

# PSHE Handbook 2023-2024



Our intention is that when children leave St. Anne's, they will do so with the knowledge, understanding and emotional awareness to be able to play an active, positive, and successful role in today's diverse society.

In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them to be confident and happy citizens.

## Coordinator

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## St. Anne's Curriculum Values in PSHE

**Independence** – PSHE is personal. Children are encouraged to reflect on the lessons independently and how the learning will impact their own lives going forward.

**Purposeful** – PSHE is purposeful. It teaches children skills so they can live a healthy, safe, meaningful life.

**Resilience** – In PSHE children learn about the value of resilience. The children are encouraged to never give in every aspect of their life.

**Challenging** – Children at St. Anne's are challenged in PSHE. They are challenged to think about their impact on the world, their views on key issues and how they can challenge themselves in their everyday lives.

**Memorable** – PSHE is memorable as children get to take part in special theme days and assemblies such as, Blue Monday, Express Yourself Day, Anti-Bullying Week, Healthy Living Week, Dog Safety assemblies and Fantastic Fred mental health sessions.



## Lesson Expectations

- Elements of LOST at the start of each session (Learning, Outcomes, Success, Tracking)
- We use the Connect PSHE scheme and follow whole school plan
- CONNECT is split into six whole school themes, which repeat and are added to each year.
- PSHE lessons should occur in a **safe classroom**

A **safe classroom** is one where:

- You handle questions in a delicate way by being open to all questions and with the attitude that no question is silly or wrong
- Your class has agreed ground rules for PSHE
- Use distancing strategies when talking about sensitive issues for example using case studies and characters rather than talking about own experiences
- Consider the vulnerabilities in your class

Autumn 1	Exercise
Autumn 2	Self-care
Spring 1	Give to others
Spring 2	Connect with others
Summer 1	Challenge yourself
Summer 2	Embrace the moment

- Ensure inclusivity
- PSHE lessons should happen once a week. Timings of these lessons are flexible depending on what you are teaching but they should last at least 30 minutes.
- Reacting to issues that arise in your classroom is good practice but a circle time is not a PSHE lesson and should be additional to your timetabled PSHE lesson.
- Children should be referring to the lesson as PSHE and know that it stands for (Personal, Social, Health, Economic)

### EYFS

In the Foundation Stage, PSHE and citizenship are taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals.

In the Revised EYFS PSED is broken down into three aspects:

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships

At St. Anne's, PSHE lessons are recorded in Reception's big book and each child's views are represented.

### How is work recorded/displayed in books?

- Work for each lesson should be placed in PSHE/RSE folders
- Each class now also have a PSHE big book, where class discussions can be evidenced, theme days and assemblies can be reflected on and any work relating to British Values, protected characteristics, SMSC, Citizenship can also be recorded.
- If you need new PSHE folders, then please speak to Ria Lawrence and more can be ordered for you
- Every PSHE/RSE folder should have the PSHE front sheet stuck on the cover and should have the RSE divider inside to keep RSE work separate
- Sheets should have target sheet
- Target sheets should have WALT/Learning question, date, Year and Unit
- Lesson reflections should be completed in most lessons by KS2 and once a topic in KS1.

Examples of reflection prompts:

What will you do differently after this lesson?

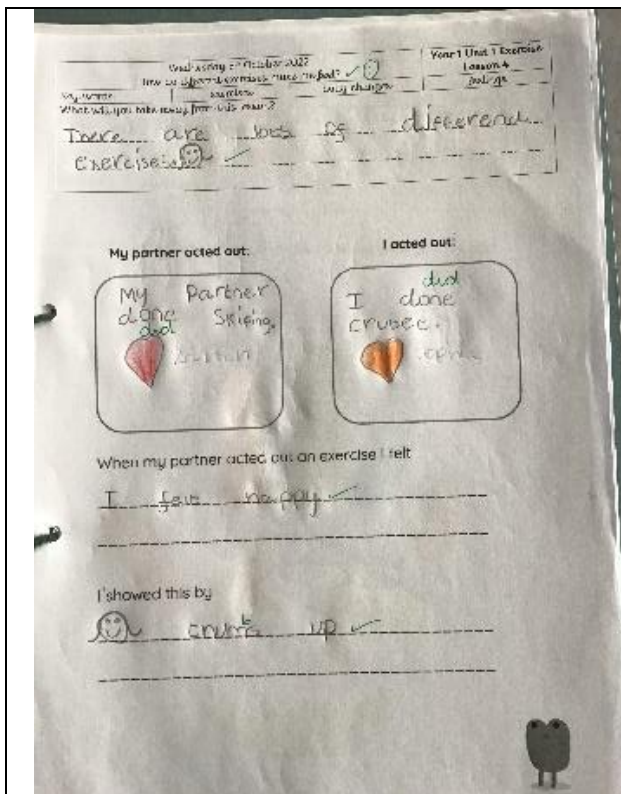
What have you learnt today?

