



PSHE

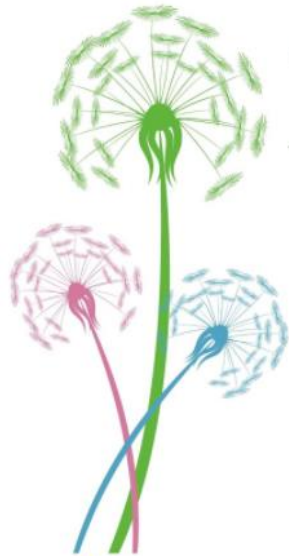
Bramley Sunnyside Junior School

2023/2024

INTENT

Vision and Values

We empower all of our children to embrace learning, achieve their full potential and build their emotional, social and physical well-being through a creative curriculum for excellence.



- Collaboration
- Confidence
- Creativity

Learning Today...Leading Tomorrow

THROUGH A COLLABORATIVE AND SEQUENTIAL APPROACH WE ENCOURAGE OUR CHILDREN TO BE CREATIVE AND CONFIDENT ENABLING THEM WITH THE OPPORTUNITY TO DEVELOP THEMSELVES IN THE WORLD IN WHICH WE LIVE.

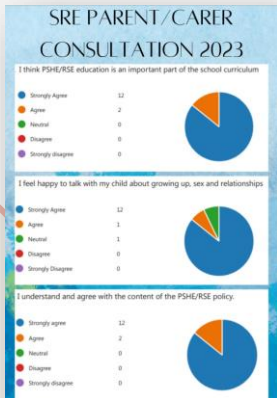
PUPIL SURVEYS

RATIONALE

PUBLIC HEALTH ENGLAND'S CHILD AND MATERNAL HEALTH DATA (ROTHERHAM) KEY HEADLINES

	ROTHERHAM	ENGLAND
CHILDREN IN ABSOLUTE LOW INCOME FAMILIES	17.9%	15.3%
OBESITY IN CHILDREN	12%	10.1%
PREGNANCY IN U18'S	23.1 PER 1000	13.1 PER 1000
TEENAGE MOTHERS	1.3%	0.6%
ACHIEVING EXPECTED IN FINE MOTOR SKILLS 2-2 1/2 YEARS	59.3%	93.2%
CHILDREN INVOLVED IN ROAD TRAFFIC ACCIDENTS	31.7 PER 100,000	12.1 PER 100,000
CHILDREN KILLED OR SERIOUSLY INJURED ON THE ROADS	28.5 PER 100,000	15.9 PER 100,000

PARENT SURVEYS & CONSULTATIONS



Indicator	Period	Rotherham			Region England			England	
		Recent trend	Count	Value	Value	Value	Range	Unit	
Building resilience and emotional wellbeing									
Hospital admissions as a result of self-harm (15-14 years)	2021/22	-	195	237.6	203.7	427.7	1,061.7	127.6	
Hospital admissions as a result of self-harm (15-14 years)	2021/22	-	35	181.4	207.1	307.1	788.4	49.8	
Hospital admissions as a result of self-harm (15-14 years)	2021/22	-	48	271.0	488.2	1447.1	7,228.4	568.3	
Percentage of looked after children whose emotional wellbeing is a cause for concern	2021/22	-	72	34.0%	30.0%	37.0%	64.0%	16.0%	
Reducing risk from harm and improving safety									

EEF GUIDE TO EFFECTIVE SEMH TEACHING



Figure 1: Evidence reviews including over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.

Social and emotional learning

Multiple use impact for moderate cost, based on extensive evidence



EVEN THOUGH MUCH OF 'LIVING IN THE WIDER WORLD' IS NOT INCLUDED IN STATUTORY REQUIREMENTS, THE THEME AS A WHOLE REMAINS VITALLY IMPORTANT FOR PUPILS' PERSONAL DEVELOPMENT AND ECONOMIC WELLBEING, AS WELL AS IN SUPPORTING SCHOOLS TO MEET THE GATSBY BENCHMARKS FOR CAREERS EDUCATION AS PART OF THE DFE CAREERS STRATEGY.

