jobs help people to earn money to pay for things
- different jobs that people they know or people who work in the community do
- about some of the strengths and interests someone might need to do different jobs

**At Key Stage 2**, building on Key Stage 1, pupils should have the opportunity to learn:

- to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- to recognise there are human rights, that are there to protect everyone
- about the relationship between rights and responsibilities

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- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- about the different groups that make up their community; what living in a community means
- to value the different contributions that people and groups make to the community
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
- recognise ways in which the internet and social media can be used both positively and negatively
- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- about some of the different ways information and data is shared and used online, including for commercial purposes
- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
- about the different ways to pay for things and the choices people have about this
- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- to recognise that people make spending decisions based on priorities, needs and wants
- different ways to keep track of money
- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- to identify the ways that money can impact on people's feelings and emotions
- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

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- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- to identify the kind of job that they might like to do when they are older
- to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

### ***HEALTH AND WELLBEING***

*This core theme focuses on:*

- healthy lifestyles (physical wellbeing)
- mental health
- ourselves, growing and changing
- keeping safe
- drugs, alcohol and tobacco

**At Key Stage 1** pupils should have the opportunity to learn:

- about what keeping healthy means; different ways to keep healthy
- about foods that support good health and the risks of eating too much sugar
- about how physical activity helps us to stay healthy; and ways to be physically active everyday
- about why sleep is important and different ways to rest and relax
- simple hygiene routines that can stop germs from spreading
- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- how to keep safe in the sun and protect skin from sun damage
- about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
- about the people who help us to stay physically healthy
- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things
- about ways of sharing feelings; a range of words to describe feelings

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- about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- to recognise what makes them special and to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- how to manage when finding things difficult
- to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles)
- about growing and changing from young to old and how people's needs change
- about preparing to move to a new class/year group
- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to minimise harm
- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- that household products (including medicines) can be harmful if not used correctly
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- about the people whose job it is to help keep us safe
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- about what to do if there is an accident and someone is hurt
- how to get help in an emergency (how to dial 999 and what to say)
- about things that people can put into their body or on their skin; how these can affect how people feel

**At Key Stage 2**, building on Key Stage 1, pupils should have the opportunity to learn:

- how to make informed decisions about health
- about the elements of a balanced, healthy lifestyle
- about choices that support a healthy lifestyle, and recognise what might influence these
- how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- about what good physical health means; how to recognise early signs of physical illness
- about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

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- how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health
- that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- to recognise that feelings can change over time and range in intensity
- about everyday things that affect feelings and the importance of expressing feelings
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- that for some people gender identity does not correspond with their biological sex
- to recognise their individuality and personal qualities
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

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- to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made\*); how babies need to be cared for
- about where to get more information, help and advice about growing and changing, especially about puberty
- about the new opportunities and responsibilities that increasing independence may bring
- strategies to manage transitions between classes and key stages
- reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- how to predict, assess and manage risk in different situations
- about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- about what is meant by first aid; basic techniques for dealing with common injuries
- how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk\*
- about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

*\* taught if appropriate to the cohort maturity and knowledge*

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### **Emotional wellbeing, including mental health**

A key focus for pupils at North Park school is development of emotional wellbeing to support good mental health. The PSHCE curriculum is the core element of this, and activities are regularly developed to enhance pupil motivation, resilience, coping skills and to develop a positive *Mindset* (Dweck). They are explicitly taught about emotions and feelings, as well as how to manage and control them. Where necessary additional support will be given, and advice sought from outside agencies. School also uses resources developed by Dr Tom Robson (*Tredu*) and Di Pardo (*Think Like a Learner*) to support and further enrich classroom approaches. These activities are based around developing *Gem Powers* (*Robson and Tredu*) to help children focus on and improve their ability to:

- show awareness of others, what we say or do that impacts on feelings (*Ruby power*)
- notice a problem and thinking of ways to solve it (*Diamond power*)
- bounce back from mistakes and disappointment and controlling feelings of disappointment or anger (*Emerald power*)
- maintain their focus and stay in control of their learning, avoiding distraction (*Sapphire power*)

This work is ongoing and through this approach we hope to help children develop strategies to enhance their emotional wellbeing. In additional staff will use the lessons developed by the PSHE Association, available from <https://www.pshe-association.org.uk/> to support teaching and learning.

