

# PSHE

# Handbook



## Intent - What is the purpose of our PSHE curriculum?

At Tranmere Park Primary, we believe that PSHE is a fundamental part of our curriculum; it is designed to engage and captivate our children whilst providing them with skills needed in later life. To ensure that all pupils reach their full potential, their individual needs and abilities are recognised and developed within a caring and supportive environment, in partnership with parents. Personal, social and health education (PSHE) is a planned, developmental programme of learning opportunities and experiences through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our PSHE curriculum makes a significant contribution to pupil's spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to pupils' wellbeing. PSHE equips our pupils with the knowledge, skills, understanding and strategies required to live safe, healthy, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE is providing opportunities for pupils to clarify their own values and attitudes and explore the complex and sometimes conflicting, range of values and attitudes they will encounter throughout their lives. 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 ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better manage their lives.

### **Our Children will:**

- Largely progress through the curriculum at the same pace and differentiation will be achieved by emphasising a deep knowledge through discussion, individual support and children's own first-hand experiences.
- Be intrinsically motivated to learn by building on their knowledge, skills and understanding.
- Be encouraged to ask inquisitive questions, to develop their own views of the world and current affairs.
- Develop confidence, self-esteem, understand how to manage risks making informed choices and begin to understand what influences their decisions and academic achievement.
- Feel secure confident, build self-esteem and academic achievement.
- Feel secure and happy with a view to fulfilling their true potential that will enable children to develop the confidence to think for themselves.
- Actively be involved in developing learning skills and ideas, in order for them work and achieve to the best of their ability.
- Be resilient and understand that making mistakes is all part of growing up and

### **Our Teachers will:**

- Provide a spiral and challenging curriculum which is sequenced to ensure that new and personalised knowledge is taught in each session.
- Identify gaps in understanding and swiftly overcome these with precise teaching.
- Provide a range of experiences and opportunities that can enrich and broaden their learning. This will be through class discussion and time will be given to ensure children have time for personal reflection.
- Be responsive to class and pupil needs and decisions may be taken to explore some aspects in greater depth.
- Teachers and Learning Mentor will follow up certain themes with individual pupils in more detail if required.
- Adapt learning to meet the needs of each cohort on a yearly basis.

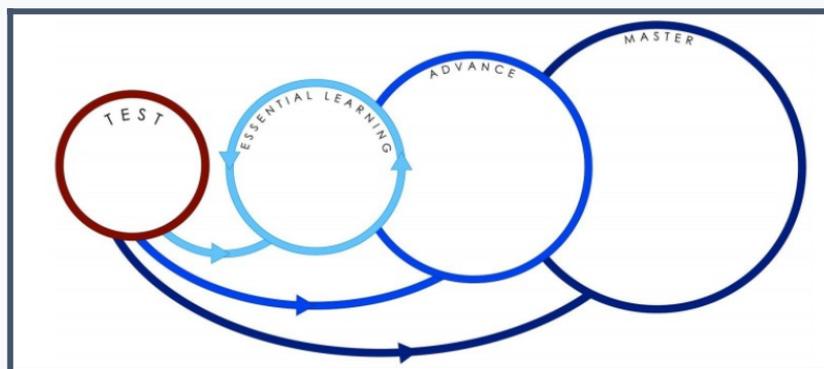
learning from them.

- Possess highly positive attitudes towards the subject and will be aspirational in their goals.

## Implementation - How do we do it?

### The Learning Journey

Pupils receive a curriculum in line with national guide lines and respects and takes accounts of pupil's prior learning and experiences. As part of our teaching we aim to develop our pupils understanding of identity, relationships, including different types, the development of healthy lifestyles, diversity and equality



along with human rights. Our scheme of work – You, Me, PSHE is taken from the Islington Primary Scheme of Work and is adapted to meet the needs of our children. The scheme is divided into five main themes: 1. Sex and Relationships Education (SRE)

2. Drugs , Alcohol and Tobacco Education (DATE) 3. Mental Health and Emotional Well-being 4. Careers, Financial Capability and Economic Well-being 5. Identity, Society and Equality. We also widen the curriculum by using Mind mate lessons, whilst developing the children's understanding for basic first aid using St John's Ambulance content.

