



## PSHE

### How this subject is taught

At Lammack Primary School, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE is taught across the school through different subjects using a cross curricular approach. We use a range of teaching and learning styles, engaging the children in activities such as discussions, circle time, role play, games, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote an active part in a the school community e.g. fundraising, sponsored activities, the planning of school special events such as assemblies or participation in the Lammack UN, our active school council.

The focus for PSHE across the school has been developed with the children. A school-wide vote was held in July 2015 to decide which aspects of PSHE the children thought were important to them. These were incorporated into a curriculum which also targets other needs.

### Foundation Stage

Foundation stage teachers use the EYFS (Early Years Foundation Stage) documentation to provide opportunities for children to develop socially, emotionally, spiritually and morally. There is a focus on becoming an individual alongside working with others.

Children should learn to:

- manage relationships by playing co-operatively, being sensitive to the feelings of others and forming positive relationships with children and adults
- develop their self-awareness and confidence by engaging in new experiences, talking to others about their ideas and being aware enough to know when to say when they do or do not need help
- manage their feelings and behaviour by following rules, learning about consequences and talking through their feelings. They should also become used to changes of routine, learning to adjust their behaviour to different situations.

### Key Stage One

Key Stage One teachers will develop their children's view of themselves start to widen the PSHE curriculum. There is a greater emphasis on diversity and British values.

Children should learn to:

- identify and respect difference between themselves and others
- proactively help those in need of charity and learn that everybody has the right to equality
- develop their teamwork through careful listening and taking turns with partners
- recognise the strengths of different people to solve problems using all team members

- learn how and why to keep themselves clean
- learn how to keep themselves safe and modify behaviour in different environments
- recognise that bullying is wrong and can list some ways to get help in dealing with it
- respect the environment and develop eco-friendly strategies to boost the environment
- explore our culture and the cultures of other countries
- engage in the school council, representing and researching their country.

## **Key Stage Two**

Children should learn to:

- demonstrate that they recognise their own worth and that of others
- identify positive ways to face new challenges
- discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way
- talk about a range of jobs, and explain how they will develop skills to work in the future
- make choices about how to develop healthy lifestyles
- make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing
- list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these
- can describe the nature and consequences of bullying, and can express ways of responding to it
- respond to, or challenge, negative behaviours such as stereotyping and aggression
- describe different systems of government and the benefits of democracy
- recognise human rights, the rule of law and our responsibilities.

## **How this subject is assessed**

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

Each year has a guided scrapbook with year specific success criteria for each half term. These ensure a progression from early years up to year 6.

These scrapbooks describe what skills the majority of pupils should demonstrate by the end of the key stage. They are designed to help teachers judge levels of achievement and the extent to which their pupils are making progress.

The effect of the subject and the school UN will be monitored through discussions with children and questionnaires.

## **Priorities for Future Development**

- Include more PSHE in cross curricular work by collecting a bank of ideas for different topics and countries.
- Start at least 1 PSHE related club which allows children to talk about their feelings and act out scenarios.
- Work with the children and welfare staff to create a varied menu which allows children to make healthy decisions.

