



# West View Primary School

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## **Personal, Social, Health Education (PSHE) Policy**

Approved by Local Academy Committee: September 2024  
Date for Review: September 2026

## Introduction

At West View Primary School, Personal, Social and Health Education (PSHE) underpins all of the work that we do. It is important to support children to develop their character - including their resilience, confidence and independence - and to help them to know how to keep physically and mentally healthy and safe. We strive to prepare our children for life in modern Britain by equipping them to be responsible, respectful and active citizens who contribute positively to society.

Our approach to teaching PSHE is proactive rather than reactive. Our PSHE scheme of work is designed to allow pupils the chance to explore topics which are relevant to their lives now, both inside and outside of school as well as online.

We carefully plan a progressive sequence of themes and key questions which encompass our school rules: **Ready, Respectful, Safe**. We provide a classroom environment where pupils are able, through discussion and group work, to learn how to demonstrate a readiness to learn; how to be respectful of others and their belongings; and how to keep themselves and others safe.

We also understand the importance of fostering children's understanding of mental health and equipping them with the tools to support themselves and others. To support with this, we use the [myHappymind](#) programme in school. This programme has been carefully interwoven into our PSHE curriculum at West View.

myHappymind helps our school to create a positive mental wellbeing culture in which children build their resilience, confidence and self-esteem. The programme uses the latest research, science and technology to help children to understand how their brains work. It also teaches the children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves!

## Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- [Education Act 2002 \(legislation.gov.uk\)](#)
- [Children and Social Work Act 2017 \(legislation.gov.uk\)](#)
- [DfE \(2019\) 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#)
- [DfE \(2024\) 'Keeping children safe in education 2024' \(KCSIE\)](#)

This policy operates in conjunction with the following school policies:

- Complaints
- Mental Health and Wellbeing
- Physical Education, School Sport and Physical Activity (PESSPA)
- Relationships, Sex and Health Education (RSE)
- Safeguarding and Child Protection
- SMSC
- Special Educational Needs and Disabilities (SEND)

## Roles and Responsibilities

The Local Academy Committee is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively

- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics

The Headteacher is responsible for:

- Reviewing the PSHE Policy annually
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy
- Facilitating the day-to-day implementation and management of the PSHE Policy

The PSHE Lead is responsible for:

- Liaising with other staff and professional agencies to devise a suitable scheme of work, ensuring comprehensive PSHE education
- Preparing policy documents, curriculum plans and schemes of work for the subject
- Monitoring the teaching and learning of PSHE, providing support for staff where necessary
- Ensuring the continuity and progression from year group to year group
- Encouraging staff to provide effective learning opportunities for pupils
- Helping to develop staff expertise in the subject
- Organising the deployment of resources and carrying out an annual audit of all PSHE-related resources
- Communicating developments in the subject to all teaching staff
- Advising on the contribution of PSHE to other curriculum areas, including cross-curricular and extra-curricular activities

The SENDCO is responsible for:

- Liaising with the subject leader to implement and develop PSHE throughout the school
- Organising and providing training for staff regarding the PSHE curriculum for pupils with SEND
- Advising staff how best to support pupils' needs
- Advising staff on the inclusion of PSHE objectives in pupils' individual education plans

All teachers are responsible for:

- Following the guidance and lessons outlined in this policy

### **Aims**

Our aims in the teaching of PSHE are for all of our pupils to:

- Be able to demonstrate fundamental British Values
- Know and understand what is meant by a healthy lifestyle
- Be aware of risk factors in everyday life and learn how to stay safe, including when online
- Understand what makes for good relationships with others
- Be thoughtful and responsible members of their community and their school
- Become active members of our democratic society

- Develop individuality, self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Be inclusive, respecting differences in age, ability, gender, sexual orientation, religious beliefs and race
- Have an awareness of the world around them and the issues they may face in the future
- Develop good relationships with other members of the community