### **WHOLE SCHOOL OPPORTUNITIES**

At North Park Primary School we understand much of the PSHCE curriculum will be reinforced in ongoing practice, as well as through whole school opportunities. We plan a wide range of opportunities in which all pupils are involved. These include opportunities related to:

- PSHCE week – at the start of every year, each class undertakes a core theme. This includes opportunities to enrich the curriculum with visits, visitors, practical tasks and presentation.
- Multi-cultural week – each Spring term. Each class studies another country, its culture and practices.
- Anti-Bullying week, including buddies
- Commando Joe (RESPECT curriculum)
- Fair trade
- School council
- Sports Leaders
- Educate and Celebrate work (LGBT+)
- Young carers

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- Bikeability
- Road Safety training
- Safety Carousel
- School nurse visits, including FISCH
- Dental Nurse visits
- Family learning
- Links with local community groups, including Local Police, Centres of worship and SUCCESS, as well as local cluster school events
- Opportunities to contribute to community events
- Visits and visitors
- A range of charity fundraising events, including Go-Givers
- Sports events, festivals and competitions; local sporting facilities links
- School bank
- Enterprise events, e.g. Y6 Fun Day
- Assemblies and collective worship
- Sporting activities and events
- Activities within the school Activity Passport

This list is not exhaustive and the school is fully committed to enhancing opportunities for PSHCE through activities within the local, national and international community.

### **CROSS –CURRICUAL LINKS AND LEARNING**

PSHCE links across the whole school curriculum. In all subjects pupils have the opportunity to work individually and collaboratively, to debate and discuss, share ideas and opinions. They learn to share, take turns and communicate with one another, accepting differing ideas and opinions. They are encouraged to learn from mistakes, develop resilience and solve problems. They are supported to view their class, school and wider community as something they can contribute actively to and are encouraged to take part in events. This broad, implicit development is a key element of the school curriculum and to the approaches used for learning and development. However there are also clear curriculum links, which can be made with specific subjects. Examples (not exhaustive) include:

- **English** – opportunities to develop communication through speaking, listening, reading and writing skills; opportunities to develop key vocabulary and understanding of concepts; access to a wide range of texts and stories to support understanding and learning; opportunities to research key issues.
- **Maths** – developing an understanding of money; research and interpret data
- **Science** – importance of diet, nutrition, cleanliness; links with growth and development;

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- **Geography and History** – learning about other cultures and cultural/historical change; learning about environmental issues
- **RE** – learning about the beliefs and practices of others, developing tolerance and understanding
- **PE** – physical wellbeing and physical health
- **DT** – importance of healthy diet and nutrition
- **MFL** – opportunities to learn about other cultures
- **IT** – E safety

### **PLANNING**

When planning PSHCE lessons staff will:

- Identify the learning objective and intended learning outcome
- Plan an activity to establish a baseline
- Plan activities to allow pupils to achieve the intended outcomes. These will include opportunities to develop vocabulary and key understanding
- Incorporate an activity to assess for learning, reflect on learning and allow pupils to demonstrate progress

A wide range of opportunities will be planned that will include:

- Individual, paired and group work
- Ability groups and mixed ability groups
- Speaking and listening activities, including discussion and debate
- Access to a range of texts, both fiction and non-fiction, with particular emphasis on stories related to key themes
- Writing and drawing
- Presentation
- Homework

