



Learning in PSHE at St Margaret Mary's

We try to follow Jesus in everything we do.

Why is PSHE important at St Margaret Mary's?

Personal, Social, Health and Economic education (PSHE) is important at St Margaret Mary's because it is designed to help learners develop the knowledge, understanding, attitudes and skills to live healthy, safe, productive and fulfilled lives now and in the future. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

3I's

Intent

Our PSHE curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from PSHE. This will help them become faith filled and hopeful in their abilities to change and transform our society.

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

At St Margaret Mary's we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice and it is every staff member's responsibility to do this by being a role model and having high expectations of St Margaret Mary's pupils.

The delivered curriculum (IMatter) reflects the needs of our pupils and is tailored to meet specific needs. We expect teachers to use the PSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

The curriculum is split into four core themes of: Healthy Lifestyle, Keeping Safe, Living in the World and Mental and Emotional Health. The children will meet these themes

throughout the course of the year and the themes are built upon as the children move through school.

At St Margaret Mary's we believe that PSHE plays a vital part of primary education and needs to be taught as an individual subject; although there will also be opportunity to make cross curricular links and these opportunities should not be missed. This enables staff to ensure full coverage of the PSHE scheme of work. There are always occasions where staff may feel it necessary to teach PSHE because of an issue which has arisen in their own class.

PSHE is integral to the development of children's values in order for them to become a positive citizen in a forever-changing community.

PSHE is an important part of school assemblies and collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Impact

For all children to have a ready willingness and ability to try new things, push themselves and persevere. To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society. To have a strong self-awareness, interlinked with compassion of others.

PSHE Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Healthy Lifestyles Year 1: Healthy foods Healthy teeth Hand washing Year 2: Keeping healthy Keeping active Infection prevention Year 3: Healthy diet Sun safety Personal hygiene Year 4: Sleeping well Healthy diet Feeling ill Year 5: Vaccines Balanced Year 6: Mental physical well-being Keeping Physically Healthy Healthy Meals International Day of Peace - 21.09.23 World Mental Health Day - 10.10.23	Keeping Safe Year 1: Safety school and outside Safe at home Emergency Year 2: Feeling unwell Safe at home (Electrical fire) My Responsibilities Year 3: Smoke in Air Recognise Risk Responding to Emergency Year 4: Managing risk Self-control Types of Drugs Year 5: Dealing with dares Habits Influences Year 6: Different Drugs Peer Pressure Basic first aid Anti-Bullying Week - 13.11.23 - 17.11.23	Mental and Emotional Health Year 1: Feelings Secrets Behaviour Year 2: Big and small feelings, Online safety Joking or Bullying Year 3: Emotions - behaviour Communicating online Strengths and Differences Year 4: Resilience Actions and responsibilities Discrimination Year 5: Mental Health Negotiation - compromise Safety on devices Personal qualities Year 6: Challenging negative feelings Challenging stereotypes Internet - mental health	Carry over from previous half terms International Women's Day - 08.03.24	Living in the wider world Year 1: Class rules Recognising money Environment Year 2: Groups and communities Spending money Environment Year 3: Rules and Law Communities Work and Money Year 4: Rights of a Child Looking after money Sustainability Year 5: Rules and Law Fair trade Enterprise Year 6: Media Managing money Aspirations	Carry over from previous half terms Year 6: Transition
Mindfulness Workshops - 13.10.23 Black History Month 1-30 th October		Time to Talk Day - 01.02.24 Children's Mental Health week - 05.02.24 - 11.02.24 Safer Internet Day - 6.02.24		Mental health Awareness week - 13.05.24 - 20.05.24	

What PSHE looks like at St Margaret Mary's

What a PSHE lesson looks like at our school:

Planning:

Following the IMATTER sequence of lessons, each term is allocated with a specific topic focus.

Autumn 1 - Healthy Lifestyles

Autumn 2 - Keeping Safe

Spring 1 - Mental and Emotional Health

Spring 2 - Opportunity to review and build upon topics covered and ensure any incomplete areas are finished and misconceptions within topics are addressed.