How do you feel after today's lesson?

Wednesday 21 <sup>st</sup> September 2022			Year 1 Unit 1 Exercise
What is exercise?			Lesson 1
Key words:	healthy	fitness	exercise
Lesson reflection:			
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A target sheet is needed for each lesson. Clearly stating what topic and which year group.

Lesson reflection does not have to be part of the target card, it could just be a sentence at the bottom of the page.



A sheet example:

Clear reflection filled in by the child at the end of the lesson.

Sheet snipped from Connect in this case but it can be created by class teacher or sourced from another website.

<https://pshe-association.org.uk/> Has lots of different resources for the topics that we cover.

### Marking and Challenges

- Teachers should facilitate children's discussions by offering knowledge, asking questions and setting challenges where appropriate.
- Challenges and some live marking should be evident where appropriate.

### Assessment/Self-Assessment

- Brainstorm used pre and post topic to show progress. This could be a topic question or the name of the topic. (Exercise/ What do you know already about exercise?)
- KS2 should reflect on their learning at the end of most lessons
- KS1 should reflect on their learning once per topic

Examples of reflection prompts:

What will you do differently after this lesson?

What have you learnt today?

How do you feel after today's lesson?

### Special Events

- Healthy Living and Mental Health Week – Summer
- Anti-Bullying Week- Autumn 2
- Express Yourself Day
- Fantastic Fred Assembly- (food, rest, exercise, devices)
- NSPCC
- Dog Safety Assembly- will teach children how to act safely around dogs
- Blue Letter Day on Blue Monday – encourages children to write a letter of gratitude to somebody who might need cheering up on Blue Monday.
- Careers Week Monday 4<sup>th</sup> February 2024



PSHE themes such as, British Values and the 5 ways to wellbeing are explored throughout the year during assemblies with Mrs Murphy and Mrs Harris as well as KS2 class teachers.

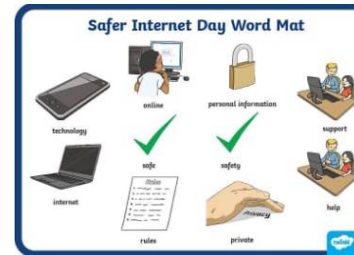
## Lowest 20% Readers

- Encourage the children to read in every lesson.
- Talk to parents about what you are covering to ensure they are supporting their children from home
- Word mats can be used to scaffold learning
- Sentence stems can be used

I can be safe on the internet by...

To keep my body healthy I should...

It is important to have rules because...



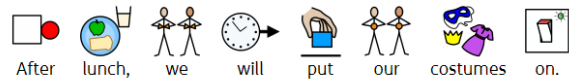
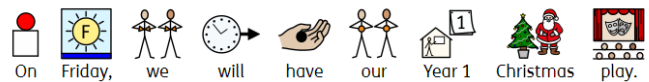
## SEN

Every pupil at St. Anne's has the right to a broad and balanced curriculum. We recognise that many children have specific learning needs, and our goal is to make the curriculum accessible to every child. Teachers are made aware of any additional needs the children have and should make adjustments to their lessons to ensure that each child has the opportunity to achieve. New staff should see Rachel Lewthwaite, our SENCO, for additional support for catering for pupils with SEND at St. Anne's.

In PSHE some suggestions to meet SEN needs are:

- Some children may find role play activities overwhelming so ensure that the activities you choose for your classes are appropriate for your class

- For PSHE theme days and assemblies some children may need to be talked through exactly what will happen as they struggle with change to routines. Widgit Online can be used to create Social Stories for any children that might need more information about particular topics, change to timetable due to assemblies or theme days.



[https://widgitonline.com/login?return\\_path=%2Faccount%2Fdocuments](https://widgitonline.com/login?return_path=%2Faccount%2Fdocuments)

- Freemantle's School have a variety of resources on their website that could help to support a child in your class. <https://www.freeoutreach.org.uk/Resources/>

