



You, Me, PSHE

A scheme of work for the
primary school

Years 1-6



ISLINGTON

Contents

Introduction

- ◆ PSHE
- ◆ A scheme of work for the primary school
 - About the scheme of work
 - Assessment
 - Monitoring and evaluation
- ◆ What makes a good PSHE lesson
- ◆ The importance of ground rules for PSHE lessons
- ◆ Teaching strategies for PSHE lessons

Programmes of study by strand

- ◆ Sex and relationship education(SRE)
- ◆ Drug, alcohol and tobacco education
- ◆ Keeping safe and managing risk
- ◆ Mental health and emotional wellbeing
- ◆ Physical health and wellbeing
- ◆ Careers, financial capability and economic wellbeing
- ◆ Identity, society and equality

Curriculum overviews

- ◆ Whole school curriculum overview
- ◆ Year group curriculum overviews
- ◆ Year group curriculum overviews – visual

Year 1

◆ Year 1 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Fun times
- Feeling safe
- Me and others
- What do we put into and on to bodies?
- Feelings
- My money

Year 2

◆ Year 2 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- What keeps me healthy?
- Friendship
- Boys and girls, families
- Indoors and outdoors
- Medicines and me

Contents

Year 3

◆ Year 3 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Tobacco is a drug
- Bullying - see it, say it, stop it
- Strengths and challenges
- Celebrating difference
- Saving, spending and budgeting
- What helps me choose?

Year 4

◆ Year 4 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Democracy
- Making choices
- What is important to me?
- Playing safe
- Growing up and changing

Year 5

◆ Year 5 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- In the media
- Stereotypes, discrimination and prejudice (including tackling homophobia)
- When things go wrong
- Dealing with feelings
- Different influences
- Borrowing and earning money

Year 6

◆ Year 6 curriculum overview (written and visual)

Each of the following topics includes a topic plan, pupil pre- and post-assessment sheets and a pupil self-reflection sheet

- Healthy relationships / How a baby is made
- Weighing up risk
- Human rights
- Healthy minds
- Keeping safe - out and about / FGM

Resources list

Acknowledgements

PSHE

PSHE is an important subject to teach, it is vital if pupils are to learn how to keep safe and healthy in an ever-changing world.

PSHE is a key way that schools can ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future.

The DfE requires all schools to publish their PSHE curriculum on their school website.

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future

These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

The Government's statutory safeguarding guidance for schools: **Keeping children safe in education; statutory guidance for schools and colleges** (May 2016) states that:

'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).'

The National Curriculum (September, 2014) states that all schools:

- must provide a curriculum that is broadly based and balanced and which meets the needs of all pupils
- promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- should make provision for personal, social, health and economic education (PSHE) drawing on good practice.

Policies

The PSHE curriculum should be referred to in the school policies for teaching and learning, safeguarding and child protection, behaviour and anti-bullying, online safety, drugs, sex and relationship education, whole school food and physical activity.

A scheme of work for the primary school

About the scheme of work

You, Me, PSHE provides primary schools with a clear and progressive PSHE curriculum which can be used as given. The PSHE subject leader can also adapt it to fit alongside individual school curriculum maps.

We have divided PSHE into 7 different strands:

Sex and relationship education (SRE)

Drug, alcohol and tobacco education (DATE)

Physical health and wellbeing

Mental health and emotional wellbeing

Keeping safe and managing risk

Careers, financial capability & economic wellbeing

Identity, society and equality

- Within each strand, we have designed age-appropriate topics for the different year groups.
- One topic per half term is taught to each year group (SRE is taught over a whole term in Y2, 4 and 6).
- Each topic consists of three lessons per half term and teachers are expected to teach a minimum of three lessons in each half term. Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

Assessment

Assessment has been included as an integral part of each topic. At the beginning of the topic pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work.

A simple and clear way of assessing pupil progress is to give each pupil a PSHE reflections book (this could be an exercise book or folder). Each assessment sheet the pupils complete can be kept in their own book. This book can travel with pupils as they move up to the next year group and acts a record of their learning in PSHE.