### Aims of PSHE Education

The PSHE Association state the following aims for PSHE education. myHappymind is totally focused on all of these aims, particularly as they relate to emotional and mental well-being and resilience. The aim for PSHE education is to provide pupils with:



At West View Primary School, we use direct teaching via timetabled lessons (see Appendix 1) to teach PSHE (which includes the teaching of myHappymind). Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of their:

- Ability
- Age
- Current knowledge on and readiness to learn about the topic being covered
- Cultural backgrounds
- EAL
- SEND or other needs

To aid the teaching of PSHE, teachers will use discussions and other activities to ascertain pupils' current knowledge and understanding of the subject being covered. The teaching programme will then be adjusted to reflect the composition of the class. Our curriculum has also been designed in a cyclic way so that children revisit key themes throughout their time in school, developing and widening their knowledge and understanding.

We deliver Relationships and Health Education as part of our timetabled PSHE programme - *please refer to the school's Relationships, Sex and Health Education (RSE) Policy.*

## Safeguarding

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils during these lessons. In line with the school's Safeguarding and Child Protection Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE lessons will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or DDSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

All staff with responsibility for teaching PSHE lessons will be aware of the PSHE Association recommendations for creating a safe classroom (refer to Appendix 3 for a visual image):

- Agree ground rules
- Use distancing strategies
- Consider vulnerabilities
- Know your policies
- Handle questions safely
- Signpost support
- Ensure inclusivity

## Programme of Study

We teach PSHE across school on a Monday afternoon. All year groups teach pupils about key themes, using a range of teaching and learning styles. We actively encourage pupils to work collaboratively in order to explore the key theme of the week. This is done through discussion, written work and presentations.

The theme of the week can also be explored further in assemblies and through other lessons, such as Religious Education. We offer pupils the opportunity to hear visiting speakers, such as health workers, police and fire service staff, whom we invite into school to talk about their role in creating a positive and supportive local community. Some aspects of PSHE are taught by the School Nurse. PSHE issues are also taught and consolidated within other subjects such as Science, RE, Computing, Collective Worship and Music.

Through discrete and integrated teaching, as well as during assemblies we actively encourage children to adopt our school ethos and values of **Support, Togetherness, Achieve, Respect and Success (STARS)**.

The three major themes of: Relationships, Living in the Wider World and Health and Wellbeing make up the PSHE curriculum. The teaching of these three concepts is equally weighted and important, and topics are presented in a rolling, spiral fashion. Between year groups, subjects are reviewed and comprehension is deepened. This enables the development and retention of important abilities and information as well as the introduction of some ideas at an age-appropriate level.

## Health and Wellbeing

This topic will cover:

- Healthy lifestyles and physical wellbeing
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