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<b>NORTH PARK PRIMARY SCHOOL – PSHCE LONG TERM PLANNING OVERVIEW</b> <i>(see Appendix 1 for detail)</i>		
<b>Autumn Term</b> <i>Relationships</i>	<b>Spring Term</b> <i>Living in the Wider World</i>	<b>Summer Term</b> <i>Health and Wellbeing</i>
Families and Friendships Safe relationships Respecting ourselves and others  <b>Additional focus areas:</b> PSHCE week Anti-Bullying week	Belonging to a community Media Literacy and Digital resilience Money and work  <b>Additional focus areas:</b> Multi-cultural week Links to Fair Trade	<b>Physical health and wellbeing</b> <b>Growing and changing</b> <b>Keeping safe</b>  <b>Additional focus areas:</b> RSE sessions for Years 5 and 6
<b>PSHCE week</b> <i>(See Appendix 2)</i>  <b>Work covered in the first week of term as bespoke thematic coverage – some aspects may be touched upon again in following years and a form of revision or extension</b> <b>Reception – People who help us</b> <b>Year 1 – Keeping Clean</b> – core theme of Health and Wellbeing <b>Year 2 – Healthy Eating</b> – core theme of Health and Wellbeing <b>Year 3 – Emergency 999</b> – Staying Safe – core theme of Health and Wellbeing <b>Year 4 – Rules and Laws</b> – core theme of Living in the Wider World <b>Year 5 – Choices – Drugs, alcohol and tobacco</b> – core theme of Health and Wellbeing <b>Year 6 – Democracy</b> – core theme of Living in the Wider World		

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### **Examples of useful activities for PSHCE lessons**

#### **Sides**

Pupils have to decide to agree/disagree with a statement. They then discuss their opinion with someone on the same/opposite side.

#### **Agony aunt/uncle**

Small groups of 3 or 4. Each group takes on the role of an agony aunt/uncle. The group is asked to respond to an imaginary problem/letter/email/blog post. Groups can share their solutions.

#### **Consequences**

Each group considers the possible options/consequences of a situation. It is important to consider realistic consequences, both positive and negative.

#### **Snowballing**

Pupils work alone for a few minutes, listing ideas related to a task. They then form pairs and share views. The pairs then double up and share their ideas.

#### **Data Search**

Pupils search through a selection of resources to find out information and answers to questions. Pupils could devise their own questions, or set questions for another group to answer.

#### **Plus, Minus, Interesting**

Pupils read an item of information and then decide individually/in groups what aspects of the information they consider to be a plus, a minus or just interesting!

#### **Thinkers Keys**

Pupils are given a series of situations to discuss, e.g. what if you could only be a friend for a week, or what if you could see the feelings of everyone in the school as if you were looking through a glass container?

#### **Fish bowl**

One group performs an activity while the others sit around them and observe. The audience may be asked to observe generally or look for specific things. They could have a check list of things to look out for.

#### **Peer education**

Groups of pupils of the same or similar ages act as educators or mentors, they then share their “expertise” with other groups using ICT resources, etc.

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### **Role play**

Pupils take on the role of another person and act out a scenario. The audience can rewind the action, fast-forward, and explore different consequences and decisions. They can also “spotlight” certain characters & question them “in role”.

### **Diamond 9 (or diamond 4)**

Small groups are given prepared cards (9 or more/ 4 or more), each with a statement relating to an issue for discussion, e.g. the qualities of a good friend. Each group arranges the cards in the shape of a diamond to represent their views on the relative importance of each statement. This activity would work well using a sorting App for tablet computers.

### **Card sort**

Groups or pairs are asked to sort cards into columns or sets such as ‘true/false/not sure’, ‘positive factors/negative factors’ etc.

### **Tour**

Groups of pupils prepare visual material in the form of posters to display on the wall. Pupils then go on a “gallery” tour and discuss the materials presented.

### **Matching**

Cards are made up to which can then be matched together by pupils, e.g. anti-social behaviour cards may be matched to the risks and consequences

### **Carousel**

Half the group forms a circle facing outwards. The other half forms another circle around them, facing inwards. Each person in the inner circle should face someone in the outer circle. Each pair can be asked to talk about an issue or dilemma. Partners can be changed by one of the circles moving round one place.