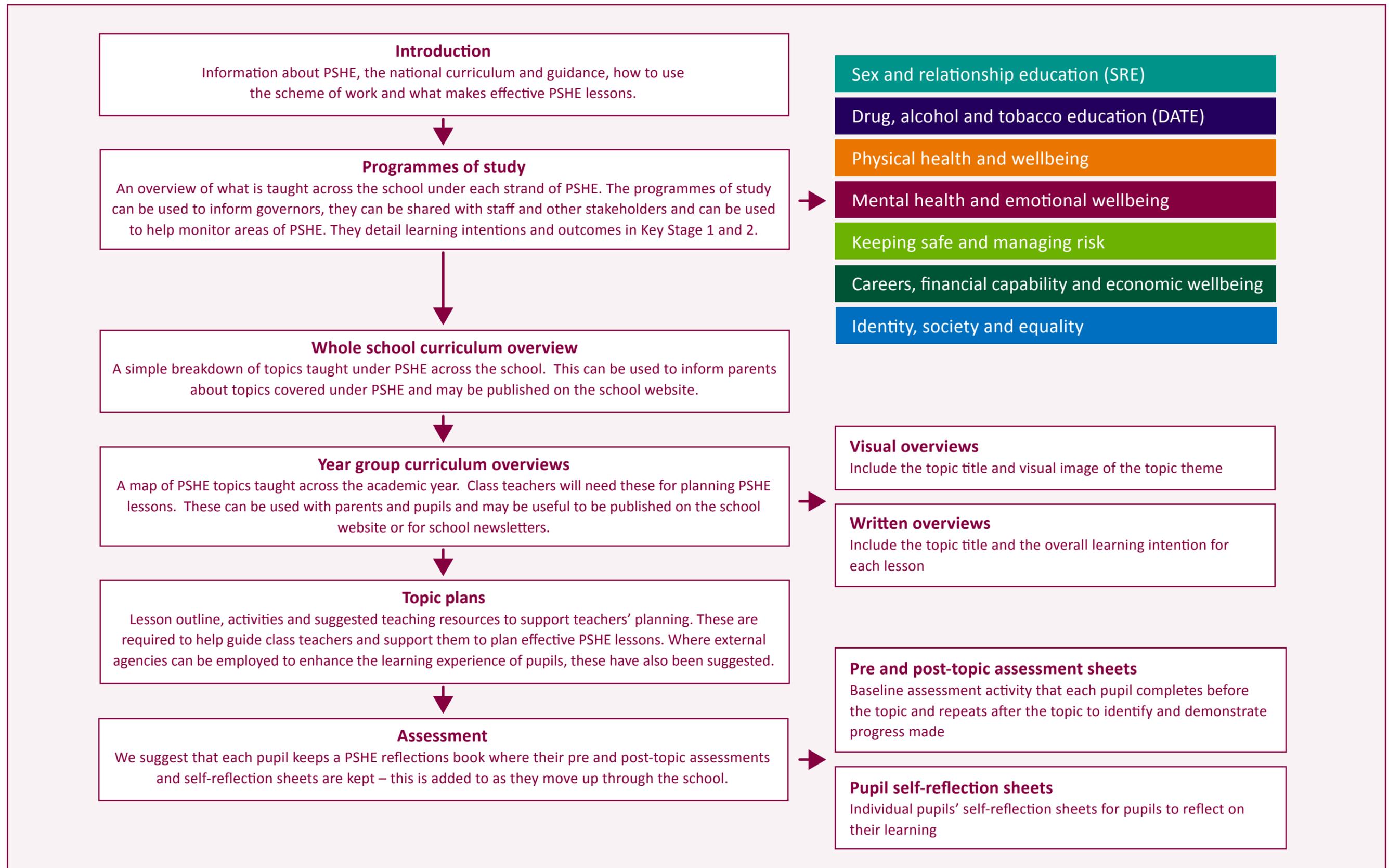
Teachers will find these useful for report writing, parent/carer meetings and to discuss learning with individual pupils.

Monitoring and evaluation

To monitor learning in PSHE, a sample of pupils' PSHE reflections books from each class can be collected and progress checked. PSHE subject leaders might want to concentrate on a particular strand of the scheme of work, such as drug, alcohol and tobacco education, as a monitoring focus for the year.

Another way might be to take a theme such as spiritual, moral, social and cultural development (SMSC), safeguarding or British Values to demonstrate evidence of pupils' learning in PSHE within a particular area of school life. Other ways of monitoring will include lesson observations and learning walks.