### Assessment

- Short term assessments aim to ensure staff become aware of the children's prior knowledge, along with what has been taught lesson by lesson. These include observations of groups, whole class feedback/discussions, use of pre and post-tests, either in written or oral form.
- Medium term assessments are completed at the end of a half-term. These are supported by children completing a post test. Staff use this information to measure the children's progress. Information is noted on assessment grids which are kept in the assessment folders within classrooms.
- Long term assessments assess our children against national expectations. This information is reported back to parents through the child's annual report.

### Monitoring

**PSHE is monitored in-line with the schools long term monitoring plan. There is an ongoing cycle of subject monitoring at Tranmere Park Primary.**

## Impact - What knowledge and skills are obtained?

### **At Tranmere Park, every pupil will:**

- Develop the knowledge, skills, understanding and strategies required to live safe, healthy, productive, capable, responsible and balanced live styles.
- Be able to make effective transitions, develop positive and life long learning attitudes.
- Understand where to go for support if needed.
- Develop their own emotions and understand how to deal with them.
- Understand that there are differences with our world and start to clarify their own point of view about these.

**Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:**

The Tranmere Park Way		
<i>Be Yourself</i>	<i>Be Your Best</i>	<i>Be Team Tranmere</i>
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of	Our children 'give it everything they have got' to achieve their full potential across the curriculum.	Our children are a part of a community and have respect for the resources and people in it and that surround it.

others.					
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

## TEAM TRANMERE LEARNING BEHAVIOURS



### Guidelines for PSHE Curriculum

Teaching PSHE is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, resources and so on. The principles of positive relationships apply as much online as they do offline especially as, by the end of primary school, many children will already be negotiating relationships seamlessly online and offline. When teaching relationships content, online safety should be addressed. This should include content on how information and data is shared and used online, for example sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Children learn about families and

consist of many people. And learn to reflect that some children may have a different structure of support around them, e.g. looked after children or young carers.

Topics to be covered by the end of Primary School:

- Families and people who care for me
- Families
- Caring Friendships Respectful Relationships including Friendships
- Respectful Relationships Intimate and sexual relationships, including sexual health
- Online Relationships Online and Media
- Being Safe Being Safe Health Education topics to be covered by the end of Primary School
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating • Drugs, Alcohol & Tobacco
- Health & Prevention
- Basic First Aid

**By the end of Primary School:**

<b>Families and people who care for m</b>	Pupils should know: <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for</li></ul>
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	<p>children's security as they grow up.</p> <ul style="list-style-type: none"> <li>• that marriage<sup>12</sup>/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• the conventions of courtesy and manners</li> </ul> <p>the importance of self-respect and how this links to their own happiness.</p> <ul style="list-style-type: none"> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in</li> </ul>

	relationships with friends, peers and adults.
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>• where to get advice from e.g. family, school and/or other sources.</li> </ul>
<b>Mental Well-Being</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</li> </ul>
<p><b>Internet Safety</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>
<p><b>Physical Health and Fitness</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> </ul>

	<ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity).</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Health &amp; Prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
<b>Basic First Aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent Body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>