## EAL

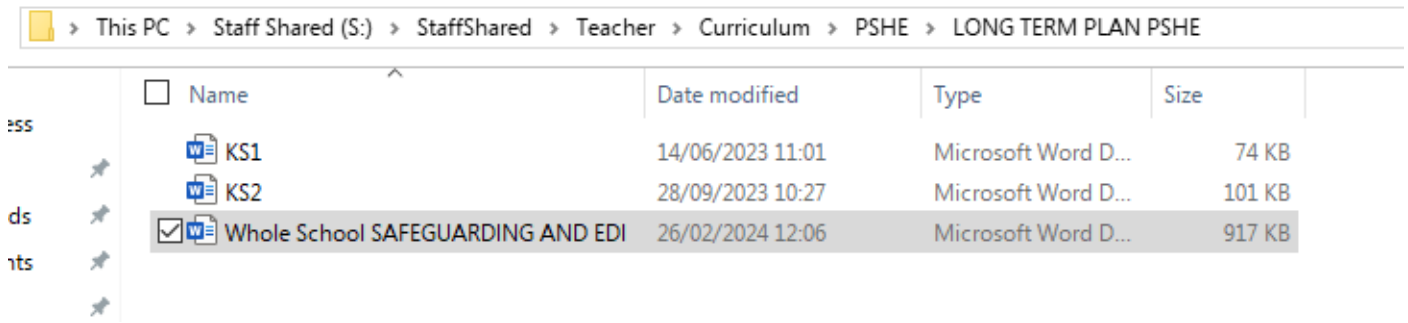
We are proud that our children speak many languages in addition to English. Teachers have had training on the different stages of English language proficiency (using the Hounslow Language Service Grids) and how to support children at each stage. Some ways pupils with EAL should be supported include:




- Communication fans
- iPads used for Google translate
- Visual resources
- Pre vocabulary work
- Practical activities to reinforce learning
- Modelling target language through teacher and peer talk
- Verbally rehearsing learning prior to written work
- Monitoring of those below expected standard

New staff should see Caitlin Dorgan, our EAL Lead, for training on for catering for pupils with EAL at St. Anne's.

## **St. Anne's PSHE Whole School Long Term Plan**

Please ensure you plan from the latest whole school overview as this is updated regularly. Above is where you can find the latest plan.



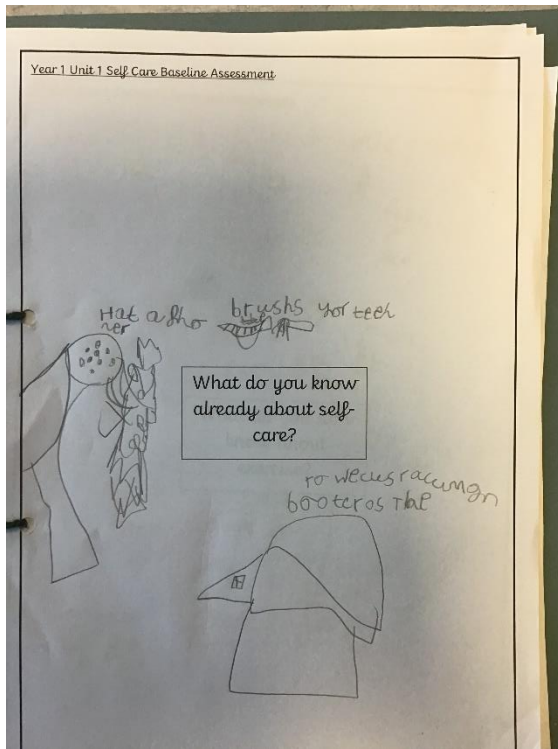
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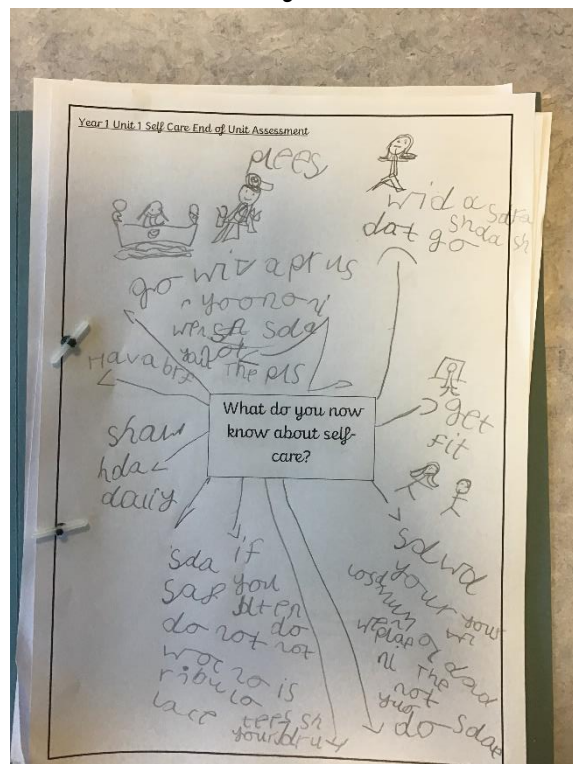