Summer 1 - Living in the Wider World

Summer 2 - Transition

Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles
I can explore foods to eat that will keep me healthy.	I can explore how to keep myself healthy.	I can explore what a healthy diet is.
I can explore ways to look after my teeth.	I can discuss why it is important to keep active.	I can investigate how to keep safe in the sun.
I can explain why it is important to wash my hands.	I can explore how to prevent germs from spreading.	I can explain why personal hygiene is important.
Keeping Safe	Keeping Safe	Keeping Safe
I can explore the rules for keeping me safe at school and outside.	I can explore how something can affect me and make me feel unwell.	I can explore the risks and <u>affects</u> of within our environment.
I can discuss how to keep myself safe at home.	I can discuss how to keep myself safe at home and consider fire safety.	I can explore how to recognise risk in my life.
I can explore the meaning of an 'emergency' and what I might need to do.	I can discuss the definition of responsibility.	I can discuss how to respond during an emergency.
Mental and Emotional Health	Mental and Emotional Health	Mental and Emotional Health
I can discuss what feelings are and explain what makes me feel happy.	I can discuss the difference between big and small feelings.	I can explore how my feelings can affect my behaviour and how I can manage this.
I can explore the meaning of a secret.	I can explore how to keep safe online and the importance of this.	I can discuss different methods of communication online.
I can explore how my behaviour can affect others.	I can discuss the definitions and action of bullying, teasing and joking.	I can reflect on what I am good at and how I can look after my mental health.
Living in the Wider World	Living in the Wider World	Living in the Wider World
I can reflect on our class rules.	I can investigate the groups and communities I am part of.	I can investigate how rules and law protect me.
I can explore where money comes from.	I can explore money and choices.	I can investigate the differences between my local British community and global communities.
I can discuss what the environment is.	I can discuss how we can look after our environment.	I can explore the links between work and money.

Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles
I can explore the importance of sleep and how I can sleep well.	I can discuss how we can stop the spread of infection.	I can explore how my mental and physical well-being are connected.
I can investigate fuel for the body	I can explain why it is important to know the nutritional content in food.	I can discuss the importance of keeping physically healthy.
I can explore feelings of illness.	Keeping Safe	I can discuss how to plan and prepare a healthy meal.
Keeping Safe	I can discuss how to manage risk in peer situations.	Keeping Safe
I can investigate how to manage risks in my life.	I can discuss how habits can have positive and negative effects on a healthy lifestyle.	I can explore the choices made around drugs.
I can investigate strategies when responding to particular feelings.	I can explore strategies to manage peer influence.	I can explore strategies for managing and dealing with peer pressure.
I can discuss the risks and effects of legal drugs.	Mental and Emotional Health	I can investigate basic emergency first aid skills.
Mental and Emotional Health	I can explore the definition of mental health.	Mental and Emotional Health
I can explore the definition of resilience.	I can explore ways to negotiate and compromise.	I can explore ways to challenge negative thoughts and feelings.
I can explore what it means to have responsibility over my choices and actions.	I can explore ways to stay safe on a mobile or tablet.	I can explain the definition of stereotyping.
I can discuss the definition of discrimination.	I can discuss my strengths and how I can be happy being me.	I can explore how the internet affect our mental health in both positive and negative ways.
Living in the Wider World	Living in the Wider World	Living in the Wider World
I can discuss what the Rights of a child are.	I can discuss how rules and laws are made.	I can discuss why it is important to be critical of the media.
I can explore how we can look after our money.	I can explain the definition of fair trade.	I can explore how people manage money.
I can explain what sustainability is.	I can discuss how I can develop my enterprise skills.	I can reflect on my aspirations and what I want to be.

Teaching:

Within each of the above topics, there are 3 or 4 lessons from the IMATTER sequence of lessons. The expectation is that the content of these lessons is covered within the allocated half term (with Spring 2 as an opportunity to ensure this coverage has taken place).

The amount of time allocated to complete each lesson will vary based on the topic. Some topics will inspire valuable discussion and questioning from the children, which should be encouraged in order to allow the development of their thinking and opinions. This would therefore need more lesson time.

