



Hanwell Fields Community School
The best in everyone™
Part of United Learning

Our PSHE Education Programme of Study

The Department for Education (DfE) has stated in section 2.5 of the National Curriculum Framework that ***'all schools should make provision for personal, social, health and economic education(PSHE), drawing on good practice'***.

Our program of study identifies the key concepts and skills that underpin PSHE education. We aim to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. To gain a deeper understanding of our SMSC coverage please see our SMSC documentation (this can be found on the school website).

Our program of study covers EYFS, KS1 and KS2 and is based on three core themes. Within these there will be broad overlap and flexibility, these have been identified as key themes through the PSHE Association:

1. Health and well-being
2. Relationships
3. Living in the wider world

We have tailored our curriculum to meet the specific needs of our school, pupils and community. To support our curriculum, we have adopted to use the Coram Life Skills Curriculum (lesson plans and assessment to be adopted from Sept 2019) as a framework with additional lesson

delivery including in Year's 3 and 4, we have adopted the Safer Together programme written by professionals working with the Safeguarding Children in Banbury (SCiB), the Drugs and Alcohol Misuse written by Hanwell for the partnership of schools: these have been identified as key areas for our serving community.

Purpose of Study: Intent

PSHE education is a planned, developmental program of learning through which our children can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. Our intent is for the PSHE education to equip our pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, responsible and balanced lives. A critical component of PSHE education is to provide opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in their future.

Our PSHE education contributes to personal development by helping our pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, alongside the development of the essential skills for future employability and better enjoy and manage their lives.

The impact of our PSHE curriculum will be measured using both assessment for learning and assessment of learning, this will be built into the lessons. From Sept 2019, a baseline assessment will be used, in order to understand pupils prior learning, this is essential to ensure new learning is relevant and progress can be assessed. Our assessment could take the form of either teacher, peer and/or self-assessment, using the Coram Assessment and other formative and summative assessment opportunities which align to our practice within our foundation subjects.

Our three overlapping and linked 'Core Themes' (Health and well-being, Relationships, Living in the Wider World)* are areas of core knowledge, understanding, language, skills and strategies and taught in accordance with pupils' readiness. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. PSHE education takes account of pupils' prior learning and experiences. Our curriculum should reflect the universal needs shared by all

* Adopted from The PSHE Association

children and the specific needs of the pupils in our school. Our PSHE programme will be taught through a spiral program, revisiting themes whilst increasing the challenge, broadening the scope and deepening pupils' thinking. Learners need to 'know about...', 'know how to...' and also 'be able to...'.

Our Overarching Concepts

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these).
- **Relationships** (including different types and in different settings).
- **A healthy** (including physically, emotionally and socially, **balanced lifestyle** (including within relationships, work life, exercise and rest, spending and saving and diet).
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **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 circumstances)
- **Power** (how it is used and encountered in a variety of context including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Career** (including enterprise and economic understanding)

Key Stages 1 and 2

During Key stages one and two learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the early years/ foundation stage. PSHE education offers learning opportunities and experiences which reflect the increasing independence physical and social awareness of learners as they move through the school. We recognise the importance of remaining flexible as events such as bereavement might require learning to be drawn from Key stage two into Key stages one. Where needed we will seek professional agencies to offer support to both pupils, our community and staff for professional development. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Core Theme 1: Health and well being

Pupils should be taught:

1. What is meant by healthy lifestyle
2. How to maintain physical, mental and emotional health and well-being
3. How to manage risks to physical and emotional health and well-being
4. Ways of keeping physically and emotionally safe
5. About managing change, such as puberty, transition and loss
6. How to make informed choices about health and well-being and to recognise sources of help with this
7. How to respond to an emergency
8. To identify different influences on health and well-being

Core Theme 1 – Health and Safety*	
Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. • To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals 	<p>Building on key stage one, people should have the opportunity to learn:</p> <ul style="list-style-type: none"> • What positively and negatively affects their physical, mental and emotional health (including the media) • How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' • To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • To reflect on and celebrate their achievements, identifying their strengths, areas for improvement, set high aspirations and goals

* Adopted from The PSHE Association

<ul style="list-style-type: none"> • About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies from managing feelings • About change and loss and the associated feelings (including moving home, losing toys, pets or friends) • The importance of how to maintain personal hygiene • How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others • About the process of growing from young to old and how peoples' needs change • About growing and changing and new opportunities and responsibilities that increasing independence may bring • The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls • That household products, including medicines, can be harmful if not used properly • Rules for and ways of keeping physically and emotionally safe (Including road safety, safety in the environment, safety online, and responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets) • About people who look up to them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell' 	<ul style="list-style-type: none"> • To deepen their understanding of good and not so good feelings, to extend the vocabulary to enable them to explain both the range and intensity of their feelings to others • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • About change, including transitions (Between Key stages and schools), loss, divorce and bereavement • To differentiate between the terms, 'Risk', 'Danger' and 'hazard' • To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • To recognise their increasing independence brings increased responsibility to keep themselves and others safe • That bacteria and viruses can affect health and that following simple routines can reduce their spread • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media • To recognise when and how to ask the help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or they believe to be wrong • School rules about health and safety, basic emergency aid procedures, where and how to get to help • What is meant by the term 'habit' and why habits can be hard to change
---	--