RATIONALE

RSE STATUTORY GUIDANCE (AND
NON-STATUTORY SEX EDUCATION)

PSHE ASSOCIATION PROGRAMME OF
STUDY

- KAPOW PRIMARY SCHEME OF WORK
 - PSHE ASSOCIATION
- PUPIL, COMMUNITY & SCHOOL NEEDS

FAMILY & RELATIONSHIPS

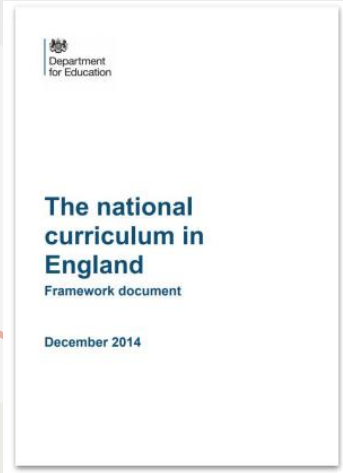
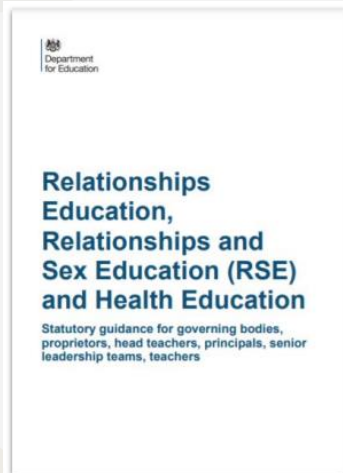
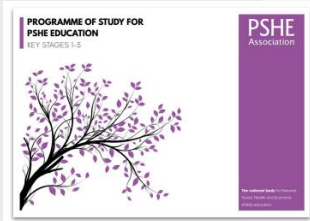
HEALTH & WELL-BEING

CITIZENSHIP

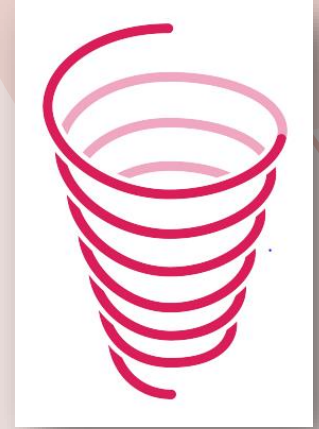
ECONOMIC WELL-BEING

SAFETY & THE CHANGING
BODY

OUR PSHE CURRICULUM AT BSJS FULFILS THE STATUTORY REQUIREMENTS FOR RELATIONSHIPS AND HEALTH EDUCATION SET OUT BY THE DEPARTMENT FOR EDUCATION. IT ALSO FULFILS THE NATIONAL CURRICULUM REQUIREMENT TO TEACH PSHE 'ALL SCHOOLS SHOULD MAKE PROVISION FOR PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION' AND GOES BEYOND THIS TO MATCH THE REQUIREMENTS SET OUT BY THE PSHE ASSOCIATION – AS RECOMMENDED BY THE DEPARTMENT FOR EDUCATION.



RATIONALE



A SPIRAL CURRICULUM

- ✓ **CYCLICAL:** PUPILS REVISIT THE FIVE KEY AREAS THROUGHOUT THEIR TIME IN KS2.
- ✓ **INCREASING DEPTH:** EACH TIME A KEY AREA IS REVISITED, IT IS COVERED WITH GREATER DEPTH AND INCREASING MATURITY.
- ✓ **PRIOR KNOWLEDGE:** UPON RETURNING TO EACH KEY AREA, PRIOR KNOWLEDGE IS UTILISED SO PUPILS CAN BUILD ON PREVIOUS FOUNDATIONS, RATHER THAN STARTING AGAIN.