A scheme of work for the primary school



What makes a good PSHE lesson

Establishing a safe and supportive environment

- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson
- Distancing techniques are clearly used
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils
- The teacher is aware of vulnerable pupils and enables them to safely participate

PSHE is taught like other curriculum subjects

- The lesson is planned in line with the whole school programme for PSHE and is in-line with school policies
- Planned and well-structured lessons with clear beginning, middle and end
- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding
- The teacher feels confident to teach the lesson, pupils enjoy their learning and make progress

Assessment of learning

- Teaching starts from where the pupils are (drawing on the baseline assessment)
- Pupils and teachers are able to see the progress pupils have made
- Pupils have opportunities to reflect on their learning, including how they feel about their learning

Classroom environment enhances learning in PSHE

- Book corner and role play areas reflect learning in the PSHE topic
- Displays of pupil work/learning walls reflect learning in the PSHE topic
- Information directing pupils how to access further advice, care or support is available (for example, posters)

The importance of ground rules for PSHE lessons

Before teaching personal, social, health and economic (PSHE) education, clear ground rules should be established. These may also be known as a class contract or class agreement and are one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules should be kept to consistently revisited throughout the lesson and should be clearly displayed in the classroom. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

Example ground rules – List 1 (shared agreement)

- We join in and ask questions if we want to
- We make sure that everybody feels listened to
- We make sure everybody feels ok – we don't put people down
- We use the correct vocabulary when possible; if we are unsure, we ask the teacher
- We do not name names
- We know we can ask for further help or advice if we want to

Example ground rules – List 2 (rights and responsibilities)

- Everybody has the right to feel listened to
- Everybody has the right to join in and speak if they want to
- We have the responsibility to ensure people do not feel judged or 'put down'
- We have a responsibility to use the correct vocabulary so as not to cause offence
- Everybody has the responsibility to keep confidentiality
- Everybody has the right to seek help or advice if they want to

In order for ground rules to be effective, they should be developed and agreed with the pupils themselves, rather than given or imposed by the teacher.

Teachers will want to explain that PSHE lessons cover a wide range of topics and can include talking about things that people have different feelings about and that it is important to ensure that everyone in the room feels able to participate.

Some ways of developing ground rules with pupils

- Use a character or persona doll and think about how they can be helped to feel comfortable in the lessons
- Give each individual pupil or pair of pupils a sheet of paper divided into sections and ask them to write one important rule in each section. Compare each other's responses to develop one class set to be agreed
- Ask one half of the class to write down or draw important things for the teacher to do in PSHE lessons and the other half to think about important things for the pupils to do

• Carousel activity:

- Write a prompt word or statement on a piece of flipchart paper (for example: listening, sharing/asking questions, not judging others, using appropriate language, confidentiality, help)
- Organise pupils into six groups and give each group a piece of flipchart paper and a marker pen
- Ask pupils to jot down ideas under each heading to explain the type of behaviour people would show and what they would do/say or not do/not say to create a safe and comfortable learning environment
- After a short time, pass the pieces of flipchart paper around the room clockwise to the next group
- Ask this group of pupils to jot down why these types of behaviour are important in a PSHE lesson
- After a couple of minutes, pass the pieces of flipchart paper around the room clockwise and to the next group
- Ask this group of pupils to come up with a class rule for the key word/statement
- Display the flipchart paper around the classroom and ensure everyone agrees the rules

The importance of ground rules for PSHE lessons (continued)

These are some examples and things to consider with the class when developing a set of ground rules:

1. Listening to others

Consider with the class:

- what good or 'active' listening consists of
- how best to agree with or challenge someone's else viewpoint (listening in full before making assumptions or formulating a response, not interrupting)

Examples

- ◆ We make sure that everybody feels listened to
- ◆ Everybody has the right to feel listened to

2. Sharing opinions, the right to 'pass' and asking questions

Consider with the class:

- that topics should be able to be explored openly and honestly
- the importance of everyone being entitled to express an opinion
- that questions should be welcomed but:
 - no one should ask a question that deliberately tries to embarrass or upset someone or encourages pupils to laugh at anyone
 - teachers and pupils may choose to not answer a question if it is personal