### **Word storm**

Pupils give spontaneous suggestions regarding any issue. This is a short, quick activity where suggestions are recorded, but not discussed or challenges. Recorded material can be used later.

### **Mind mapping**

Ideas for a topic/what everyone knows about a certain topic are mapped out in visual map, individually or in groups. Can be used at the beginning and/or end of a topic as a review/consolidation of knowledge and understanding.

### **‘You choose’ (Visual/Auditory/ Kinaesthetic)**

Pupils are asked to draw/write/act out in response to a specific activity, e.g. Why shouldn’t we share personal information online?

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### **Continuum**

An imaginary line is drawn across the room. Pupils are told that one end of the line represents one extreme viewpoint and the other end represents the opposite view. Statements relating to a particular issue are read out, and pupils stand along the continuum according to what they think. Pupils may discuss their view with someone else nearby, and/or with someone who has a different view. If the possibility of polarized views is undesirable, or if pupils are less confident, “islands” rather than a line can be used.

### **Envoys**

Various groups of pupils are formed, each with a different task or issue to discuss or research. After a given amount of time, a representative from each group goes to another group to relate the key points or findings to them.

### **Buzz Group**

Small groups of 3 to 4. Groups are asked to discuss a dilemma or situation for a short, specified time, then return to the larger group to discuss ideas.

### **Dilemma groups**

In groups, pupils read an account of a situation which poses a dilemma/leaves the person/people involved in a quandary. Using a web format, pupils consider the dilemma from the view of the individual/s, community, wider community involved and discuss the impact it will have on them all depending on the decision that is made.

### **Triad**

A pupil engages in an activity with another pupil while a third observes, maybe writes notes, and gives feedback. Roles can be reversed/changed.

### **Debate**

A motion is decided on for discussion. Two opposing views are then prepared & presented to the pupils with relevant information supporting evidence. After a question and answer sessions and discussion, the group votes for/against the motion.

### **Syndicate**

A type of role play where pupils are formed into groups to represent a view, opinion or organisation. The group has to enter negotiations with another group representing a different view.

### **Rounds**

All pupils are given the opportunity to express a view or opinion about a particular situation. This works well at the beginning/end of sessions.

### **Circle Time**

A mechanism for structured discussion where all participants sit in a circle representing a non-divisive and safe environment within which to discuss an issue.

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### **What happened next/before?**

Pictures/images/video clips are shown of a given situation. Pupils then have to predict what happened next or before and give reasons for their answers. Can be extended to consider what alternative choices could/should characters have made before, or make next.

### **Quizzes**

Teacher/pupils make up questions for the rest of the class to answer as a quiz game. Popular formats such as University Challenge/Mastermind popular can be used, as can quiz apps for tablets.

### **Silent Debate**

Using a big sheet of paper with challenging question in the centre. Pupils not allowed to talk and they write their response to the question and each other's comments in silence in groups around the table. Everyone takes part. Use a key at the side of the page to indicate which child used which coloured pen. Walk around and add to other groups ideas/thoughts.

### **Yes, No, Maybe**

Challenging questions on slips of paper. Pupils work in groups/pairs. Decide whether the answer is yes/no/maybe. Feed back to main group.

### **Assessment of learning and progression in PSHCE**

Assessment in PSHE education needs to be an integral part of teaching and learning, therefore it is important to understand the process of and reasons for assessing learning in PSHE. Assessment is used to promote learning, to identify pupils' progress and ongoing learning needs, to allow them to reflect on their own learning and to demonstrate the impact the program

me is having on them. It is therefore as central to effective teaching and learning in PSHE education as it is in any other subject.

Assessment refers to gauging what has been learned and what still needs to be learned. It therefore differs from evaluation, which is about the process: how well activities worked (*e.g.: the activity that helped the pupils learn most was...*); how useful resources were (*e.g.: the text helped me to decide...*); how interesting pupils found the lesson (*e.g.: I liked it because...*) and so on. Both assessment and evaluation are central to an effective programme.