At the beginning of each topic, the children are to stick in the knowledge organiser and read together as a class, in order to become familiar with key words, definitions and vocabulary required for future lessons. This will be an opportunity for prior assessment of the children's knowledge and understanding of the topic. At the beginning of each lesson, key vocabulary linking to that specific lesson focus can be referred back to and discussed again. The lesson can then begin and follow along the resources and content supported from the IMATTER sequence of lessons.

Displays:

Throughout the year, the children will take part in whole school focus days in line with current events around the world. Resources and information regarding these days are shared with staff and any activities are to be shared with the PSHE coordinator to keep a record in the whole school floor book. These activities will then contribute to whole school displays of PSHE learning.

Assessment:

At the end of each lesson, the children are to reflect on their learning and tick their assessment chart based on if they have understood the objective of that lesson in particular, or if they are still a bit unsure (this can be monitored and reflected upon during Spring 2 with more lesson coverage if required).

After the 3-4 lessons in a particular topic have been completed, the children's knowledge can be assessed and reviewed using a Knowledge Catcher. This is to be completed and stuck in their book to represent the end of the topic.

Example of Knowledge Catchers

Year 1 - 6

What can you see?



Circle who can help in an emergency:



Can you think of a time where you didn't feel well?

What made you feel better?

What do you think the fireman could be saying?



Write a definition for 'risk'.

Describe a time when you have taken a risk:

What are the emergency services?

Give an example of when you might call each emergency service:

Police:

Ambulance:

Fire brigade:

How can you contact the emergency services?

Write a definition for the following key words:

risk:

danger:







hazard:

Describe an action that you have learnt to complete independently:

Draw and label your knowledge of what a 'drug' is:

Write a definition for a 'dare':

What could you do if someone dared you to do one of the actions below?

Hide in a bin. 	Prank-call a friend. 	Knock on a door and run. 
Do a silly dance. 	Shout at a stranger in the street. 	Draw on a school book. 

Think about any habits you might have.
How can habits have a positive impact on daily life?

How can habits have a negative impact on daily life?

Explain who your biggest influence is and why:

Explain the difference between legal and illegal drugs:

Write a definition for 'peer pressure'.

Write a piece of advice for someone struggling to deal with peer pressure:

Explain 4 actions you can complete if there is an emergency:

How can you support someone who has a cut that is bleeding?

(During the lesson and end of term,)

Inclusion:

PSHE is planned for according to the individual needs of the children - in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the PSHE curriculum. There are specific lessons and additional resources the children can access following the IMATTER scheme, linked with the lesson focus for the whole class. Additionally, the children can access topics and discussions through:

- Ensuring familiarity with equipment
- The use of small steps during practical tasks
- Differentiated tasks that are adapted to meet the needs of pupils
- Additional adult support to ensure the development of skills
- Suitable resources that support learning and allow full participation
- Consideration of seating to ensure children have equal opportunities to listen and share opinions and thoughts in discussions.
- Individualised reward systems for the completion of small tasks and goals

Monitoring:

To monitor the PSHE curriculum and the children's progress and attainment, the subject leader completes a number of monitoring activities throughout the year including: book monitoring, pupil and staff voice, analysis of any assessment data and learning walks.

After monitoring, evaluations are carried out and recorded. Findings are shared with staff as appropriate and individual feedback from monitoring is provided to both teachers and SLT.

Parents:

The curriculum overview, National Curriculum progression skills and knowledge organisers are available on the school website for parents.

Parents are encouraged to be involved in all national/local events that take place within school. Also workshops for supporting parents take place throughout the year e.g. online safety.

How do we know our children have made progress?