## Relationships

This topic will cover:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

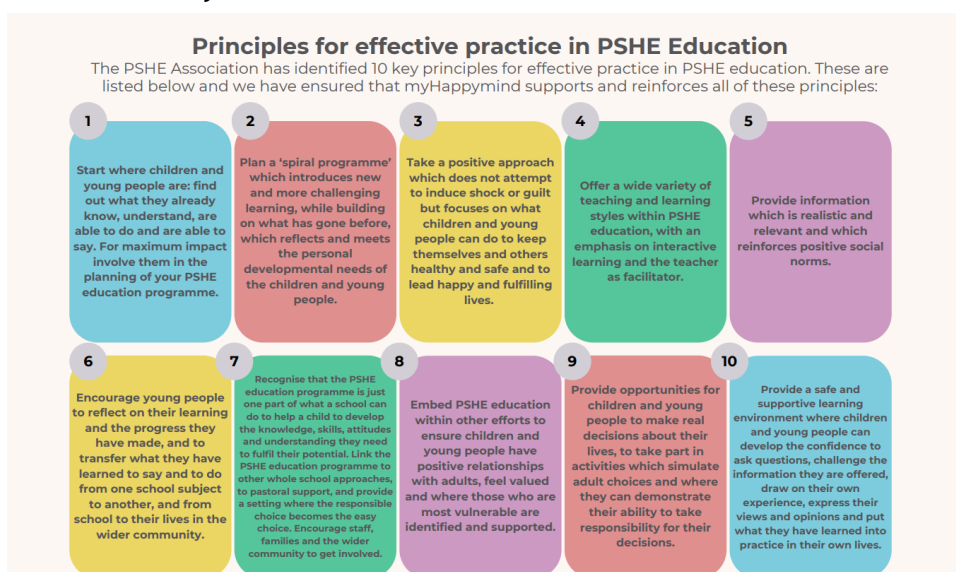
## Living in the wider world

This topic will cover:

- Shared responsibilities
- Communities
- Media literacy and digital resilience
- Economic wellbeing and money
- Aspirations, work and careers

More information on the 3 core areas of study for Key Stage 1 and Key Stage 2 can be found in the [Programme of Study for PSHE Education Key Stages 1-5](#) document produced by the PSHE association. This outlines the key knowledge children need to know and is the core document used in creating our PSHE curriculum.

We ensure that all PSHE lessons across school follow the 10 key principles of effective practice in PSHE education as set out by the PSHE Association.





At West View Primary School, we adopt the myHappymind programme which is grounded in science and dedicated to building positive mental wellbeing. myHappymind helps children from Pre-Nursery through to Year 6 to understand how their brains work and creates a culture that helps to build children's resilience, confidence and self-esteem. It also teaches children how to self-regulate and manage their emotions in stressful times, allowing them to be their very best selves!

myHappymind also covers 100% of the mandatory Relationship and Health Education guidelines as well as much of the PSHE and Early Years guidelines. It does not intend to replace our PSHE curriculum but there are many areas where it does support its delivery and helps to deepen children's understanding.

*For further information in relation to myHappymind, please refer to the school's Mental Health and Wellbeing Policy.*

[Home - myHappymind](#)

### **Promoting Fundamental British Values**

At West View Primary School, we ensure that the fundamental British Values are strongly embedded and promoted through our school's vision and ethos, our development of SMSC, our PSHE whole-school approach and through everyday aspects of school life.

*For further information in relation to fundamental British Values, please refer to the school's SMSC policy.*

### **Promoting a healthy lifestyle**

We strongly believe that promoting healthy lifestyles for children is vital for their future development and, therefore, we promote and support children in developing a healthy lifestyle.

We promote the development of healthy living by:

- Providing healthy, freshly cooked school meals every day
- Organising sporting events including a sports day
- Offering a range of after-school clubs, such as football, multi-skills, cycling, dance club and dodgeball
- Providing fresh fruit daily for all pupils



We also hold (externally validated) Healthy Schools status - February 2024.

*For further information in relation to Healthy School, please refer to the schools Physical Education, School Sport and Physical Activity (PESSPA) Policy.*

### **Assessment**

West View Primary School will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as discussion groups and quizzes in order to monitor progress- *see Appendix 2*

### **Monitoring and Review**

The Senior Leadership Team are responsible for monitoring the implementation of this policy across school. This policy will be reviewed every two years by Miss K. Tailford as the Deputy Headteacher with responsibility for teaching, learning and assessment.

**The next scheduled review date for this policy is October 2026.** A review will take place sooner if there are updates to government guidance and statutory expectations or if updates are received as to how this policy and/or practice could be improved.

All changes to this policy will be communicated to all relevant stakeholders following approval by the Local Academy Committee.