SUBSTANTIVE CONCEPTS (KEY THEMES/KNOWLEDGE ACROSS PSHE)



Relationships



Wellbeing



Health



Wider World



Safety



Online

ADAPTED FROM DfE RELATIONSHIPS, HEALTH & SEX EDUCATION (2022)

DISCIPLINARY CONCEPTS (SKILLS NEEDED TO EMBED PSHE INDEPENDENTLY)



Collaboration



Appreciation



Respect



Confidence





Creativity



Responsibility

ADAPTED CITIZENSHIP SKILLS & BRITISH VALUES(2022)

OVERARCHING CONCEPTS

Identity	 Wellbeing	their personal qualities, attitudes, skills, attributes and achievements and what influences these
Relationships	 Relationships	including different types and in different settings
A healthy balanced lifestyle	 Health	including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet
Risk	 Safety	identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings
Diversity & Equality	 Relationships	in all its forms
Rights, responsibilities and consent	 Relationships	including the notion of universal human rights, including fairness and justice and consent in different contexts
Change & resilience	 Wellbeing	as something to be managed and resilience the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
Power	 Relationships	how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
Career	 Wider World	including enterprise, employability and economic understanding

PSHE education makes a significant contribution to the development of a wide range of essential skills.

The intrapersonal skills required for self management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> 1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour) 2. Learning from experience to seek out and make use of constructive feedback 3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) 4. Making decisions (including knowing when to be flexible) 5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) 6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) 7. Self-regulation (including managing strong emotions e.g. negativity and impulse) 8. Recognising and managing the need for peer approval 9. Self-organisation (including time management) 	<ol style="list-style-type: none"> 1. Active listening 2. Empathy 3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others and compromise) 8. Recognising and utilising strategies for managing pressure, persuasion and coercion Responding to the need for positive affirmation for self and others 	<ol style="list-style-type: none"> 1. Formulating questions 2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) 3. Analysis (including separating fact from opinion) 4. Planning and deciding 5. Recalling and applying knowledge creatively and in novel situations 6. Drawing and defending conclusions using evidence and not just assertion 7. Identification, assessment (including prediction) and management of risk 8. Evaluating social norms 9. Reviewing progress against objectives

Overview of learning – thematic model

All year groups work on the same topic at the same time creating a spiral approach where children can build on their learning each year (skills of progression)

01

Autumn

02

Spring

03

Summer

Family &
relationships

Citizenship

Safety & the changing
body

Health &
wellbeing

Economic wellbeing

Identity (Y6)

PSHE at BSJS

IMPLEMENTATION

IMPLEMENTATION

WHAT DOES PSHE LOOK LIKE AT BSJS?



Our own bespoke curriculum, using a mixture of Kapow, PSHE Association and trends and patterns. Creating our own BSJS PSHE curriculum, suited to our children and our school.



Lessons are taught once a week and each year group is working on the same topic at the same time.



Topic overviews are evident in books and are used by the children to refer to key questions, vocabulary and substantive/ disciplinary concepts.



All topics are made accessible for our SEN children (PSHE & SEN doc) SEN word mats have been provided for each topic by the subject lead.



Pre and post Knowledge harvests/quizzes are used to assess our children's learning from each topic. An 'end of unit' scenario is used to check whether knowledge can be used in context.



Learning is creative and engaging for our children. Work presented in books has the freedom to be original and artistic and



Substantive and disciplinary concepts are made clear through memorable icons which are displayed on topic overviews, PowerPoints and worksheets.



Combined GDS children are to be challenged to be GDS in PSHE.



Key themes/focuses are displayed in classrooms and around school. British Values are displayed in classrooms and referred to through the relevant lessons.



PSHE themed external visitors e.g. Anti-bullying Company, Rock Kids, The Kindness Coach.



Substantive and disciplinary concepts and skills are practised through starter activities. Learning is enquiry based, ultimately enabling children to respond to scenarios and situations.

IMPLEMENTATION

WHAT DOES PSHE LOOK LIKE AT BSJS?

HOW IS PSHE PROMOTED?