- whether questions can be asked throughout the lesson or whether there may be a set time in the lesson when questions can be asked. For example:

- ◆ At the beginning of the lesson, questions are invited and written on the flipchart to help direct the lesson based on the current needs and understanding of the class
- ◆ By using an anonymous questions box, questions can be asked and followed up a later time (this is particularly useful if pupils want to ask questions that they may feel uncomfortable about raising in the lesson)
- that pupils should join in and actively participate in the lesson, but if someone feels uncomfortable with a topic or activity they should talk to the teacher individually (the teacher might prepare the class in advance by letting them know what topics are coming up). Pupils can let the teacher know anonymously or directly if they have any concerns about themselves or a friend

Examples

- ◆ We join in and ask questions if we want to
- ◆ Everybody has the right to join in and speak if they want to

3. No assumptions, non-judgemental

Consider with the class:

- that a range of different attitudes and beliefs may be explored in the lesson
- that there may not necessarily be a 'right' answer
- that everyone should be entitled to express an opinion or ask a question without feeling ridiculed – the importance of not putting down or making fun of other pupils
- where pupils disagree with another point of view, they should challenge the belief and not the person
- being careful not to make assumptions about the attitudes, values and life experiences of others

Examples

- ◆ We make sure everybody feels ok – we don't put people down
- ◆ We have the responsibility to ensure people do not feel judged or 'put down'

The importance of ground rules for PSHE lessons (continued)

4. Use of language

Consider with the class:

- the importance of using vocabulary everybody understands – in most cases the correct words should be used
- that inaccurate or offensive vocabulary should not be used (unless there is specific task that demands this)
- the way in which words are used; such as using correct vocabulary but in an inappropriate way, for example, to hurt someone or cause offence

Examples

- ◆ We use the correct vocabulary when possible; if we are unsure we ask the teacher
- ◆ We have responsibility to use the correct vocabulary so as not to cause offence

5. Confidentiality

Consider with the class:

- that lesson time is not the appropriate setting to discuss their own personal experience or the personal experiences and private lives of people they know. General situations might be used as examples, but names and identifying descriptions should be left out. Pupils can share stories or experiences without naming others, by saying: 'Someone I know...' or 'A situation I heard about...'
- the importance of not naming names or repeating other people's views if discussing the lesson content outside of the classroom. You might also discuss why it is not appropriate to share the lesson content with younger pupils (depending on the nature of the lessons). Emphasise that you cannot completely guarantee confidentiality
- that if you become concerned that a child is at risk (being hurt or harmed), you will need to follow the school's safeguarding policy (tell someone else in school)

Examples

- ◆ We do not name names
- ◆ Everybody has a responsibility to keep confidentiality

6. Seeking help and advice

Teachers should direct pupils to:

- a person or people in school
- appropriate websites, helplines or text services where pupils might go to for further help or advice – these should be displayed in the classroom, especially whilst the topic is being taught

Examples

- ◆ We know we can ask for further help or advice if we want to
- ◆ Everybody has the right to seek help or advice if they want to

Teaching strategies for PSHE lessons



Teaching strategies for PSHE lessons

Artefacts and objects Collecting relevant artefacts and objects that are related to a PSHE topic means they can be used as a stimulus for discussion, for categorising activities or as part of a classroom display or role play area. Many of these will be everyday objects easily found in the home or school.

Brainstorm The teacher, pupil or pupils jot down all the words or ideas for a discussion or about a particular issue or topic. No suggestion is changed, discussed or challenged until the end. When everything has been written down, ideas can be discussed further or categorised. Brainstorms can be done individually, in pairs, small groups or with the whole class.

Carousel Pupils work in groups. Each group is given a different heading relating to the same theme on a piece of flipchart paper. Pupils brainstorm ideas under the heading. After a few minutes the flipchart paper is passed on to the next group who add more ideas. This continues every few minutes until each group has contributed to each brainstorm. When groups receive their original brainstorm they read it and see how it has changed.

Case study Case studies give a description of a character, usually experiencing a dilemma or problem. They can be presented to the pupils as letters to a problem page, e-mails to a helpline/ website or as part of a story. They give details about a character's feelings and motivations. Pupils can respond to the character, giving advice and support or make suggestions of what they could do next.

