

Delivering PSHE as part of a creative curriculum

Nelson Mandela Community School
Rochelle Jeffery / November 2016



Why is PSHE so important?

OFSTED's changing priorities

Personal development, behaviour and welfare (one of 4 key judgments)

Inspectors will evaluate the extent to which the school successfully promotes and supports pupils':

- **employability skills** so that they are well prepared for the next stage of their education, employment, self-employment or training
- **understanding of how to keep themselves safe** from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- **knowledge of how to keep themselves healthy, both emotionally and physically**, including through exercising and healthy eating
- **personal development**, so that they are well prepared to respect others and contribute to wider society and life in Britain.

[Common Inspection Framework - June 2015]

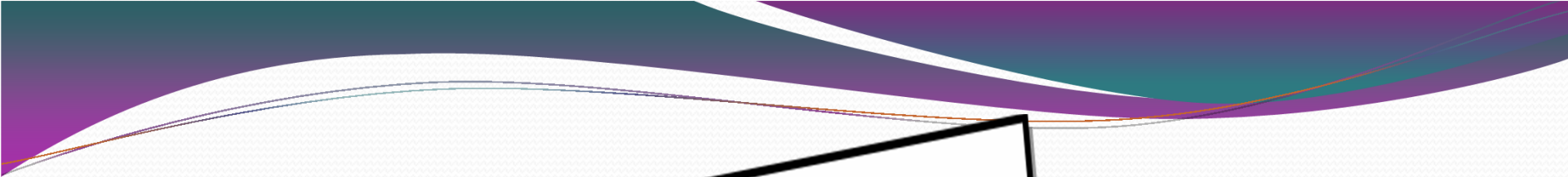
Supporting evidence

An example from the descriptor for grade 1:

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

"Are you teaching about the importance of tolerating other people and other cultures? Are you doing it through your RE lessons? Are you doing it through your PSHE programmes? You can tell very quickly whether a school is doing that or not and if they're not doing that, they're going to fail an Ofsted inspection."

**[Sir Michael Wilshaw
Chief Inspector]**



'It is difficult to see how safety and safeguarding can be good if PSHE education provision is poor.

If pupils are kept ignorant of their human, physical and sexual rights; or how to protect themselves and others, or know where to go to for help, they are not being adequately safeguarded.'

Janet Palmer HMI

PSHE and the political landscape



House of Commons
Education Committee

Life lessons: PSHE and SRE in schools

Fifth Report of Session 2014–15

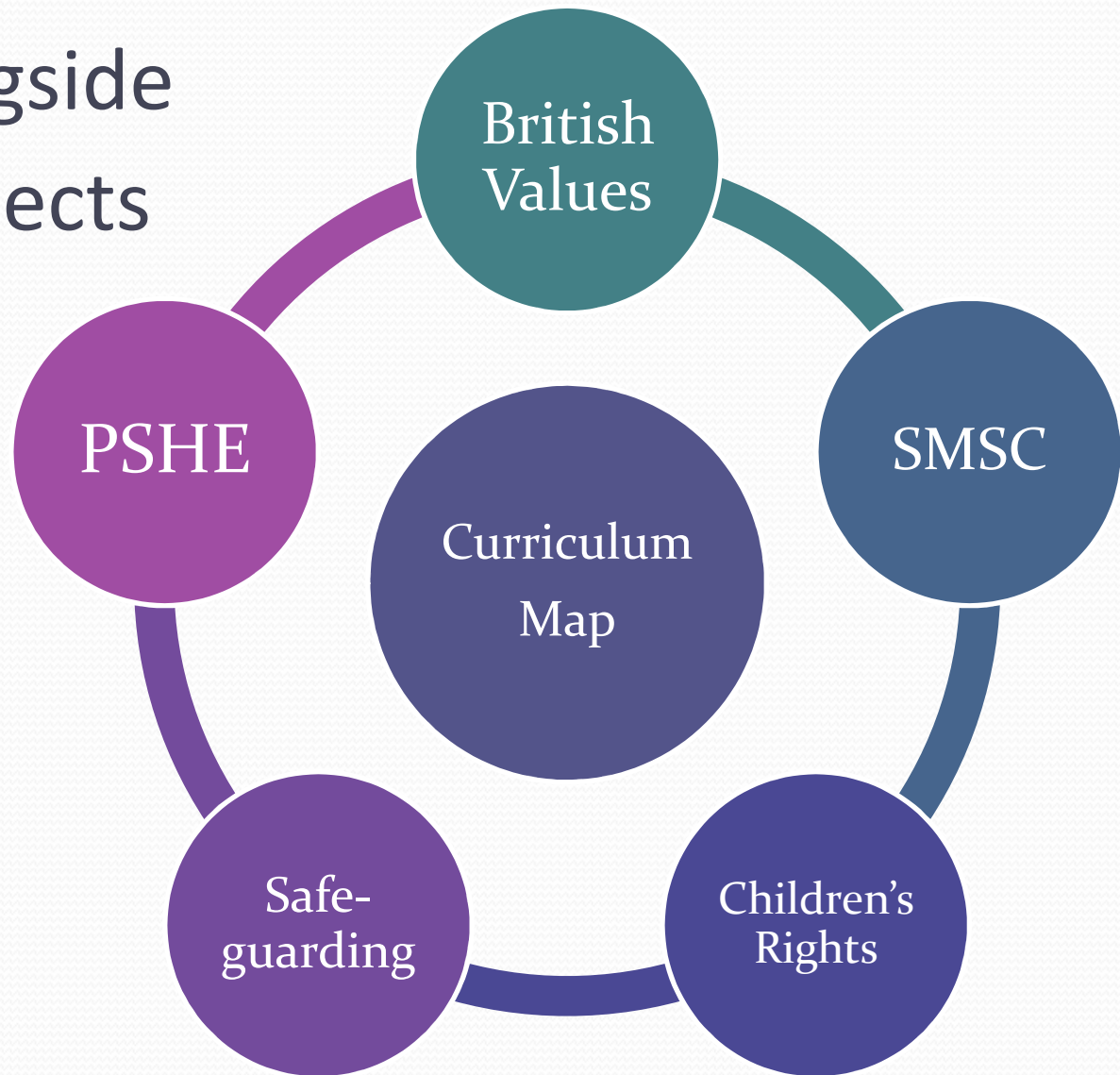
*Report, together with formal minutes relating
to the report*