Learning in PSHE education should be assessed for several reasons. It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences. Assessment increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. It also allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as on personal development, behaviour and welfare, safeguarding, SMSC development

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and the promotion of fundamental British values. Without assessing your PSHE education all you can do is describe provision; you cannot show its impact.

Personal attributes and skills, so central to PSHE education, are arguably the hardest aspect of learning to assess. It may well be that teachers cannot accurately assess a pupil's resilience, empathy or risk management with any real meaningfulness or confidence. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own ability to identify and assess risk than they did before.

While it might not be written down and handed in for marking, such personal reflection in PSHE education lessons is essential, so ensuring pupils have time and space to reflect on this – either privately or through discussion – is a vital part of the assessment process. Assessing learning in PSHE education works best with and should include a combination of teacher assessment and pupil self- and peer-assessment.

Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful in PSHE education is **ipsative assessment**. Ipsative assessment compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education, including the learning identified in this toolkit.

### A model for assessment in a series of lessons



#### 1 Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

#### 2 Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning.*

*Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

#### 3 Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

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### Baseline assessment activities

The nature of PSHE education is such that we cannot make any assumptions based on a pupil's age or year group or about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, it is vital that we carry out a baseline assessment before we teach anything new. As pupils' learning in topics such as healthy eating, online safety, relationships and so on will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had *before* any new teaching took place.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health). Pupils' existing knowledge and understanding is arguably the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that will allow teachers an insight into their pupils' starting point.

Some examples of activities that lend themselves well to baseline assessment in PSHE education are outlined below. The elements of learning for which they are more or less useful will of course depend upon the exact nature of the activity and its context, so these are given for guidance only and are not definitive.

<b>Baseline assessment activity</b>	<b>More useful for assessing ...</b>	<b>Less useful for assessing ...</b>
<b>Questioning</b>	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
<b>Discussion</b>	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
<b>Brainstorming</b>	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
<b>Role-play, hot-seating, freeze-frame and other drama techniques</b>	Skills, strategies, attributes, attitudes	Knowledge, understanding
<b>Storyboards/cartoon strip/scenario script writing</b>	Skills, strategies, attitudes	Knowledge, understanding, attributes

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<b>Responding to a scenario, picture or video clip</b>	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
<b>Mind map or spider diagram</b>	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
<b>‘Graffiti wall’/‘working wall’</b>	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils’ questions relating to the topic	Starting point of individuals, skills, strategies, attributes
<b>Quiz</b>	Knowledge, understanding	Skills, strategies, attributes
<b>Questionnaire</b>	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
<b>Continuum/‘washing line’</b>	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
<b>Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)</b>	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
<b>‘Draw and write’ (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)</b>	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
<b>Explain to an alien</b>	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
<b>Card sort, e.g. ‘diamond 9’</b>	Attitudes, beliefs, understanding	Skills, knowledge, attributes

### Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, ‘draw and write’, ‘explain to an alien’), lend

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themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

### Using baseline activities as the basis for the end point activity

Baseline assessment activity	End point activity to demonstrate progress
<b>Questioning</b>	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
<b>Discussion</b>	Revisit main arguments from baseline discussion; formal debate; presentations.
<b>Brainstorming</b>	If written down, revisit in a different colour – add, amend, expand.
<b>Role-play, hot-seating, freeze-frame and other drama techniques</b>	Repeat role-play showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
<b>Storyboards/cartoon strip/scenario script writing</b>	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
<b>Responding to a scenario, picture or video clip</b>	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
<b>Mind map or spider diagram</b>	Revisit in a different colour – add, amend, expand.
<b>‘Graffiti wall’/‘working wall’</b>	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
<b>Quiz</b>	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
<b>Questionnaire</b>	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
<b>Continuum/‘washing line’</b>	Repeat the activity asking pupils to discuss whether, and if so how far, they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
<b>Points on a scale</b>	Pupils rate themselves on the same scale in the light of the new learning.
<b>‘Draw and write’</b>	Revisit in a different colour – add, amend, expand.