Year 1 & 2	Autumn		Spring		Summer	
Cycle 1	<p><b>Physical Health &amp; Wellbeing - Fun Times</b></p> <p>YR 1</p> <p><b>Max 3 lessons</b></p> <p><b>MindMate:</b> Y1 - Being the same; being different. Celebrating differences</p>	<p><b>Physical Health &amp; Wellbeing - What Keeps me healthy?</b></p> <p>YR 2</p> <p><b>Max 3 lessons</b></p> <p><b>MindMate:</b> Y2 - Solving problems - not giving up - perseverance.</p>	<p>Year 1 - Careers, financial capability and economic wellbeing - My Money</p> <p><b>Max 3 lessons</b></p> <p><b>MindMate:</b> Y1 - Solving problems - making it better. Setting goals and targets.</p>	<p>Year 1 - Identity, society and economic equality - Me and Others.</p> <p><b>Max 3 lessons</b></p> <p><b>MindMate:</b> Y1 - Feeling good and being me - recognising feelings.</p>	<p><b>Drugs &amp; Alcohol &amp; Tobacco Education - What do we put into and on to our bodies?</b></p> <p>YR 1</p> <p><b>Max 2 lessons</b></p> <p><b>MindMate:</b> Y1 - Feeling good and being me - recognising feelings.</p> <p><b>First Aid - Communication and casualty care.</b></p>	<p><b>Drugs &amp; Alcohol &amp; Tobacco Education - Medicines and me</b></p> <p>YR 2</p> <p><b>Max 3 lessons</b></p> <p><b>MindMate:</b> Y2 - Strong Emotions - Comfortable and uncomfortable feelings</p> <p><b>First Aid - Coping with an emergency</b></p>
			<p>Year 2 - SRE - Boys and girls - families</p> <p><b>Max 6 lessons</b></p> <p><b>MindMate:</b> Y2: Bring the same; being different. Beginning to understand empathy</p> <p><b>MindMate:</b> Y2 - Feeling good and being me - celebrating strengths.</p>			
Cycle 2	<p><b>Mental Health &amp; Emotional Wellbeing - Feelings</b></p> <p>YR 1</p> <p><b>Max 3 lessons</b></p>	<p><b>Mental Health &amp; Emotional Wellbeing - Friendships</b></p> <p>YR 2</p> <p><b>Max 3 lessons</b></p>	<p>Year 1 - Careers, financial capability and economic wellbeing - My Money</p> <p><b>Max 3 lessons</b></p>	<p>Year 1 - Identity, society and economic equality - Me and Others.</p> <p><b>Max 3 lessons</b></p>	<p><b>Keeping Safe &amp; Managing Risk - Feeling Safe</b></p> <p>YR 1</p> <p><b>Max 3 lessons</b></p>	<p><b>Keeping Safe &amp; Managing Risk - Indoor &amp; Outdoors</b></p> <p>YR 2</p>

**PSHE - Key Stage 1 - Cycle 1 & 2 - Years 1 & 2**

Year 3 & 4	Autumn		Spring		Summer	
Cycle 1	<p><b>Physical Health &amp; Wellbeing</b> - Who helps me?</p> <p>YR 3</p> <p><b>Max 3 lessons</b></p> <p><b>First Aid</b> - Bones, muscles and joint injuries.</p> <p><b>Mindmate</b> - Yr3 - Life Changes - Life in KS2: New faces and new routines. I am learning how to handle change.</p>	<p><b>Physical Health &amp; Wellbeing</b> - What is important to me</p> <p>YR 4</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr4 - Life Changes. Positive and negative effects on emotional wellbeing and mental health. Emotions are a part of life.</p>	<p>Year 3 - Careers, financial capability and economic wellbeing - Saving, spending and budgeting.</p> <p><b>Max 3 lessons</b></p> <p><b>First Aid</b> - Basic life support</p> <p><b>Mindmate</b> - Yr3 - Being the same and being different. Friends will have different opinions.</p>	<p>Year 3 - Identity, society and economic equality - Celebrating differences</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr3 - Feeling good and being me - Goals and aspirations. Things that I am good at.</p>	<p><b>Drugs &amp; Alcohol &amp; Tobacco Education</b> - Tobacco is a drug</p> <p>YR 3</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr3 - Solving Problems and making it better. Dealing with difficult situations and working with people in my class.</p> <p><b>First Aid</b> - Yr 3 - basic life support.</p>	<p><b>Drugs &amp; Alcohol &amp; Tobacco Education</b> - Making Choices</p> <p>YR 4</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr4 - Solving problems and making it better. Coping with difficult situations.</p> <p><b>First Aid</b> - Yr 4 - Children will learn about poisons.</p>
Cycle 2	<p><b>Mental Health &amp; Emotional Wellbeing</b> - Strength and Challenges</p> <p>YR 3</p>	<p><b>Identifying society and equality</b> - Democracy.</p> <p>Yr4</p> <p><b>Max 3 lessons</b></p>	<p>Year 3 - Careers, financial capability and economic wellbeing - Saving, spending and budgeting.</p> <p><b>Max 3 lessons</b></p>	<p>Year 3 - Identity, society and economic equality - Celebrating differences</p> <p><b>Max 3 lessons</b></p>	<p><b>Keeping Safe &amp; Managing Risk</b> - Bullying - See it, say it, stop it</p>	<p><b>Keeping Safe &amp; Managing Risk</b> - Playing safe</p>