# Assessment Example

## Baseline



## End of Unit



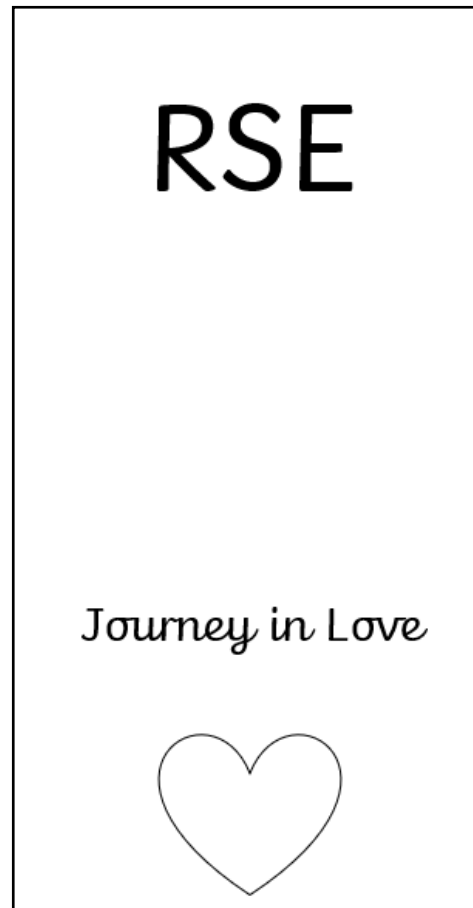


## PSHE Front Cover



This divider can be found below and should be stuck on the front of PSHE/RSE folders.

The RSE front sheet below should be placed inside the PSHE folder to keep RSE work separate.



# Planning Examples

You will find Powerpoints, lesson plans and resources on the CONNECT website. You are welcome to just pick them up and use them or you can use other resources to cover the WALT or learning question for that particular lesson.



Connect

Y1 • TERM 1 • LESSON 1

My favourite animal to move like was:



Connect Lesson Plan



## Y1 TERM 1 - LESSON 1

Term Theme

Exercise

Focus DNA-V Skill

Discoverer

Lesson Resources

- Lesson PowerPoint.
- YouTube Clip: Head Shoulder Knees and Toes, available at <https://youtube/FkL8DwR9S>
- Audio File or Script: Heads, Shoulders, Knees & Toes Body Scan.
- Teacher Resource: Wheel Decide!, available at <https://bit.ly/2u2n3OJ>
- Lesson Handout: My Favourite Animal.
- Lesson Handout: Animal Flashcards.
- Discoverer, Noticer, and Advisor KS1 characters.
- Student and Teacher Emotion Wheels.

Success Criteria	Learning Objectives	PSHE Association Curriculum Objectives
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- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• I can lie down and do a body scan.</li> <li>• I can describe how my body feels after dancing.</li> <li>• I can identify which activities are exercise on the spinner.</li> </ul> | <ul style="list-style-type: none"> <li>• To use my Discoverer skills to explore new ways of moving.</li> <li>• To use my Noticer skills to discover how it feels to move in a different way.</li> </ul> | <ul style="list-style-type: none"> <li>• KS1 HT: "Pupils should have the opportunity to learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical</li> </ul> |
|---|---|--|

## Vocabulary

We recognise that children's vocabulary is essential to pupil's understanding of learning in PSHE and impacts on their overall academic success. Vocabulary should be actively taught throughout every lesson. New words should be visible on target cards and should be referred to during lessons. Please see the subject specific words that must be covered.

<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>		<b>Year 3</b>
brave scared nervous feelings clean sharing kind friend safe body exercise healthy  Discoverer Noticer Advisor	tricky thoughts bodies healthy strangers emotions self-care sleep environment similarities differences  Discoverer Noticer Advisor	confidence self-regulation benefits risks pulse breath moderation physical activities mindfulness  Discoverer Noticer Advisor Values		consequences tracking guide behaviour balanced diet dangers support charitable causes planet climate change sustainable relationships navigate habit friendships rules society's laws
<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>		
independent important people emotional support random acts of kindness charity worrying experience resolving conflicts examine secrets dares changes comfort zone puberty trusted adult	mindful noticing growth mindset skilfully respond different perspectives significant changes compliments gratitude restorative approaches conflict resolution empathy protected characteristics religion race exam stress recycling	circuit personal values 'on-track' fittest healthiest 7 principles of self-care reaching out co-operating stereotypes cultural diversity social inclusion achievement tracking cope	setback enterprising goal uncomfortable situations embrace the moment	