Categorising Pupils are given statements, vocabulary or artefacts, pupils match these to headings. Pupils can use Venn diagrams or graphs such as scatter graphs for categorising. Once complete the teacher can extend pupils thinking about why they have placed the statements, vocabulary or artefact where they have and compare and contrast different pupils' views.

Conscience corridor Pupils line up on two sides of the room in a row. One pupil is chosen to act as the character and walks slowly between the middle of the two lines. Pupils on either side call out one by one - words, thoughts, names, views or other vocabulary, depending on the activity. The pupil who walks down the middle discusses how it felt.

Concept cartoon Pupils are given a pre-prepared visual representation of an everyday situation with two or more characters and thought and speech bubbles. Some dialogue is given. Pupils add their own thoughts, ideas and views to the cartoon. Concept cartoons are useful for exploring different viewpoints and promoting discussion and are useful for whole class or group activities.

Corners Large labels are placed in different corners of the classroom. The teacher reads aloud statements and invites pupils to stand near the card that best represents their viewpoint or what they think is the correct answer. For example, pupils might decide whether males, females or both have particular body parts. These can also be used as traffic lights (red, orange and green) for pupils to self-assess their understanding of different parts of a topic.

Draw and write The class teacher reads pupils the outline of a story or description of a person or event. The teacher pauses at particular sections to enable the pupils to draw or write about what they think is happening, what the characters are thinking, or to provide detail about some aspect of the story or description. Each pupil works individually to produce their own responses. The teacher may collect and collate these afterwards to gain a view of where the class are in terms of levels of understanding and attitudes.

Teaching strategies for PSHE lessons

Diamond 4/diamond 9 Pupils generate or are given four or nine cards with words or statements each relating to a key theme. Pupils rank the cards into a diamond shape, in order of importance, prioritising some points and highlighting where some have equal status. Usually completed in small groups, the aim is for the pupils within the groups to come to a consensus or agreement.

The teacher can compare one group's responses with another to open up or lead into a wider class discussion.

Freeze frames Pupils represent an event, situation or relationship between people, showing a moment in time (as a photograph does). Pupils carefully design the freeze frame to show characters' feelings and emotions. They may add one movement and/or a sound to bring the freeze frame to life. Freeze frames are useful to explore how body language can show innermost feelings. They can be done individually, in pairs or groups.

Graffiti wall Pupils are given a large sheet of paper and work in groups, pairs or individually to decorate the wall with words and statements related to a key theme or topic.

Group discussion Pupils can work in buzz groups where they are asked to discuss something for a short time and then report back to the whole class to share ideas. Many of the other strategies mentioned can also be used to help structure and organise small group discussion.

Hot-seating Pupils act as a given character, from a story, case study or scenario whilst pupils from the class or group ask them questions. The actor responds in role as the character would. This can be extended to other pupils being invited to act in role, or to speak on behalf of the character. Visitors can also be hot-seated to give information about themselves to pupils or the teacher may choose to act in role.

Line of continuum Pupils are given a strip of paper, labelled with viewpoints such as:

- strongly agree, agree, neither agree nor disagree, disagree, strongly disagree
- agree, unsure, disagree
- OK, not OK
- best, better, alright, worse, worst

Pupils are read or given statements or objects to organise on the line of continuum. The line of continuum can also be set up across the length of the classroom with enlarged labels and pupils move to stand nearest the label that best represents their viewpoint. The teacher can ask individual pupils to further explain or justify their viewpoint.

Matching cards Pupils match similar statements or vocabulary together. This might include pairing words with definitions or matching similar words together. It could be played as a game, whereby all the words or statements are covered and pupils take turns to uncover two cards to find a matching pair.

Mind-map/spidergram An extension of an initial brainstorm, these help pupils to organise their ideas and thinking. Key headings branch off from a central heading and further information is added. They can be used to collect and collate information or to guide a discussion or presentation or for planning.

Research and present Pupils are given a topic, person or event to research. Pupils may be given factsheets to support them. They may make a mind-map/spidergram or brainstorm to collate all the information. Pupils then present the information to the rest of the class. This could also form a practical challenge for pupils to carry out and then demonstrate the results to the rest of the class. Pupils can act as 'peer educators' by learning about a topic and educating others on it.