- WELL-BEING AMBASSADORS
- ANTI-BULLYING AMBASSADORS
 - FREQUENT ASSEMBLIES
- FOCUS WEEKS/NATIONAL PRIORITIES
- STUDENT LEADERSHIP TEAM
- ANTI-BULLYING PARTNERSHIPS
- AWARDS & RECOGNITIONS
- LINKS WITH THE LOCAL COMMUNITY
 - SMSC LINKS
- MHWB FOR CHILDREN & STAFF

HOW DO WE CELEBRATE DIFFERENCES?

ALL RESOURCES SHOWCASE A RANGE OF

DIVERSITY:

BAME

DISABILITY

GENDER

LGBTQ+

DIFFERENT FAMILIES

SEMH

HOW DO WE CHALLENGE THE MORE ABLE CHILDREN IN PSHE?

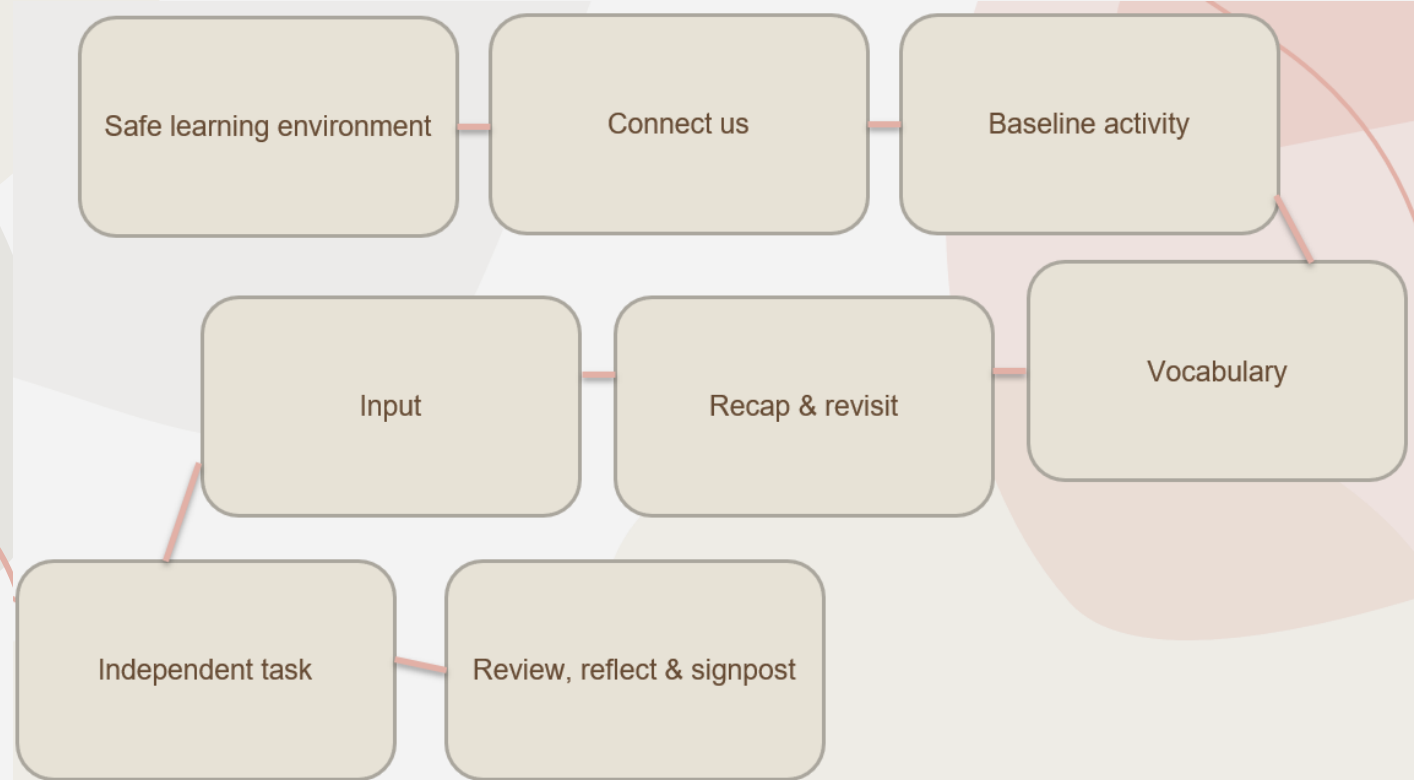
- IN DEPTH TARGETED DISCUSSIONS
- THOUGHT PROVOKING CHALLENGES
 - DECISION BASED QUESTIONING
- MORE TIME FOR INDEPENDENT APPLICATION OF LEARNING
- APPLICATION TO REAL PROBLEMS/SCENARIOS

