

PSHE at Newnham Croft

Parent Presentation

October 2022

Why do we teach PSHE?

To give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

A DfE review highlighted the subject's importance to children and young people's wellbeing and knock-on effects on academic achievement, stating that *'The evidence shows that personal, social, health and economic (PSHE) education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success'*.

Why do we teach PSHE?

- Most of PSHE education became statutory in September 2020 under the Children and Social Work Act.
- Relationships Education (RSE) became compulsory in primary schools.
- Health Education (both mental and physical) became statutory.
- Schools are advised to still cover important non-statutory content about careers, economic wellbeing and personal safety.

What do our lessons cover?

We follow a scheme created by Cambridgeshire PSHE Services.

- Written by experts
- Well resourced
- Updated regularly
- Cover 4 key areas: Healthy and Safer Lifestyles, Myself and Relationships, Citizenship and Economic Wellbeing
- Enrichment units available (e.g. Body Image, E-Safety)
- We adapt and place emphasis on the areas most needed for our classes, school and community

Healthy and Safer Lifestyles

- Healthy Lifestyles
- Managing Safety and Risk
- Drug Education (life bus)
- Relationship and Sex Education (RSE)

Myself and Relationships

- Beginning and Belonging
- Anti-bullying
- Family and Friends
- Managing Change
- My Emotions

Citizenship

- Diversity and Communities
- Rights, Rules and Responsibilities
- Working Together

Economic Wellbeing

- Financial Capability

How is PSHE taught?

- Progressive frameworks
- Two year cycle
- All topics covered at the same time in school – mostly over half a term
- Lessons taught as stand-alone
- Other lessons taught when necessary e.g. friendships, understanding diversity, managing emotions

How does it progress between ages?

	EYFS	Y1/2	Y3/4	Y5/6
Beginning and Belonging	Understand how to respect, play and work with others. To know how behaviour makes other people feel.	Understand how to be safe and happy in the classroom, help others and adapt to new situations.	Understand responsibilities in school, how to build relationships and manage new situations.	Understand responsibilities towards others, take responsibility for building relationships and be resilient in a range of situations.
Diversity and Communities	Explore similarities and differences between people in the class, value and celebrate differences. Know about my neighbourhood and who lives and works there.	Explore what makes us and our families different and what groups we belong to in communities. Explore and give examples of stereotypes.	Explore stereotypes of girls and boys, different traditions, cultures and beliefs of others and the importance of valuing diversity. Learn to challenge stereotypes.	Explore negative impact of stereotyping and how they influence sense of identity. Think about belonging to wider community groups and the work of voluntary organisations.
Healthy Lifestyles	Know how to keep my body healthy and how I feel when it's healthy or ill. Understand why food, drink, exercise and sleep are good.	Know how to stay as healthy as possible and the importance of eating healthy and being active. Know why we need food and how to make healthy choices.	Know importance of balanced diet, active lifestyle and the impact on mental wellbeing. Know the importance of sleep, oral hygiene and how to plan and prepare simple, healthy meals safely.	Know health risks of not engaging in physical activity and the benefits/risks of a balanced/unbalanced diet. Know signs of physical illness and how to respond and benefits/risks of spending time online in terms of physical and mental wellbeing.

Relationship and Sex Education (RSE)

- Policy written in 2021 after consultation with school community
- Combines Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body)
- Some part of statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses)
- Puberty taught at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing
- Review the age at which puberty is introduced depending on the needs of each cohort

RSE

- Teaching in way that's most appropriate to cohort, by class teacher/s
- Resources updated – e.g. period products
- Pupil voice used
- Sex Education taught in Year 6 (you have a right to withdraw your children from these lessons, but not other RSE lessons)
- Parents written to before lessons are taught so you know what will be covered

Zones of Regulation

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Zones of Regulation



Support and Interventions

- Small groups led by TA – children selected by class teachers
- Short term and monitored
- Include games, stories, discussions, art, Lego group
- Drop-in sessions at lunchtime

Self-esteem, friendships, managing Emotions

Supporting at Home

- Talk
- Online Library (*school website/parents/home learning/maths and english resources/virtual library*)
- Books
- Zones of Regulation
- Speak to school



Questions?