- | | |
|--|---|
| | <ul style="list-style-type: none">• Which, why and how, commonly available substances and drugs (Including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others• How their body will change as they approach and move through puberty• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves• About human reproduction• Strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (Including social media, the responsible use of ICT and mobile phones)• The importance of protecting personal information, including passwords, the Addresses and images• About people who are responsible for helping them stay healthy and safe and ways that they can help these people |
|--|---|

Core Theme 2: Relationships

Pupils should be taught:

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage your emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask the help
5. How to respect equality and diversity in relationships

Core Them 2: Relationships	
Key Stage 1	Key Stage 2
<p>People should have the opportunity to learn:</p> <ul style="list-style-type: none"> • To communicate their feelings to others, to recognise how others show feelings and how to respond • To recognise how their behaviour affects other people • The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • To recognise what is fair and unfair, kind and unkind, what is right and wrong • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • To listen to other people and play and work cooperatively (Including strategies to resolve simple arguments through negotiation) • To offer constructive support and feedback to others • To identify and respect the differences and similarities between people 	<p>Building on Key stage one, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships • To recognise ways in which a relationship can be unhealthy and who to talk to if they need support • To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage • That their actions affect themselves and others • To judge what kind of physical contact is acceptable or unacceptable and how to respond • The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

<ul style="list-style-type: none"> • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • That peoples' bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To recognise when people are being unkind either to them or others, how to respond, who to tell them what to say • That there are different types of teasing and bullying, that these are wrong and unacceptable • How to resist teasing or bullying, if they experience or witnessed it, who to go to and how to get help 	<ul style="list-style-type: none"> • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other peoples' feelings and to try to see, respect and if necessary constructively challenge their points of view • To work collaboratively towards shared goals • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'Protected characteristics' in the Equality Act 2010) • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, how to respond and ask for help) <ul style="list-style-type: none"> • to recognise and manage 'dares' • to recognise and challenge stereotypes
---	--

Core Theme 3: Living in the Wider World - Economic well-being and being a responsible citizen

Pupils should be taught:

1. About to respect herself and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. Two respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in peoples’ lives
8. A basic understanding of enterprise

Core Theme 3 – Living in the Wider World	
Key Stage 1	Key Stage 2
<p>People should have the opportunity to learn:</p> <ul style="list-style-type: none"> • How to contribute to the life of the classroom • To help construct, and agree to follow, group and class rules and to understand how these rules help them • That people and other living things had needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed) • That they belong to various groups and communities such as family and school • What improves and harms their local, natural and built environments and about some of the ways people look after them 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • To research, discuss and debate on topical issues, problems and events concerning health and well-being and offer their recommendations to appropriate people • Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules • To realise the consequences and anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

<ul style="list-style-type: none"> • That money comes from different sources and can be used for different purposes, including the concepts of spending and saving • About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<ul style="list-style-type: none"> • That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices • What being part of the community means, and about the varied institutions that support communities locally and nationally • To recognise the role of a voluntary, community and pressure groups, especially in relation to health and well-being • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • To think about the lives of people living in other places, and people with different values and customs • About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • About enterprise and the skills that make someone 'Enterprising' • To explore and critique how the media present information
--	--

Implementation (delivery)

As a school we will deliver PSHE in a number of ways:

- **Discrete sessions** that are planned into the timetable. These will take place within the curriculum time and will be linked through topic and other curriculum areas. These can be found in the curriculum maps. We will also use drop down days to provide specific focus learning so children can be immersed in learning for a length of time.
- **Permeated model** – areas of the curriculum will be continuously supported through day to day school learning. Opportunities to experience deeper learning will take place when connections are made in the curriculum *e.g literacy learning Skellig in Yr6, My Dad the Birdman Yr5 & RE.*
- **Wave 2 approaches** – this is where specific programmes are used to inform deeper learning. This could be through agencies involvement or trained practioners within school *e.g Alright Charlie (Year 6) Barnardo’s Positive Behaviours (Year 6) Safer Together (Yr3 & 4).* These programmes have a specific focus such as protective behaviours, raising awareness of E-Safety, educating around child sexual exploitation.
- **Burnet News** – this is a weekly programme for pupils in Year 3 -6. This is topic based learning though everyday current affairs written as an educational tool by the Economist Publication. Staff have been trained in delivery methods and pupil voice indicates that children enjoy learning about current affairs and making connections with news reports.
- **Family Links** – This is offered through the school and especially in EYFS and Years 1-2. This holistic approach allows pupils and their parents to engage in building positive behaviours and communication around well-being. As a school, we offer accredited programmes for parents.
- **Philosophy for the Child (P4C) and Circle Times** – This approach is used throughout PSHE and other pupil voice activities within the school. P4C allows children to take the lead on questions and debates within the class following a stimulus from the teacher.

Parents are free to ask for further information regarding PSHE if they have any concerns by making contact with the school office.