- Skills progression

	Healthy Lifestyles	Keeping Safe	Mental and Emotional Health	Living in the Wider World
Year 1	Children will explore and discuss different foods to eat that will contribute to keeping them healthy - discuss the meaning of 'healthy'. Why do we go to the dentist? Discuss the importance of brushing your teeth every day - what do we use our teeth for? Discuss the meaning of germs - explain why it is important to wash our hands especially before eating food.	Discuss the meaning of rules and why it is important to follow them. Explain why there are rules to follow in and out of school - holding an adults hand when crossing the road. Explore what it means to be safe and why this is important - discuss how to keep safe at home. Explore the meaning of an 'emergency' and what I might need to do if there was an emergency at home or in school - examples.	Define 'feelings' and discuss what can influence our feelings. What makes you feel happy? Discuss the definition of a 'secret' and examples of when the children have told or had a secret to keep. Explore the effect of keeping secrets and how it is importance to sometimes tell others. Children to investigate how their behaviour can have an impact on other people and their feelings. Explore times when someone has acted in a certain way or said something that has affected them.	Recap the meaning of 'rules' and why they are important. Reflect on our class rules and why we need to try and stick to these. What do children already know about money? Where does money come from? What experience do they have of buying something or watching a parent/carer use money? Explore the definition of 'environment' and provide examples.
Year 2	Children reflect on their previous knowledge of healthy foods that contribute	Discuss how different things can affect people in different ways - investigate how some things can make	Children reflect on their own feelings and think about the biggest feelings they have - are the positive or negative?	What is a 'community'? Explore examples of communities children are part of and the feelings

	<p>to keeping them healthy - building on this knowledge with exploring additional ways to lead a healthy lifestyle - physical exercise and fresh air.</p> <p>Continue to explore the importance of keeping active - links to PE learning.</p> <p>Recap the meaning of germs - discuss the importance of preventing the spread of germs and infection that can impact leading a healthy lifestyle.</p>	<p>people feel unwell and how to avoid this - following rules for keeping safe.</p> <p>Why is it important to be careful around fire? What are the risks of a fire? How can fires start and what can be done to prevent and avoid them at home.</p> <p>Define 'emergency'. Discuss the definition of responsibility and what we can do in an emergency.</p>	<p>What is the difference between big and small feelings and how can these have an impact on us?</p> <p>What are the benefits of being able go online and use the internet? Why do we need to keep safe online?</p> <p>Children to explore and be able to explain what to do if they don't feel safe online.</p> <p>Explore the definition of 'bullying' and the difference between bullying, teasing and joking - discuss examples and behaviour scenarios.</p>	<p>they have towards these - sense of belonging and loyalty.</p> <p>Build upon previous discussion and learning about money. What choices need to be made with regards to money? What would children want to spend their money on? What do people need to spend money on?</p> <p>Recap the meaning of 'environment' and explore ways in which we can look after environment and why this is important.</p>
Year 3	<p>Build on previous learning of how to lead a healthy lifestyle - explore features of a healthy diet.</p>	<p>Discuss the definition of 'risk' and different risks within our environment.</p> <p>Build on knowledge of recognising risk and children reflect on risks</p>	<p>Build upon previous learning about different types of feelings and how we can react in different situations.</p> <p>Discuss how my feelings can affect and influence my</p>	<p>What are 'rules'? What is the difference between 'rules' and 'laws'? Children think about how rules and laws can protect them.</p>

	<p>Discuss the effects of the sun and how exposure can be damaging to the skin and overall health.</p> <p>Reflect on germs and how to prevent the spread - build upon this with the importance of personal hygiene and keeping clean - dental hygiene.</p>	<p>within their own lives - discuss ways to manage risk.</p> <p>Define 'emergency' and provide examples. What are the emergency services and how can we use them? When is an appropriate time to contact emergency services? How can we appropriately respond during an emergency?</p>	<p>reactions and ways I can manage this - what makes me feel calm and happy?</p> <p>What is online safety? Why is it important to be safe online? How can people communicate and talk to each other online? Are there any risks involved with this?</p> <p>What is 'mental health'?</p> <p>Reflect on what I am good at. Children acknowledge that understanding themselves and using their talents and what they're good at can aid positive mental health.</p>	<p>Children discuss the British community and what defines them. Make links and compare their British community to global communities thinking about culture, food and religion.</p> <p>Build on knowledge of where money comes from? Make links between working and getting paid/receiving money - the cycle this builds in to.</p>
Year 4	<p>Outline how the importance of sleep can impact a healthy lifestyle. Discuss the amount of sleep recommended for certain age groups.</p> <p>Investigate and discuss the definition</p>	<p>Define 'risk', recognise risk within my life and explore ways to manage risks.</p> <p>Explore different feelings and discuss strategies when responding to particular feelings. How can we respond when we feel upset, angry or excited?</p>	<p>Discuss the meaning of 'resilience' and reflect on examples of when children have been resilient in their actions.</p> <p>Build upon previous learning of 'responsibility' and how we have a choice over our own</p>	<p>Explain what a 'Human Right' is. Discuss the Rights of a Child and children begin to think about if everyone around the world has their rights met - Who does not meet the Rights of a child and why? Is this fair?</p>