## Appendix 1

### West View Primary School's bespoke PSHE and SMSC lesson overview.

| Autumn 1  |                           |                           |                           |                                                      |                                                                            |                                       |                                                                                      |                                                                                           |
|-----------|---------------------------|---------------------------|---------------------------|------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|           | Week 1                    | Week 2                    | Week 3                    | Week 4                                               | Week 5                                                                     | Week 6                                | Week 7                                                                               | Week 8                                                                                    |
| Reception | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | Explain the reasons why we have rules                | To know the difference between right and wrong                             |                                       |                                                                                      |                                                                                           |
| Year 1    | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | Meet your Brain- lesson 4                            | Meet your Brain- lesson 5                                                  | Lesson 1: My family and me            | To learn about foods that support good health                                        | To learn about how physical activity helps us to stay healthy                             |
| Year 2    | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | Meet your Brain- lesson 4                            | Meet your Brain- lesson 5                                                  | Lesson 1: My family and me            | To find out about the risks of eating too much sugar                                 | To discover ways we can be physically healthy everyday                                    |
| Year 3    | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | Meet your Brain- lesson 4                            | Meet your Brain- lesson 5                                                  | Lesson 1: Families in the wider world | To learn about hazards and risks in the home and how they can be reduced             | To learn about good health and to recognise signs of an early illness                     |
| Year 4    | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | Meet your Brain- lesson 4                            | Meet your Brain- lesson 5                                                  | Lesson 1: Families in the wider world | To recognise the importance of using medicines and household products safely         | What makes a healthy diet and how to plan healthy meals                                   |
| Year 5    | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | Meet your Brain- lesson 4                            | Meet your Brain- lesson 5                                                  | Lesson 1: Friendships on and offline  | The importance of keeping safe in local environments and using devices out and about | To learn about the benefits of eating a nutritious diet and how this can affect wellbeing |
| Year 6    | Meet your Brain- lesson 1 | Meet your Brain- lesson 2 | Meet your Brain- lesson 3 | To learn about gang culture in the local environment | The importance of respecting our local environment (anti-social behaviour) | Lesson 1: Friendships on and offline  | To recognise the risks associated with an inactive lifestyle                         | To discover the risks associated with not eating a healthy diet                           |

| Autumn 2  |                     |                     |                     |                                                                          |                                                            |                                                                      |                                                                                   |
|-----------|---------------------|---------------------|---------------------|--------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|           | Week 1              | Week 2              | Week 3              | Week 4                                                                   | Week 5                                                     | Week 6                                                               | Week 7                                                                            |
| Reception | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | To find out about healthy eating                                         |                                                            |                                                                      |                                                                                   |
| Year 1    | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | Celebrate- lesson 4                                                      | Lesson 2- exploring feelings                               | To find out how we can be safe in familiar and unfamiliar places     | To find out what to do if there is an accident                                    |
| Year 2    | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | Celebrate- lesson 4                                                      | Lesson 2- exploring feelings                               | To learn about the people who keep us safe and how they keep us safe | To discover how to get help in an emergency (what to say during a 999 call)       |
| Year 3    | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | Celebrate- lesson 4                                                      | Lesson 2- All about me                                     | To learn that bacteria and virus' can affect health                  | To learn about the importance of dental hygiene and how lifestyle can impact this |
| Year 4    | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | Celebrate- lesson 4                                                      | Lesson 2- All about me                                     | To discover how personal hygiene can limit the spread of infection   | To learn about what to do if you are worried about your health                    |
| Year 5    | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | Celebrate- lesson 4                                                      | Celebrate- lesson 5                                        | Lesson 2- Friendships and secrets                                    | To learn about diversity and what it means in our community                       |
| Year 6    | Celebrate- lesson 1 | Celebrate- lesson 2 | Celebrate- lesson 3 | To learn about the importance of personal hygiene and how to maintain it | How to react in an emergency situation and basic first aid | Lesson 2- Friendships and secrets                                    | To discover the benefits of living in a diverse community                         |