Teaching strategies for PSHE lessons

Round Pupils usually sit in a circle. Each person in the circle has an opportunity to make a statement about the theme or group discussion. Very often, this might be in response to a sentence starter. No-one may comment on what another has said, including the teacher. Pupils may opt to 'pass' when it is their turn, but should be offered an opportunity to share before the close of the round.

Role play Pupils act out a scenario they might find themselves in to 'try out' different ways of managing the imaginary situation. Pupils can practise different ways of responding in a variety of situations. Pupils might be given scenarios to explore or may be challenged to make one up. Pupils can feedback which responses they thought worked the best.

It is not always necessary to perform to the whole class, especially if some pupils are reluctant to do so. Role play can also be carried out with small world play figures – groups of pupils can make up stories or situations and use the figures to act them out.

Paired discussion Pairs are given a short time to discuss a topic or question. They can then 'pair-share' with another pair of pupils to compare and extend ideas.

Persona dolls/puppets Persona dolls and puppets engage younger pupils especially, but can also be used further up the school. They can help to encourage the development of empathy. Stories and case studies can be brought to life by telling them through the experiences of the puppet or persona doll.

For information about training using persona dolls see www.persona-doll-training.org

Picture stimulus A picture or photograph can be used to stimulate discussion or pupils can ask questions about it. Pupils can collect pictures from magazines or other media to make a collage on a set PSHE theme. Pictures can also be used in activities such as categorising, scenarios and ranking activities.

Scenarios Pupils are given a short description of a situation, usually involving a dilemma. Scenarios can be used alongside many of the other activities, including categorising, role play, ranking, freeze frames or hot seating.

Sentence starters Pupils are given the beginning of a sentence and must complete it. This might be a written or spoken activity and can be done individually, in pairs or groups.

Silent conversation Pupils are given a heading or question and work together in pairs or groups. One pupil begins by writing a response to the heading or question on a piece of paper. The other pupil or pupils take it in turns to add to this, writing their response to the first pupil, and so it continues. At the end of a set time pupils will have created a written dialogue.

Storyboards Pupils can make up their own storyboards or can be asked to complete a storyboard that is part started. They can consider the outcomes or consequences of a situation and give the story either a good ending or not-so-good ending.

Story/poem stimulus Children's literature relating to different themes in PSHE can be used within a lesson or following a topic by way of reflection or to further extend pupils' experiences and thinking. Pupils can develop empathy and understanding of different characters, and similar to the use of persona dolls and puppets, can explore situations they find themselves in to their own lives using this distancing technique. Leeds schools can contact the Public Health Resource Centre www.leeds.gov.uk/phrc/Pages/default.aspx to borrow or find out more about suggested books.

Teaching strategies for PSHE lessons

Video clips Stories and scenarios presented through video clips bring a visual aspect to lessons and can be used as an introduction to a topic. A useful technique following the video is to ask pupils to write an anonymous question about the clip they have watched. Lessons that use videos must always include other teaching strategies and activities to ensure they are interactive. Video clips used in lessons should last no longer than about ten minutes.

Visitors/external agencies Appropriate visitors can be invited to supplement parts of the lesson or topic taught by the class teacher. The visitor might have expertise, experience or skills that will enhance the pupils' learning experience. The class teacher should be present in the room at all times so they can follow up any issues, concerns or learning points in the subsequent lesson. It is very important to plan any visit carefully beforehand, including discussing:

- why they have been invited (the context of the learning)
- what is expected of them during the visit
- practical arrangements, including timing.

Quiz There are many different ways of organising a quiz:

- Pupils are given statements and must choose whether it is true / false/ depends
- Pupils are given a question or statement with three possible responses and must choose the correct one
- Pupils are asked to give a correct response for each question asked

Washing line The washing line is a sequencing activity. Pupils can stand in line and hold enlarged pictures or statements, as a whole class, or this can be done at pupils' desks, as a paired or group activity. Pupils put the statements or pictures in order. This can be done with a story or timeline.

Zone of relevance This is a type of ranking and categorising activity that encourages pupils to find the most relevant statements or vocabulary. Pupils are given a diagram of two or more circles drawn inside each other. The inner circle represents the most relevant and the outer circles, the less relevant; non-relevant statements can be placed outside of the circles. Pupils choose where to place the statements or vocabulary.

This activity can then be used to open up further discussion.