*Ordered by the House of Commons
to be printed 11 February 2015*

CHILDREN'S RIGHTS

- Article 17 – *the right to information to promote well-being and health*
- Article 29 – *the state must prepare children for a responsible life*
- Article 12 – *the right to express their views*
- Article 34 – *the right to protection from all forms of harm*

PSHE alongside
other key aspects
of the
curriculum



Year Three	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips and enrichment	Sarehole Mill? Or a Stone Age visitor	BMAG visit Egyptians		Lunt Fort trip	Botanical Gardens	Local trip-asking for opinions-Computing
British Values	11. To be aware of significant personalities, events and turning points in our history (topic) 12. To be conversant with examples of British creativity and/or culture (topic)		8. To understand and exercise the notion of fair play	5. To cherish the individual liberty afforded to citizens of these islands (topic) 7. To have some understanding of how a democratic political system works (topic) 11. To be aware of significant personalities, events and turning points in our history (topic) PSHE Living in a Community also- 1,2,5,6,9,10,	9. To be committed to personal and social responsibilities	1. To identify with different people and their cultures 2. To respect the opinions and beliefs of others
Rights Respecting Schools		Article 24		Articles- 2, 6, 7, 8, 14, 15, 30-very important		
Safeguarding	Self-awareness and Anger management	Keep Safe Week Making healthy food choices			Money Week: Keeping my money safe, consequences borrowing money	Walk to School/Road Safety
Global Learning		Protecting and respecting animals. River Nile-saving water?	Fossil fuels/renewable energy	Saving energy-light	Climate change-global warming Biodiversity, growing	



Delivering our PSHE education

In our school the PSHE curriculum is delivered in a variety of ways;

- *As a whole school, through assemblies, but also through a strong school culture, whose values are integrated into each and every school day.*
- *For two terms in each academic year, through twice weekly PATHS lessons. (Promoting Alternative THinking Strategies; or PATHS as it is more widely known; is a social and emotional learning (SEL) programme for primary school children. It is an early intervention prevention programme which builds social and emotional literacy, leading to benefits such as improved self-control, greater ability to solve problems and increased educational attainment.)*
- *For one term in each academic year, through discrete weekly lessons which cover curriculum content that is not met by PATHS.*
- *Through cross-curricular links with other subjects such as Science, Geography and RE.*
- *Through annual focus weeks where pupils learn about subjects such as Safety, Money, Internet Safety and Road Safety.*

PSHE and PATHS Curriculum Map 2016-17

PATHS and PSHE learning objectives overview

Our curriculum for PSHE aims to deliver the following learning objectives by the end of KS2.

Detailed learning opportunities in each area, under each key stage are detailed in the PSHE Association curriculum which we follow.