	<p>of 'fuel' for the body - explore how the provide the body with the best fuel and diet.</p> <p>Explore and discuss the effect of germs and infection and the feelings of illness this can lead to. Discuss ways to feel better.</p>	<p>What is a 'drug'? What is the difference between legal and illegal drugs? What are the risks and effects of legal drugs and medicines? Side effects.</p>	<p>actions - thinking about the impact this has on others. Explain the definition of 'discrimination' and explore ways to ensure people are equal regardless of their difference - everyone is different.</p>	<p>Build on previous knowledge of where our money comes from. What do people use money for and why is it important to look after it? Explain the definition of 'sustainability'. Children explore sustainability they have seen (wind turbines/solar panels) - discuss the impact these aim to have on our environment.</p>
Year 5	<p>Discuss the definition of infection and ways in which to avoid and stop the spread of infection - what is the meaning of 'vaccination'?</p> <p>Explore the meaning of nutrition (links to previous Science learning) - where can we find the nutritional content in</p>	<p>Explore examples of peer situations which may involve risk. Discuss how to manage this risk.</p> <p>What is a 'habit'? Discuss and investigate how habits can have positive and negative effects on daily life and leading a healthy lifestyle.</p> <p>What is the meaning of 'influence'? How can the influence of peers become</p>	<p>Explain the definition of 'mental health' and address misconceptions that mental health is negative - people can refer to good mental health.</p> <p>Discuss the definition of 'negotiate and compromise'.</p> <p>Explore the importance of compromising and why this is necessary.</p> <p>Recap the importance of being safe online. Discuss</p>	<p>Build on previous knowledge of the definition of rules and laws and how they are in place to protect everyone. Investigate how rules and laws are made and how they are enforced.</p> <p>Explain the definition of 'Fair Trade' and the impact it has globally.</p> <p>Explain the definition of 'enterprise' and explore children's thoughts and</p>

	<p>food and why this is important to be aware of.</p>	<p>positive or negative? Strategies to manage these influences.</p>	<p>how often children use their mobile or tablet - what do they use it for? What do they do something pops up that is no appropriate?</p> <p>Discuss and share individual strengths and strengths of others. Explore ways to use these strengths and how to be happy being themselves and being different - individuals.</p>	<p>ideas about skills they can use in order to build an enterprise or project. Communication and teamwork skills.</p>
Year 6	<p>Discuss what is meant by 'mental and physical well-being' and explore how these are linked and impact one another. Discuss the impact and importance of keeping physically healthy and the effect this can have on overall well-being.</p>	<p>Reflect on the definition of 'drugs' and discuss choices made around drugs.</p> <p>Build upon knowledge of 'peer pressure' and 'peer influence' and ways to deal with this.</p> <p>Build upon the meaning of 'emergency' and the importance of an appropriate reaction and action taken - explore basic first aid skills.</p>	<p>Build on previous learning about big and small feelings - discuss the impact of negative thoughts and feelings and ways to challenge and manage these.</p> <p>Explain the definition of 'stereotyping' and discuss examples. Explore the impact of stereotyping.</p> <p>Discuss positive and negative effects of online and internet usage - explore the</p>	<p>Build on previous knowledge of positive and negative impact of the internet - specific build on social media and how not everything we read and see is true - dramatized for effect - be mindful of the importance of being critical of the media.</p> <p>Build on previous knowledge of where money comes from and why managing money is important.</p>

	Reflect of previous learning of a healthy diet - explore what to consider when planning and preparing a healthy meal.		impact this can have on our mental health in both positive and negative ways - with examples.	Discuss aspirations and what children want to be in the future - reflect on strengths to use and new skills to learn. Celebration of individual interests and talents/qualities.
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