**PSHE - Lower key Stage 2 - Cycle 1 & 2 - Years 3 & 4**

Year 5 & 6	Autumn	Spring	Summer			
Cycle 1	<p><b>Physical Health &amp; Wellbeing</b> - In the media</p> <p>YR 5</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr6 - Being the same/being different - body image, social media - I can talk and listen in different situations.</p> <p><b>First Aid</b> - Electric Shocks</p>	<p><b>Identifying society and equality</b> - Human Rights - Yr6</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr5 - Solving Problems - Making it better: talking it through and restorative justice.</p>	<p>Year 5 - Careers, financial capability and economic wellbeing - Borrowing and earning money.</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr5 - Feeling good and being me, self-belief - I can do.</p>	<p>Year 5 - Identity, society and economic equality - Stereotypes, discrimination and prejudice (including homophobia)</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr5 - Being the same/being different. Stigma - I can describe stereotyping.</p>	<p></p> <p><b>Drugs &amp; Alcohol &amp; Tobacco Education</b> - Different influences</p> <p>YR 5</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr5 - Strong emotions and mental health - I know what my mental health is.</p>	<p></p> <p><b>Drugs &amp; Alcohol &amp; Tobacco Education</b> - Weighing up the risk</p> <p>YR 6</p> <p><b>Max 3 lessons</b></p> <p><b>Mindmate</b> - Yr6 Self integrity - feeling good to be me. I can stay true to myself</p>
Cycle 2	<p><b>Mental Health &amp; Emotional Wellbeing</b> - Dealing with feelings</p>	<p><b>Mental Health &amp; Emotional Wellbeing</b> - </p>	<p>Year 5 - Careers, financial capability and economic wellbeing - Borrowing and earning money.</p>	<p>Year 5 - Identity, society and economic equality - Stereotypes, discrimination and prejudice (including homophobia)</p>	<p><b>Keeping Safe &amp; Managing Risk</b> - When things go</p>	<p><b>Keeping Safe &amp; Managing Risk</b> - Keeping safe</p>

**PSHE - Upper key Stage 2 - Cycle 1 & 2 - Years 5 & 6**



## **PSHE procedures**

PSHE is a statutory lesson and should be taught weekly for about one hour with opportunities to enhance the learning through other subjects and events.

PSHE is taught on a 2-year rolling programme.

The main part of our curriculum is delivered through the **Islington Scheme of work – You, me PSHE**.

To ensure all objectives are covered supplement lessons from **Mindmate and St Johns Ambulance** have been added to the curriculum.

**Mindmate** Lessons have 6 themes to be taught over the year -Feeling good, being me – Friends & Family – Life Changes – Strong Emotions – Being the same being different – Solving problems. A lot of the focus in these lessons are about self-confidence, celebrating strengths, looking at emotions, mental health & well-being.

**First Aid – St John’s Ambulance** – 1 First Aid sessions per term – The **Department for Education** recommends that pupils at KS2 should know how to make a clear and efficient call to emergency services and learn about the concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

### **Plans are on the system:**

#### **Islington Scheme**

*Staff works – 5. Curriculum Subjects – PSHE 2021-2022 – PSHE Islington You, me, PSHE 2017*

#### **Mindmate Lessons**

*Staff works – 5. Curriculum Subjects – PSHE 2021-2022 – Mindmate Lessons 2021-2022*

#### **First Aid Lessons**

*Staff works – 5. Curriculum Subjects – PSHE 2021-2022 – KS1 & KS2 First Aid Lessons 2021-2022*

As PSHE is now statutory the recording of PSHE is not just about what is taught within the Islington scheme, but also the wider world of our school life and how we prepare our children for high school through our wider and extra-curricular offer. This is to show how we as a school all contribute to developing young citizens.

## PSHE is to be recorded as a 'Big PSHE Floor Book' documenting

- Annotated plans
- Pre & post tests
- Sticky notes to record pupil's conversations/views
- Any work children produce
- Photos sharing and giving a brief overview of the lesson/topic for that half term and how the children have progressed
- Photos related to first aid with a brief overview of what has been taught during the term and how the children progressed
- Photos related to Mindmate lessons giving a brief overview of what has been taught during the term and how the children progressed

### Please record any additional evidence such as:

- Trips out/visitors/events/charity/residentials
- Muddy Puddle days/themed weeks/mental health activities
- Entry/exit points/parent drop in's
- Assemblies/performances/class buddies
- Links to activities that relate to British Values/SMSC
- Healthy eating/cooking/sporting events/Science
- Internet safety/e-safety week/computing
- These can be recorded just a selection of photos and brief outline of what occurred

### Assessments:

Build in opportunities during your lessons to enable pupils to use self-assessment, peer assessment and enable them to be reflective. This is a good way for them to record and recognise how their learning has changed, how they have become more resilient or even become more respectful towards other [people's point of view. Any comments can be again recorded in the big book.

