

Subject Key Summary Points

| Subject | PSHE |
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| Overall Curriculum | <p>Physical health and fitness:</p> <ul style="list-style-type: none"> ▪ The characteristics and mental and physical benefits of an active lifestyle. ▪ The importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ▪ The risks associated with an inactive lifestyle (including obesity). ▪ How and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy eating</p> <ul style="list-style-type: none"> ▪ What constitutes a healthy diet (including understanding calories and other nutritional content). ▪ The principles of planning and preparing a range of healthy meals. ▪ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ▪ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Health and prevention</p> <ul style="list-style-type: none"> ▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. <p>The facts and science relating to allergies, immunisation and vaccination</p> <p>Basic first aid</p> <ul style="list-style-type: none"> ▪ How to make a clear and efficient call to emergency services if necessary. ▪ Concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Changing adolescent body</p> <ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ About menstrual wellbeing including the key facts about the menstrual cycle. <p>Citizenship</p> <ul style="list-style-type: none"> ▪ Developing confidence and responsibility and making the most of their abilities. |

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| | <ul style="list-style-type: none"> ▪ Preparing to play an active role as citizens. ▪ Developing a healthy, safer lifestyle. ▪ Developing good relationships and respecting the differences between people. |
| Pedagogy | <p>For working in PSHE & C children may be organised in a number of ways: As pairs or individuals; as small groups; as whole class. As mixed age groups with other classes. As a whole school.</p> <p>Teaching Assistants and HLTAs may be used in PSHE & C as deemed appropriate by the class teacher: To enable SEN pupils to take a full part in lessons. To make positive contributions to topics under discussion. To lead sessions as appropriate.</p> <p>Children's skills and knowledge are developed in the following ways:</p> <ul style="list-style-type: none"> ◆ Listening to and discussing stories/accounts of others' lives. ◆ Taking part in topical and relevant debates. ◆ Using Circle Time to explore issues and make decisions. ◆ Being given responsibilities for roles within the school community, (eg. Monitors/Playground Leaders/Playground Buddies/ members of Focus Groups). ◆ Meeting with and talking to other individuals. ◆ Making real and informed choices about their lives. ◆ Being given the factual information necessary to understand themselves, their bodies and how to be responsible for their health and well-being. ◆ Giving children the skills and confidence to ask for help and advice. ◆ Giving children the skills to understand and be in control of their emotions and behaviour. ◆ With a mixture of individual, group, whole class and whole school recording and some practical work. ◆ Using a variety of resources, including: fiction and non-fiction books; posters; games; videos; flash cards and ICT. |
| Assessment | <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the criteria Sex and Relationships; Drugs Education; Healthy Eating; Health Related Exercise; Emotional Health and well-Being and Citizenship as appropriate to current learning. This is mostly recorded as teacher assessments of skills and abilities. Reports to parents are given via parent meetings and annual report.</p> |

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| Culture | <p>PSHE & C and Online Safety is important because:</p> <ul style="list-style-type: none"> ◆ It develops children's self-awareness and empathy towards others. ◆ It encourages self-esteem and promotes well-being. ◆ It allows children to explore spiritual, moral, social and cultural issues within a safe environment. ◆ It informs children about the main political and social institutions that affect their lives and their rights and responsibilities within this framework. ◆ It encourages understanding and tolerance of all individuals and the skills necessary to achieve positive, worthwhile relationships with others. |
| Systems | <p>PSHE & C is a required subject in the National Curriculum. PSHE is taught both through discrete lessons and in cross-curricular subjects, such as Online Safety, Literacy, RE, history, geography, science, PE, art, DT and music. Most elements of PSHE & C are taught through the Cornwall PSHE (Brook Learning) scheme units which provide clear learning objectives for children in a carefully structured spiral curriculum. It allows for a cross-curricular approach through whole school themes, which results in shared language and progression that can be planned and assessed.</p> |
| Policy | <p>https://www.lewtrenchard.devon.sch.uk/web/teaching_and_learning/439282</p> |
| Perceptions | <p>The monitoring of the standards of children's work and the quality of learning and teaching PSHE is the shared responsibility of the S.L.T. The work of the SLT also involves supporting colleagues in the teaching of PSHE & C, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of PSHE in the school. Monitoring shows the following of systems are strong. The area to work on is assessment – future targets to be determined as the year progresses.</p> |