HOW DO WE SUPPORT OUR LOWEST 20%?

- TEACHER LED ACTIVITIES
- SEMH 1:1 INTERVENTION
 - PASTORAL SUPPORT
- TA FOCUS GROUP

IMPLEMENTATION

PSHE LESSON STRUCTURE



Year 6 - Health and wellbeing

Growth mindset	Believing that we can achieve things if we work hard. 'I can't do it YET!'
Habit	A repeated action.
Qualities	The personality traits that make someone who they are.
Responsibility	Being in charge of our own actions.
Skill	The ability to do something well.
Vaccination	An injection that gives us a very mild form of the disease and allows our bodies to develop antibodies to protect us from that disease.

Health tips



Decide which relaxation methods work best for you.



If you notice changes in your body or you feel unwell, talk to an adult you trust or the doctor.



Using a tracker might help to start a good habit.

Getting help

If you are worried about your health, talk to an adult you trust. As a child it is best to see a doctor with your parent and carer but you can go on your own if you are really worried about something.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key facts

We can decide what type of person we want to be and we can develop skills and qualities to achieve this.



Meditation and mindfulness can help us to relax.



Lots of things contribute to keeping our bodies healthy including diet, exercise and sleep.

As we get older, we will make our own choices and have responsibility for our health.

There are strategies we can use to improve our resilience.



Vaccinations prevent us from getting diseases which can make us very ill or could kill us.



We can have good and bad habits. It can be hard to start good habits and to stop bad habits.

Year 4

Topic: Family & relationships

Term: Autumn

Introduction

In this unit we will learn respect and manners and how our behaviour affects others. We will understand that there are differences between people and how families live in the wider world.

Who can help me?

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key Enquiry Questions

- KQ1: How do I use manner and courtesy in a range of situations?
- KQ2: What is meant by a physical and emotional boundary in a friendship?
- KQ3: How does my behaviour impact others?
- KQ4: What is the impact of bullying and the responsibility of bystanders?
- KQ5: How do stereotypes impact us?
- KQ6: How do stereotypes relate to a number of factors?
- KQ7: How are families varied in this country and across the world?

By the end of this topic, I should know...

- Understand that manners vary in different situations.
- Understand boundaries in friendships, including physical boundaries and expectations.
- Understand that what they do and say affects other people.
- Recognise male and female stereotyped characters.
- Understand that stereotypes about disabilities are usually untrue.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Know what bereavement is and how to support someone who has experienced a bereavement.

Disciplinary concepts

Respect, Compassion, Responsibility

Year 6

Topic: Family & relationships

Term: Autumn

Introduction

In this unit we will learn what respect is and what society are influenced by stereotypes and how to manage conflict efficiently.

Who can help me?

Talk to an adult you trust, this could be...
- someone at school e.g. teacher - someone at home e.g. parent or older siblings - another someone at a club or organisation you attend e.g. sports coach

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill

Key Enquiry Questions

- KQ1: What is meant by respect and why it is important?
- KQ2: How can we treat others with respect?
- KQ3: What are other people's attitudes to stereotypes and how do we challenge them?
- KQ4: What information do we have around stereotypes and how do we compromise?
- KQ5: How can I resolve dispute and conflict between negotiation and compromise?
- KQ6: What is the process and the emotions around grief?

By the end of this topic, I should know...