**Teacher's judgement** – Use of discussions, knowledge, and pupil's reflections – for example consider - Do they show more empathy? Can they work more effectively in a group? Do they communicate and listen fairly to others? **Assessments grids to be completed half termly.**

### Parental Involvement:

School has an open-door policy and parents are always welcomed to talk to their class teacher if required. Parents are made aware of how to contact Mr Beech or Mr Learmonth who support pupils in school and can make appointments as and when a parent requires. School places all our policies on the school website and during the Autumn term parents are asked to view the SRE [policy and content that will be taught. They are asked to reply to a survey related to this. School then acts on information received. Parents also receive information related to their child's learning and behaviour through parents' evenings and Pupil Mentoring record 3 times a year.

### Cross Curriculum Links:

PSHE prepares our children to become young citizens of the world. This can be through world current affairs, SMSC, cultural beliefs of others, debates and discussions

### Further Resources:

Here are a few links to support RHE & SRE learning. The core themes for PSHE are 'Health & Wellbeing, Relationships and Living in the Wider World.'

**National Oak Academy** - There are a variety of lessons

KS1 - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/rhe-pshe>

KS2 - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/rhe-pshe>

## **Mental Health**

**Kindness - Newsround** - <https://www.bbc.co.uk/newsround/52557800>

This link relates to Kindness week which took place earlier this year. However, further links support the sub heading below.

**What is a mental health problem** - <https://www.bbc.co.uk/newsround/49997791>

**Why is it hard to talk about mental health issues?**  
<https://www.bbc.co.uk/newsround/46425575>

**You don't need to compare yourself to others** - <https://www.bbc.co.uk/newsround/48386960>

**Anxiety and Depression** - <https://www.bbc.co.uk/newsround/38080958>

**Taking control of my anxiety** - <https://www.bbc.co.uk/newsround/51403096>

**Mental Health in Lockdown** - How have you been affected - <https://www.bbc.co.uk/newsround/52648129>

Also on this page <https://www.bbc.co.uk/newsround/52557800> Newsround celebrate stories linked to diversity, racism, black history through PSHE

## **Black History Month - Newsround**

What is it? - <https://www.bbc.co.uk/newsround/49883230>

Black Women you should know about - <https://www.bbc.co.uk/newsround/41433196>

Black Men who make history - <https://www.bbc.co.uk/newsround/41775249>

Growing up in Black America <https://www.bbc.co.uk/newsround/32976667>

**Newsround** - You could follow some of the daily news which would show links to the core theme for PSHE of 'Living in the Wider World.' - <https://www.bbc.co.uk/newsround>

**PSHE Association** - <https://www.pshe-association.org.uk/content/home-learning-resources>

**Primary Resources** - <http://www.primaryresources.co.uk/pshe/pshe.htm>

**BBC Teach** – KS1 Clips related to motivation, teamwork etc  
-<https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7>

**BBC Teach** – KS2 Puberty –  
<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-ask-lara/zmc3j hv>

**BCC Teach** – KS2 Growth Mind Set – <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset/zkph92p>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-brain-lab/z7khnd>

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/> Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-and-resources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans  
<https://www.psheassociation.org.uk/curriculum-and-resources/resources/guidance-teaching-about-consent-pshe-education-key>

LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary <https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Online and offline relationships and bullying, alcohol, smoking, stress, body image: Public Health England website with videos made by young people and resources tested with teachers  
[https://campaignresources.phe.gov.uk/schools/topics/riseabove/overview?WT.mc\\_id=RiseAboveforSchools\\_PSHEA\\_EdComs\\_Resource\\_listing\\_Sep17](https://campaignresources.phe.gov.uk/schools/topics/riseabove/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17)

Mental health and emotional wellbeing: PSHE Association lesson plans  
<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and>

Online safety Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683895/Education\\_for\\_a\\_connected\\_world\\_PDF.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF)

*Please ensure you watch the clips beforehand.*





[Bullying and cyberbullying | Childline](#)



[Worried about bullying? - MindMate](#)

## Mental Health & Well-being



**Feeling angry**  
For tips and advice on dealing with anger and details on who you can contact if you need further support.