| Spring 1  |                         |                         |                                                                       |                                                                   |                                                                                                                  |                                                                                                                              |                                                                                           |
|-----------|-------------------------|-------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|           | Week 1                  | Week 2                  | Week 3                                                                | Week 4                                                            | Week 5                                                                                                           | Week 6                                                                                                                       | Week 7                                                                                    |
| Reception | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | Appreciate-<br>lesson 3                                               | The importance<br>of toothbrushing                                |                                                                                                                  |                                                                                                                              |                                                                                           |
| Year 1    | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | Appreciate-<br>lesson 3                                               | Lesson 3- Fabulous<br>Friendships                                 | To learn about simple<br>routines that can stop<br>germs from spreading                                          | To learn about how to<br>keep safe around the<br>house                                                                       | To learn how to respond safely<br>to adults they do not know<br>(including people online) |
| Year 2    | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | Appreciate-<br>lesson 3                                               | Lesson 3- Fabulous<br>Friendships                                 | To discover different ways of<br>looking after money and to talk<br>about strengths needed for<br>different jobs | To understand that household<br>products (including medicines)<br>can be harmful and how these<br>can affect how people feel | To learn about rules in different<br>situations and the importance<br>of age restrictions |
| Year 3    | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | Appreciate-<br>lesson 3                                               | Appreciate-<br>lesson 4                                           | Lesson 3- Learning<br>to love difference                                                                         | How to respond<br>safely to adults                                                                                           | To discover the positives and<br>negatives of using the<br>internet?                      |
| Year 4    | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | Appreciate-<br>lesson 3                                               | Appreciate-<br>lesson 4                                           | Lesson 3- Learning<br>to love difference                                                                         | To learn about seeking<br>and giving permission                                                                              | To learn how to assess the<br>reliability of resources online                             |
| Year 5    | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | Appreciate-<br>lesson 3                                               | Appreciate-<br>lesson 4                                           | Lesson 3- Peer<br>Pressure                                                                                       | To discover how change<br>and loss can affect<br>feelings                                                                    | To learn about ways information<br>is used online                                         |
| Year 6    | Appreciate-<br>lesson 1 | Appreciate-<br>lesson 2 | To recognise that spending<br>decisions can affect the<br>environment | To discover how<br>everyday choices can<br>affect the environment | Lesson 3- Peer<br>Pressure                                                                                       | To discover ways to manage<br>feelings of grief and loss                                                                     | To discover ways information<br>can be manipulated online                                 |

| Spring 2  |                     |                     |                                                                                 |                                                                              |                                              |                                                                                        |
|-----------|---------------------|---------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------|
|           | Week 1              | Week 2              | Week 3                                                                          | Week 4                                                                       | Week 5                                       | Week 6                                                                                 |
| Reception | Relate-<br>lesson 1 | Relate-<br>lesson 2 | Relate-<br>lesson 3                                                             | To understand the<br>importance of regular<br>physical activity              |                                              |                                                                                        |
| Year 1    | Relate-<br>lesson 1 | Relate-<br>lesson 2 | Relate-<br>lesson 3                                                             | To learn about dental care<br>and what we can do to<br>support dental health | Lesson 4- Keeping Safe                       | To learn that people and<br>other living things have needs<br>and need to be cared for |
| Year 2    | Relate-<br>lesson 1 | Relate-<br>lesson 2 | Relate-<br>lesson 3                                                             | Relate-<br>lesson 4                                                          | Lesson 4- Keeping Safe                       | To discover ways we can<br>help the environment                                        |
| Year 3    | Relate-<br>lesson 1 | Relate-<br>lesson 2 | Relate-<br>lesson 3                                                             | Relate-<br>lesson 4                                                          | Lesson 4- Getting along<br>with our families | To identify different jobs<br>they are interested in and<br>discuss strengths needed   |
| Year 4    | Relate-<br>lesson 1 | Relate-<br>lesson 2 | Relate-<br>lesson 3                                                             | Relate-<br>lesson 4                                                          | Lesson 4- Getting along<br>with our families | To discuss circumstances<br>which can affect career<br>choice                          |
| Year 5    | Relate-<br>lesson 1 | Relate-<br>lesson 2 | Relate-<br>lesson 3                                                             | Relate-<br>lesson 4                                                          | Lesson 4- Identity and<br>Respect            | To look at a broad range of<br>careers and discuss a variety<br>of routes to get there |
| Year 6    | Relate-<br>lesson 1 | Relate-<br>lesson 2 | To learn about the impact of<br>vaccinations and immunisations<br>on our health | To discover the ways<br>medicines can be beneficial to<br>health             | Lesson 4- Identity and<br>Respect            | To look at different<br>stereotypes (inc those<br>faced in the workplace)              |