- That everyone can expect a level of respect.
- How stereotypes influence our ideas and opinions.
- A range of stereotypes and be able to share this information effectively.
- A resolution guide that includes strategies to manage conflicts and emotions.
- What the term grief means and be able to describe some of the associated emotions.

Key Vocabulary

- authority
- conflict
- earn
- expectation
- grief
- resolve
- stereotype

Key facts

- Grief is a process we go through when someone dies (or we no longer see them for another reason).
- Stereotyping can happen when people have limited information about a person or group of people.

Disciplinary concepts

Respect, Compassion, Responsibility

Substantive concepts

Relationships, Wellbeing

SEN support sheet

KQ1: How we identify long-term goals and work towards them?

Health & Well-being - year 6

KQ2: How can we use mindfulness to manage emotions?

KQ3: How can we understand and plan for a healthy lifestyle?

KQ4: What is the impact of technology on mental and physical health?

KQ5: How can we reflect on skills we have developed to identify and respond to difficult situations?

KQ6: In what ways can we prevent ourselves and others becoming ill?









KQ7: How can habits be good or bad for our health?

KQ8: What are the signs of being ill and when should we seek support?

Topic overviews



Enquiry questions sheet


Example medium term plan

Families and Relationships Year 6- Medium Term Planner					
Key Enquiry Question	Substantive Concepts	Disciplinary Concepts	Knowledge Exposure	Learning Activities (POP tasks)/ Resources	Assessment
KQ5: How can I resolve dispute and conflict between negotiation and compromise?	 Relationships  Wellbeing	 Respect  Responsibility  Confidence	<p>Pupils should know 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. I can describe situations where conflict may arise. I can name different strategies to manage conflict. I can describe what conflict, negotiate and compromise mean.</p>	<p>Explain to children that they are going to create a resolution guide, which will include steps and advice that someone could take to resolve a conflict. Invite the children to create a resolution guide leaflet that includes all the points mentioned above. Encourage them to add their own simple illustrations or diagrams where necessary to make them clear. You may want to give children who need additional support a copy of the <i>Activity: Resolution guide</i>, which is a copy of the <i>Presentation: Resolution guide</i>.</p>	<p>Pupils with secure understanding: Creating a resolution guide that includes strategies to manage conflict and describing situations where it is likely to arise. Pupils working at greater depth: as above including able to explain how to adapt the resolution guide if someone has been hurt in the given situation.</p>
<p>KQ6: What is the process and the emotions around grief?</p> <p>Knowledge Harvest/Quiz</p> <p>Scenario Question</p> <p>Click here</p>	 Wellbeing	 Respect  Responsibility	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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. 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. I understand that loss and change can cause a range of emotions. I can explain what grief means. I understand that grief is different for different people and in different situations. I know who I can talk to if I am worried about anything relating to grief.</p>	<ol style="list-style-type: none"> 1. Explain that the feelings and the process we go through when someone dies are called 'grief' or 'grieving'. 2. Explain that we can also experience grief as a result of other losses such as someone not living with us anymore, a friend going to a different school or moving house. Any big change in our lives where we lose something can cause grief. 3. Place the children into groups of three and give each group a copy of the <i>Activity: Loss scenarios</i> and ask the children to discuss them using the questions given. Once the groups have had a chance to discuss, take feedback on the scenarios, stressing that a range of feelings in each situation is perfectly normal. Explain also that grieving can last for different lengths of time and this is also normal. 	<p>Pupils with secure understanding indicated by: Understanding the term grief and being able to explain some of the associated emotions. Pupils working at greater depth indicated by: Understanding that grief varies from person to person and experience to experience.</p>

Assessment

**Year 5
Health & Well-being**

 Healthy diet and exercise	Relaxation: Stretches	Groups we belong to	Strengths
			
Helping others	Resilience: Breaking down barriers	Diet and dental health	
			



Family and relationships

Is this a good friendship? Explain why.