[Anger >](#)

[Feeling angry? - MindMate](#)



**Self image**  
Do you worry about how you look? Find out how to work towards positive self image.

[Body image >](#)

[Self image - MindMate](#)

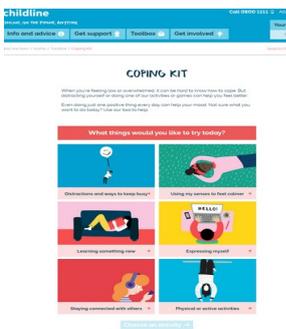


**Feeling really stressed or worried?**  
Anxiety happens when your body starts reacting to a stressful situation or a worry in your mind. Managing this is the key.

[Stress and worry >](#)

[Feeling really stressed or worried? - MindMate](#)

## Coping tool kit



[Coping Kit | Childline](#)

Playing simple games for the tool kit can help your mental health. There are plenty of ideas to support your worries.



[Games | Childline](#)

Teach yourself ways to keep calm.



[Calm zone | Childline](#)

## Gender & Identity



[Feeling different? - MindMate](#)



[Sexual and gender identity | Childline](#)



Parents' Guide - [Gender Identity & Mental Health | Guide For Parents | YoungMinds](#)

## Disability



[Living with a disability | Childline](#)



[BBC iPlayer - Operation Ouch! - Hospital Takeover: 7. Germ-Fighters](#)



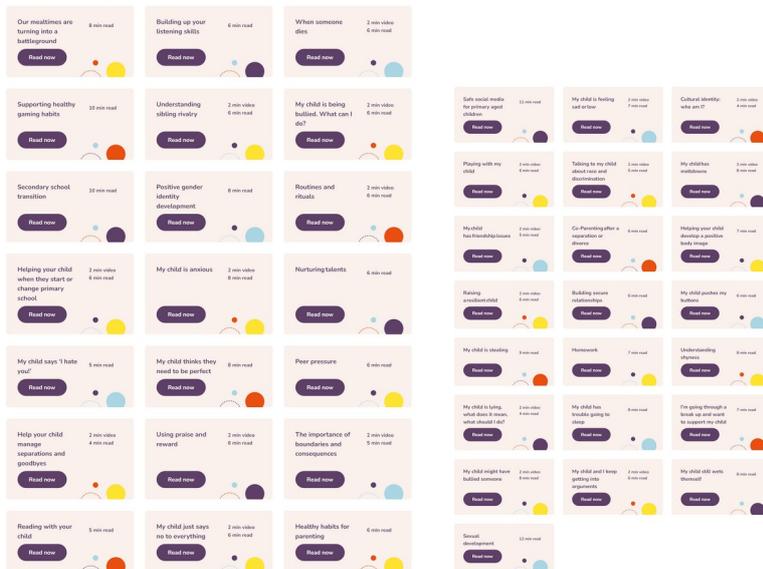
Child's guide - [ADHD and Mental Health | Signs and Symptoms of ADHD | YoungMinds](#)

Parents guide [Help Your Child With ADHD | Parents Guide to Support | YoungMinds](#)

## Parental Support

Smart Parental Support – this website has great tips for parents to help and support themselves and their child who might be going through a difficult time.

[Place2Be: Parenting Smart: Articles](#)



[Useful resources for parents - MindMate](#)



[Resources for self isolation - MindMate](#)

## **Resources:**

Sexual health and relationships: range of resources available at <https://sexwise.fpa.org.uk/> Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office) <https://www.pshe-association.org.uk/curriculum-andresources/resources/disrespect-nobody-teaching-resources-preventing>

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Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

PSHE: PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-andresources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, will be useful in supporting school leaders to identify and respond to the particular health and wellbeing needs of their local school-age population.

There are also early years profiles <https://fingertips.phe.org.uk/profile-group/childhealth/profile/child-health-early-years>