| Summer 1  |                  |                  |                                                                              |                                                                                       |
|-----------|------------------|------------------|------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|           | Week 1           | Week 2           | Week 3                                                                       | Week 4                                                                                |
| Reception | Engage- lesson 1 | Engage- lesson 2 | Engage- lesson 3                                                             | To find out about the effect of screen time.                                          |
| Year 1    | Engage- lesson 1 | Engage- lesson 2 | Engage- lesson 3                                                             | Engage- lesson 4                                                                      |
| Year 2    | Engage- lesson 1 | Engage- lesson 2 | Engage- lesson 3                                                             | Engage- lesson 4                                                                      |
| Year 3    | Engage- lesson 1 | Engage- lesson 2 | Engage- lesson 3                                                             | Engage- lesson 4                                                                      |
| Year 4    | Engage- lesson 1 | Engage- lesson 2 | Engage- lesson 3                                                             | Engage- lesson 4                                                                      |
| Year 5    | Engage- lesson 1 | Engage- lesson 2 | Engage- lesson 3                                                             | Engage- lesson 4                                                                      |
| Year 6    | Engage- lesson 1 | Engage- lesson 2 | To learn about the physical and emotional changes during the time of puberty | To learn about the processes of reproduction and birth as part of the human lifecycle |

| Summer 2  |                                                   |                                                                         |                                                                                                                 |                                                                                      |                                                                                           |                                                                                       |                                           |
|-----------|---------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------|
|           | Week 1                                            | Week 2                                                                  | Week 3                                                                                                          | Week 4                                                                               | Week 5                                                                                    | Week 6                                                                                | Week 7                                    |
| Reception | To find out about the importance of sleep         | To find out how to be a safe pedestrian                                 | Understand what my own personal needs are                                                                       |                                                                                      |                                                                                           |                                                                                       | Transition week - preparing for new class |
| Year 1    | To learn about how to keep safe in the sun        | To learn about what money is and how jobs help people to pay for things | To learn about how people grow and how needs change as they age                                                 | To learn about change and loss and feelings associated with this                     | To learn how to be safe on the internet and how it can be used                            | To learn how to respond if a situation makes them feel uncomfortable or unsafe        | Transition week - preparing for new class |
| Year 2    | To find out how to protect myself from sun damage | To find out about the risks from eating too much sugar                  | To name the main parts of the body including external genitalia and discuss the need for privacy                | To recognise what makes you feel better after going through change or loss           | To recognise that not all information seen online is true                                 | To learn about the importance of asking permission and resisting pressure from others | Transition week - preparing for new class |
| Year 3    | Lesson 5- Friendship ups and downs                | Lesson 6- Keeping Safe                                                  | To recognise the risks around use of legal drugs (smoking, alcohol, medicines) and how they can become habitual | To discover why someone might behave differently online and how to recognise this    | To learn about the benefits of sun exposure and how to be safe                            | To learn about attitudes and opinions around money                                    | Transition week - preparing for new class |
| Year 4    | Lesson 5- Friendship ups and downs                | Lesson 6- Keeping Safe                                                  | To learn about why people choose to use or not use drugs (incl nicotine, alcohol and medicines)                 | To recognise and model respectful behaviour online                                   | To learn about the risks of overexposure from the sun                                     | To learn about ways of tracking money                                                 | Transition week - preparing for new class |
| Year 5    | Lesson 5- Discrimination and the Law              | Lesson 6- Online Safety- Images                                         | To look at mixed messages within the media around drug use (incl nicotine, alcohol and medicines)               | To learn about strategies for recognising risks and harmful content online           | To learn about how to keep safe from sun damage and what to do if someone has heat stroke | To identify external genitalia and internal reproductive organs                       | Transition week - preparing for new class |
| Year 6    | Lesson 5- Discrimination and the Law              | Lesson 6- Online Safety- Images                                         | To discuss laws surrounding drug use (legal and illegal) and organisations that can support people              | To learn about what to do if worried about their safety or someone else (inc online) | To discover how to keep safe from skin cancer                                             | To discover opportunities and responsibilities of increased independence              | Transition week - preparing for new class |