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<b>Explain to an alien</b>	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
<b>Card sort e.g. 'diamond 9'</b>	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

### **Additional ideas for end point activities to demonstrate learning at the end of a series of lessons:**

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate progress. The learning outcomes included in the medium-term planning grids will be used for measuring and recording attainment – pupils working below, at or exceeding.

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## APPENDIX 1 – LONG-TERM PLANNING OVERVIEW (adapted from PSHE association resources)

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
<b>Year 1</b>	<i>Roles of different people; families; feeling cared for</i>	<i>Recognising privacy; staying safe; seeking permission</i>	<i>How behaviour affects others; being polite and respectful</i>	<i>What rules are; caring for others' needs; looking after the environment</i>	<i>Using the internet and digital devices; communicating online</i>	<i>Strengths and interests; jobs in the community</i>	<i>Keeping healthy; food and exercise; sun safety</i>	<i>Recognising what makes them unique and special; feelings; managing</i>	<i>How rules and age restrictions help us; keeping safe online</i>
<b>Year 2</b>	<i>Making friends; feeling lonely and getting help</i>	<i>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</i>	<i>Recognising things in common and differences; playing and working cooperatively; sharing opinions</i>	<i>Belonging to a group; roles and responsibilities; being the same and different in the community</i>	<i>The internet in everyday life; online content and information</i>	<i>What money is; needs and wants; looking after money</i>	<i>Why sleep is important; medicines and keeping healthy; managing feelings and asking for help</i>	<i>Growing older; naming body parts; moving class or year</i>	<i>Safety in different environments; risk and safety at home; emergencies</i>
<b>Year 3</b>	<i>What makes a family? Features of family life</i>	<i>Personal boundaries; safely responding to others; the impact of hurtful behaviour</i>	<i>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</i>	<i>Class rules and other rules (e.g. at home) following these (not PSHE assoc. unit)</i>	<i>How the internet is used; assessing information online</i>	<i>Different jobs and skills; job stereotypes; setting personal goals</i>	<i>Health choices and habits; what affects feelings; expressing feelings</i>	<i>Personal strengths and achievements; managing and reframing setbacks</i>	<i>Risks and hazards; safety in the local environment and unfamiliar places</i>
<b>Year 4</b>	<i>Positive friendships, including online</i>	<i>Responding to hurtful behaviour; managing confidentiality; recognising risks online</i>	<i>Respecting differences and similarities' discussing difference sensitively</i>	<i>What makes a community; shared responsibilities</i>	<i>How data is shared and used</i>	<i>Making decisions about money; using and keeping money safe</i>	<i>Maintaining a balanced lifestyle' oral hygiene and dental care (revise)</i>	<i>How has growing up made you more independent? What can you do now that you couldn't when you were younger? (not PSHE assoc. unit)</i>	<i>The importance of medicines and how they help us (not PSHE assoc. unit)</i>

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<b>Year 5</b>	<i>Managing friendships and peer influence</i>	<i>Physical contact and feeling safe</i>	<i>Responding respectfully to a wide range of people; recognising prejudice and discrimination</i>	<i>Protecting the environment; compassion towards others</i>	<i>How information online is targeted; different media types, their role and impact</i>	<i>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</i>	<i>Healthy sleep habits; sun safety; medicines; vaccinations, immunisations and allergies</i>	<i>Personal identity; recognising individuality and different qualities; mental wellbeing</i>	<i>Keep safe in different situations, including responding in emergencies; first aid (revise)</i>
	Additional Y5 Unit – Puberty – delivered at same time as Science unit <i>From Y4 PSHE association – Growing and Changing</i> <i>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</i>								
<b>Year 6</b>	<i>Attraction to others' romantic relationships; civil partnerships and marriage</i>	<i>Recognising and managing pressure; consent in different situations</i>	<i>Expressing opinions and respecting other points of view, including discussing topical issues</i>	<i>Valuing diversity; challenging discrimination and stereotypes</i>	<i>Evaluating media sources; sharing things online</i>	<i>Influences and attitudes to money; money and financial risks</i>	<i>What affects mental health and ways to take care of it; managing change' loss and bereavement; managing time online</i>	<i>Human reproduction and birth; increasing independence; managing transition</i>	<i>Keeping personal information safe; regulations and choices; (recap drug use and the law/media from Y5 as a discussion piece if necessary)</i>