Caitlin and Lucy are good friends. Whenever Caitlin has a hairband on or gets given a sticker by the teacher, Lucy asks if she can have it. Caitlin says 'yes' each time as she does not want to make Lucy sad or cross.

End of unit scenarios

Year 3 – safety & the changing body

Question 1:

Which is the best definition of a secret?

- A Something which is fun and people will know about soon
- B Something that isn't good and someone doesn't want you to tell anyone about
- C Something about you which you don't tell to many people
- D Something which isn't true

Question 2:

Where is the best place to store medicines?

- A In your bag
- B Under the kitchen sink
- C In a locked or high cupboard
- D On a table

Question 3:

What is the first thing you need to do in an emergency?

- A Dial 999
- B Ask what has happened
- C Go away and let someone else deal with it
- D Make sure you and other people are safe

Question 4:

If someone has a bite or sting which is making breathing difficult, which two things should you do?

- A Give them a drink
- B Keep them calm
- C Wait to see if it gets worse
- D Call 999 for help

Question 5:

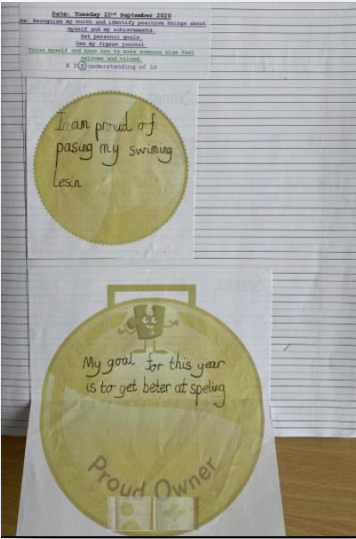
Which are the best things to do if you get an unkind email or online message? Choose two answers.

- A Speak to a trusted adult about it
- B Send it to all your friends to see what they think
- C Read it again to check if the person meant to be unkind
- D Answer straight away to find out what they meant