## Appendix 2

### West View Primary School - PSHE Assessment Overview

| PSHE ASSESSMENT Overview |               |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | EYFS          | KS1                                                                                                                                                                                                                                                                             | Lower KS2                                                                                                                                                                                                                                                                                                                                                                                                                           | Upper KS2                                                                                                                                                                                                                                                                                                                                                                                                         |
| Autumn                   | See Appendix. | <p>Task: Corners.<br/>Label the corners of the classroom (A,B,C,D) Produce multiple choice statements and ask the children to go to the correct corner.</p>                                                                                                                     | <p>Task: Corners.<br/>Label the corners of the classroom (A,B,C,D) Produce multiple choice statements and ask the children to go to the correct corner.</p> <p>Task: Role – play<br/>Children act out a scenario based on the key concept taught.</p>                                                                                                                                                                               | <p>Task: "Graffiti" Sheets<br/>Children write down their comments or questions about the topic on post it notes, large sheets of paper.</p> <p>Task: Post it challenge.<br/>Children to add any remembered information about a key concept to large piece of paper and use as a base for discussion.</p>                                                                                                          |
| Spring                   |               | <p>Task: Draw and write<br/>Participants respond to an open ended question by drawing a picture about a particular situation or issue and then writing around the picture explaining it.</p> <p>Task: Poster<br/>Children to make a poster based on the key concept taught.</p> | <p>Task: Card sort<br/>Participants are given a set of cards and are required to sort through them e.g true/false, top ten, diamond 9.</p> <p>Task: Roll the dice.<br/>Children roll the dice and use the question stems to provide a statement.</p>                                                                                                                                                                                | <p>Task: Prove it!<br/>Children are provided with a set of statements. Different sources of evidence are placed around the room. Children to identify the source that proves the statement.</p> <p>Task: Conscience alley<br/>Give children a scenario – split into two groups for conscience alley activity. Each group to work together to help child going down the alley decide what the right answer is.</p> |
| Summer                   |               | <p>Task: Kahoot<br/>Questions around key concept taught.</p> <p>Task: With Knowledge.<br/>Provide an image for the children. Can they brainstorm any knowledge they have surrounding the concept?</p>                                                                           | <p>Task: Producing resources for younger pupils<br/>Working in small groups, participants create resources on a particular topic/theme for younger people to learn from.</p> <p>Task: Cartoon strip<br/>Children to make a cartoon strip or poster based on the key concept taught.</p> <p>Task: Spot the error.<br/>Provide children with an activity that includes misconceptions. Can they spot the errors and explain them?</p> | <p>Task: Debate<br/>Debate around the key concept taught.</p> <p>Task: Summary of Knowledge.<br/>Complete the grid. Identifying whether statements are true or false. Filling in the gaps and analysing examples of sources.</p>                                                                                                                                                                                  |

## Appendix 3 - A safe classroom

'Effective teaching' and 'safe classroom' interactive posters ([pshe-association.org.uk](https://pshe-association.org.uk))