Core Theme 1: Health and wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen
<p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 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 wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing 	<p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage 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 for help 5. how to respect equality and diversity in relationships. 	<p><i>Pupils should be taught:</i></p> <ol style="list-style-type: none"> 1. about respect for self and others 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. to 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 people's lives 8. a basic understanding of enterprise.

PSHE and PATHS Curriculum Map 2016-17

Year	Autumn term	Spring term		Summer term
4	<p>PATHS</p> <p>Unit 1: Getting started (recap) <i>Recap of previous learning (Don't teach all individual lessons)</i></p> <p>Unit 2: Feelings and Relationships <i>Strengthening peer relations, empathy and reflective thinking. Applying conflict resolution skills to real-life situations.</i></p>	<p>PSHE</p> <p>Relationships <u>Positive Relationships</u> See 'Diversity' Medium term planning <i>Including NSPCC Underwear rules lessons</i></p> <p>❖ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>❖ to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>❖ to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</p> <p>❖ to recognise and challenge stereotypes</p> <p>❖ to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>❖ 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'</p>	<p>PSHE</p> <p>Living in the Wider World <u>Rights and Responsibilities</u></p> <p>❖ why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations & how to take part in making & changing rules</p> <p>❖ to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>❖ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>❖ to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>❖ to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p>	<p>PATHS</p> <p>Unit 3: Making Good Decisions <i>Peer pressure and independent decision making. Actions and consequences.</i></p> <p>Unit 5: Problem-Solving <i>Exploring more complex and confusing problems. Positive goal setting and persistence, including learning about real-life examples. (This is a long unit – select the lessons you feel are most appropriate)</i></p>

Diversity Planning 2016-17

Year	Spring 1	Week 1	Week 2	Week 3	Week 4	Week 5
1	<p>PSHE Relationships Respecting others</p> <p>❖ to identify and respect the differences and similarities between people ❖ to identify their special people (family, friends, carers), what makes them special and how special people should care for one another ❖ to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p>	<p>The same and different <i>L.O. To know some things that are the same and some things that are different about people.</i></p> <p>To think about how we are similar and different from each other – gender, names, families, things we like, religion, colour of our skin, hair, our clothes etc.</p> <p>Read the story Happy in Our Skin Fran <i>Manushkin</i> (Diversity book collection)</p> <p><i>Suggested outcome – drawing me and my friend – what is the same about us, what is different.</i></p>	<p>Boys and Girls <i>L.O. To know that being a boy or girl doesn't make a difference to what we can play or like.</i></p> <p>Think about <u>stereotypical</u> boys and girls things (e.g. show some toys and sort them into girls and boys toys) Challenge children's ideas – why can't girls play football. Why can't boys play with a baby doll?</p> <p>Read the stories William's doll – <i>Charlotte Zolotow</i> I'm a girl! <i>Yasmeen Ismail</i> (LGBT and Diversity book collections)</p> <p><i>Suggested outcome - Pupils go and play with something that they wouldn't usually choose.</i></p>	<p>Respecting differences <i>L.O. To be kind and respectful towards people who are different from us.</i></p> <p>Think about how it feels to be different. Read the story – Something Else <i>Kathryn Cave</i> (PSHE book collection)</p> <p>Why did something else get treated differently – how did it make him behave/ feel? Why is it wrong to treat someone unkindly just because they are different?</p> <p><i>Suggested outcome – role play. Imagine something else came to our classroom – role play welcoming him to our school.</i></p>	<p>My Special People <i>L.O. To think about the people who are special to me.</i></p> <p>What makes me special? Who are my special people? What makes them special? How do I make them special? How do they make me feel special?</p> <p><i>Suggested outcome – pupils to think about the people in their lives who are special to them. Drawing a picture of themselves and a person who is special to them and writing sentence about why they are special.</i></p>	<p>What makes a family? <i>L.O. To think about how special people should care for one another.</i></p> <p>How do families and friends care for one another? Read the story, Who's in My Family <i>Robie H. Harris</i> (Diversity book collection)</p> <p>Discuss different families (i.e. sizes, parents, step-parents, same sex parents) What have families all got in common? (They care about one another)</p> <p>Read; And Tango makes Three <i>Justin Richardson and Peter Parnell</i></p> <p><i>Pupils to draw their family and write a sentence about how their family cares for one another.</i></p>



Ensuring PSHE is outstanding

- A member of the SLT who is responsible for PSHE
- Making sure it is valued within the school curriculum
- Including PSHE as a focus for whole staff Inset
- Supported by a PSHE team – distributed leadership
- Monitoring, including collecting and moderating evidence
- Involving parents (parent workshops)
- Using expertise –PSHE association, NSPCC, Educate & Celebrate, PFEG, BHES.



During the next 15 years...