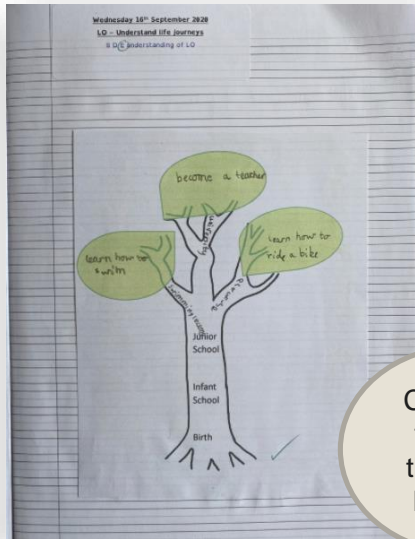
Knowledge Harvests

Unit Quizzes

Year 3

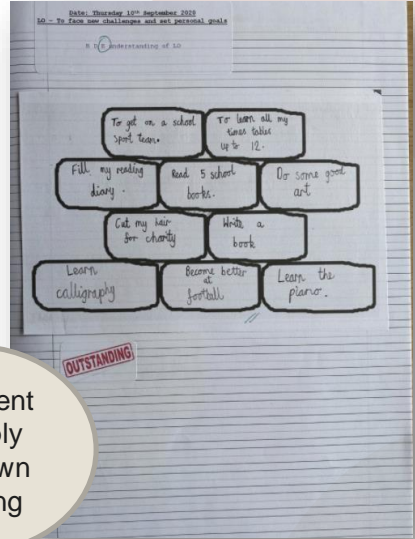


Year 4



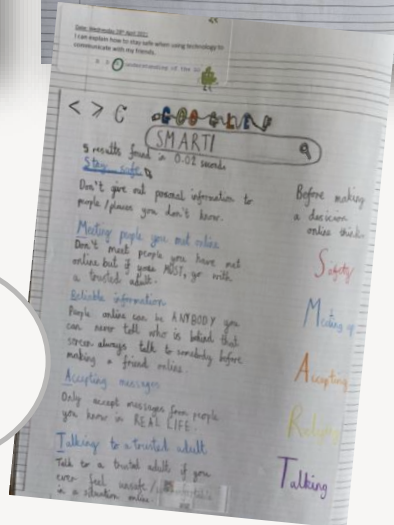
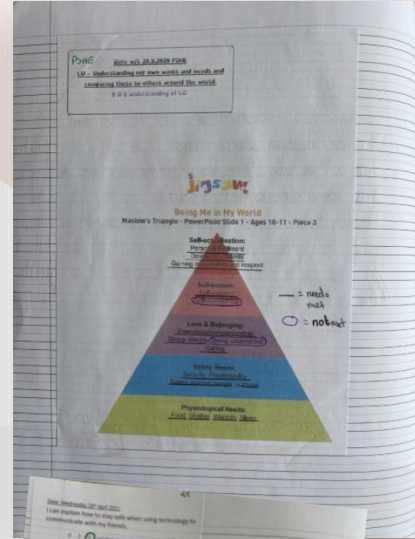
Confident to apply their own learning

Year 5



Creative and engaging tasks

Year 6



IMPACT - BOOKS

Date: 19-05-21 Significant Practical I am learning how to complete basic first aid procedures and how to ring the emergency services.



Working as a team



What is working well?

- Most classes using the new Kapow scheme
- Most classes have good coverage
- Linking to British Values (need to be including on our PowerPoints with disciplinary & substantive concepts – see British Values overview here)
- Topic overviews are being used to separate units (new overviews are coming!)
- Some lessons are being showcased in floor books

SO, WHAT NEXT?

What could be better?

- Ensure knowledge harvests are being used at the start and end of units (Kapow provide a quiz and knowledge harvest to use)
- Scaffolds for children who may find it more challenging to access the work independently
- Make sure by autumn II we are all using the new scheme so we are all in line
- In some classes ensuring coverage & one lesson per week
- Titles included every lesson so it is clearly matched to the long term plan

Next steps

- All year groups following Kapow scheme using updated long-term plan
- Knowledge harvests used to access understanding at the start and end of a unit including an end of unit scenario where the children can use their understanding in practice
- New topic overviews to be stuck in book at the beginning of each topic
- Explicit links to British Values (can we add a sticker when there is a link?)
- Teaching PSHE once every week – the new scheme is cut down to between 32-34 weeks so there is sufficient time in the timetable
- Remove 'Kapow' branding from worksheets and adapt where necessary
- Follow the lesson structure recommended by the PSHE Association

PSHE at BSJS

IMPACT

IMPACT- ACADEMIC DATA 2021/2022

Summer 2021	Below	At	Exceeding	At or exceeding
Y3				
Y4	5.6%	92.8%	0%	92.8%
Y5	2.2%	90.3%	3.2%	93.5%
Y6	5.5%	72.6%	21.9%	94.5%

Summary

- Can we baseline year 3 children to give us a starting point.
- No GDS in year 4. can this be pushed throughout this year and can we identify these children.
- Year 5 have stable data and need to continue to ensure the identified children stay on track.
- In year 5, the children working towards have specific SEND needs and are working on a bespoke curriculum.

Summer 2022	Below	At	Exceeding	At or exceeding
Y3	11.1%	64%	24.7%	88.7%
Y4	5.6%	89.9%	4.3%	94.2%
Y5	2.2%	87.8%	10%	97.8%
Y6				

Summary

- In year 4 there has been an increase in the number of children working above age-related.
- In year 5, there has also been an increase in children working at age related.
- Both year 4 and 5 have increased their overall at or exceeding – year 5 having done this by over 1%.

IMPACT- ACADEMIC DATA 2022/2023

Autumn 2022	Below	At	Exceeding	At or exceeding
Y3				
Y4				
Y5				
Y6				
Summary				

Summer 2023	Below	At	Exceeding	At or exceeding
Y3	0%	78.7%	9.3%	100%
Y4	4.4%	85%	10.3%	95.3%
Y5	12%	78.7%	9.3%	88%
Y6				
Summary				
-				