

PSHE and RSE Handbook 2024-2025



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

- We use the Ten Ten Life to the Full Plus scheme and follow whole school plan
- Ten Ten is split into three whole school themes, which repeat and are added to each year.
- PSHE and RSE 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
- 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)

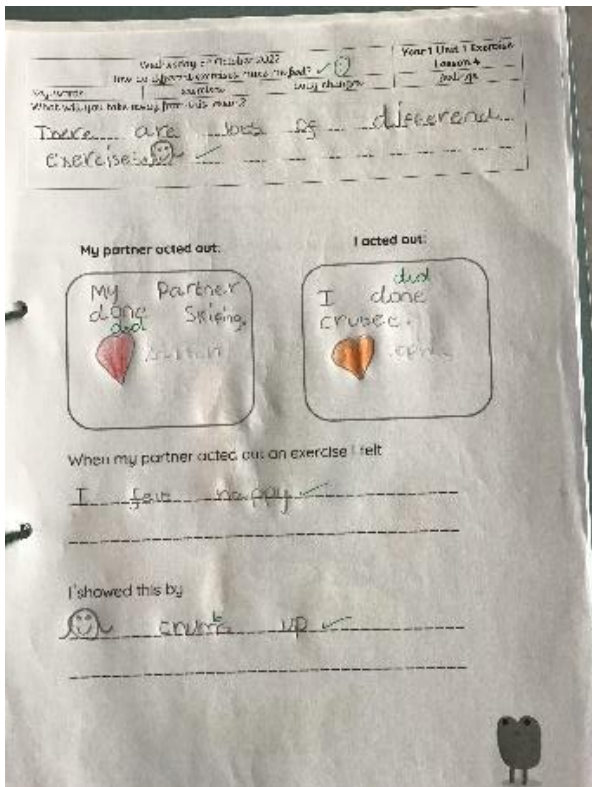
EYFS

EYFS also follows the Life to the Full Plus Scheme

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 Sophie Pigot and more can be ordered for you
- Every PSHE/RSE folder should have the PSHE front sheet stuck on the cover
- Baseline and Post Assessments should be completed as directed by Ten Ten
- On weeks not covered by Ten Ten scheme, class teachers will teach lessons focussing on needs of the class or following themes on the PSHE calendar
- If completing a lesson not covered within the Ten Ten scheme, the Date and WALT should be clearly visible on worksheets used.



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

- Baseline and Post Topic Assessments should be evident in PSHE folders.
- Children should reflect on their learning

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



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...



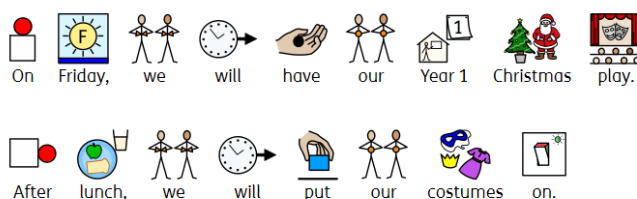
SEN

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

- 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

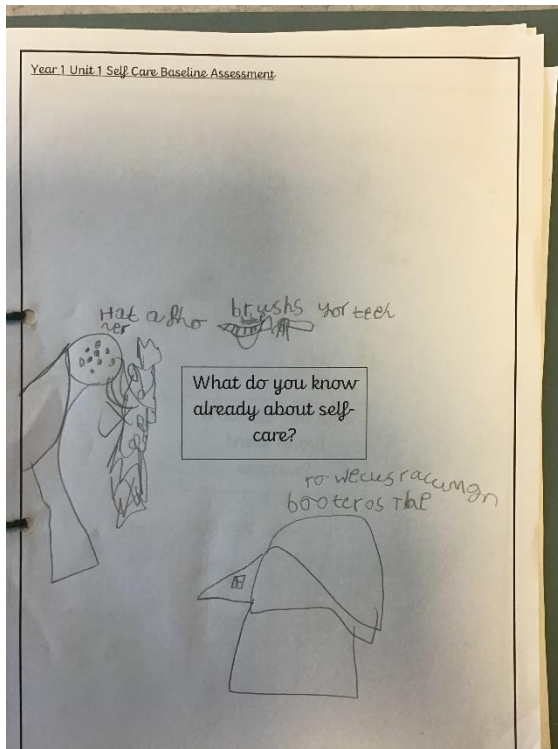
New staff should see Caitlin Dorgan, our EAL Lead, for training on for catering for pupils with EAL at St. Anne's.

St. Anne's PSHE Whole School Long Term Plan

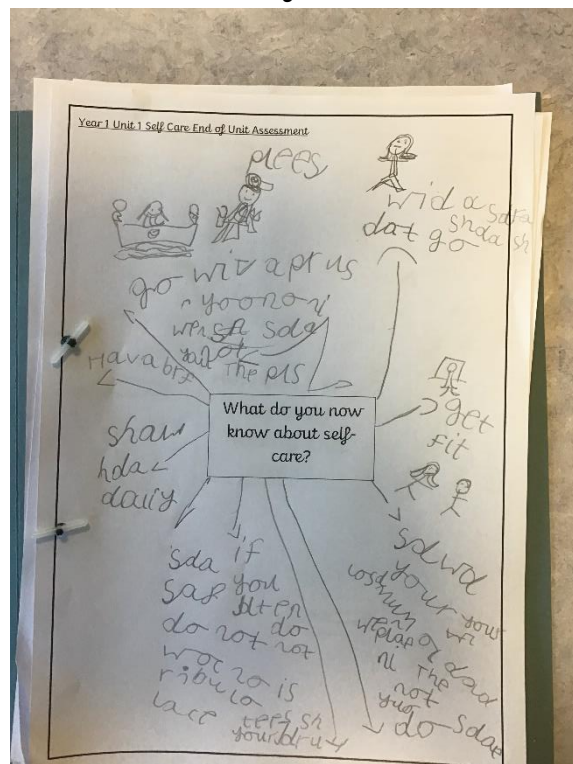
Please ensure you plan from the latest whole school overview (available on the shared drive) as this is updated regularly.

Assessment Example

Baseline



End of Unit



PSHE Front Cover

This front cover should be used for PSHE folders



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.

Reception	Year 1	Year 2		Year 3
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
Year 4	Year 5	Year 6		
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	