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## APPENDIX 2 – PSHCE WEEK GUIDANCE AND CONTENT

PSHCE WEEK ACTIVITIES			
	THEME	KEY CONTENT	ENHANCEMENT AND RESOURCES
RECEPTION	<i>People who help us</i>	<ul style="list-style-type: none"> <li>Who helps us and how do they help us?</li> </ul>	Choice of people to talk – Crossing patrol, nurse, Fire Officer, Caretaker, police officer
YEAR 1	<i>Keeping Clean</i>	<ul style="list-style-type: none"> <li>Basic hygiene routines – handwashing, brushing teeth</li> <li>The importance of, and routines for, brushing teeth, visiting the dentists, about food and drink that affect dental health</li> </ul>	Visit from school nurse, dentist Handwashing machine
YEAR 2	<i>Healthy Eating</i>	<ul style="list-style-type: none"> <li>What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>Good nutrition and food groups</li> <li>Healthy choices and balancing meals</li> <li>Healthy recipes and cooking</li> </ul>	PSHE association lessons  Visit from chef
YEAR 3	<i>Emergency 999 – Staying Safe – core theme of Health and Wellbeing</i>	<ul style="list-style-type: none"> <li>How to respond if there is an accident and someone is hurt</li> <li>About fire safety at home including the need for smoke alarms</li> <li>The importance of following safety rules from parents and other adults</li> <li>How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> <li>How to deal with common injuries using basic first aid techniques</li> <li>How to respond in an emergency, including when and how to contact different emergency services, including how to dial 999 and what to say</li> </ul>	Fire Brigade visit First aid workshop  <a href="#">St John Ambulance: 'First Aid Training in School' lesson plans, KS2</a>
YEAR 4	<i>Rules and Laws</i>	<ul style="list-style-type: none"> <li>The reasons for rules and laws in wider society</li> <li>The importance of abiding by the law and what might happen if rules and laws are broken</li> <li>What human rights are and how they protect people</li> <li>To identify basic examples of human rights including the rights of children</li> <li>About how they have rights and also responsibilities; that with every right there is also a responsibility, e.g. the right to an education and the responsibility to learn</li> </ul>	PSHE association resources  Links to role of magistrate Visit from police and to police station
YEAR 5	<i>Choices – Drugs, alcohol and tobacco</i>  Medicines and household products; drugs common to everyday life; drug use and the law; drug use and the media	<ul style="list-style-type: none"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug'</li> <li>that drugs common to everyday life (cigarettes, e-cigarettes, vaping, alcohol, medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, have side effects</li> <li>to recognise that some people choose to use or not use drugs</li> <li>to identify some of the risks and effects associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to break</li> </ul>	Links to services – e.g. Humankind workshop  PSHE association resources (Y3-4 and Y6 planning)

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		<ul style="list-style-type: none"> <li>• how to ask for help and advice; about organisations where people can get help and advice</li> <li>• about mixed messages in the media relating to drug use and how they might influence opinions and decisions</li> <li>• about the laws relating to drugs common to everyday life and illegal drugs</li> </ul>	
<b>YEAR 6</b>	<b><i>Democracy</i></b>	<ul style="list-style-type: none"> <li>• what do we mean by democracy</li> <li>• where did democracy originate</li> <li>• how does local and national democracy work in our country and contribute to our British Society?</li> <li>• Can everyone vote and has that always been the case?</li> <li>• What is it like working as a councillor or MP?</li> </ul>	Visit from mayor, councillor, MP Links to Suffragettes Voting for Head boy and Head girl Opportunity for debate and voting

### Appendix 3 – Year group Plans (see separate document)