



*Be all you can be*  
Hayes School

## PSHRE at Hayes: Subject Story





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## The Hayes Curriculum Vision Statement

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background. Our vision is for all of our children to leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. Our curriculum aims to equip our children with the ability to 'think' in order to make sense of an ever-changing world. The breadth our curriculum provides is underpinned by thinking. This thinking will allow our children to make sense of the world around them and before them in order that they can live fulfilling and happy lives, being all they can be.



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## Intent: PSHRE

### Intent

At Hayes we aim to:

- Provide a framework and opportunities in which sensitive discussions can take place
- Help pupils develop feelings of respect for self and others, confidence and empathy
- To enable pupils to keep themselves safe in both the real and online world
- Develop knowledge and understanding of positive and healthy relationships
- Ensure pupils know how to recognize, manage and talk about their physical and mental well being using the correct vocabulary
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Create a positive culture around issues of relationships, friendships, difference and diversity
- Prepare children for the physical and emotional changes of puberty
- Understand reproduction and birth within the context of loving and caring relationships
- Ensure pupils have a basic economic understanding to prepare them for life
- Ensure children know how and where to access appropriate support
- Through PSHRE, pupils learn to discuss and explore personal, social, emotional, health and relationship and life experiences.
- Pupils develop a sense of self and also their place within their own family and within the wider community.
- They will learn how to keep themselves safe in various situations they might experience.
- Effective PSHRE is essential to safeguard children and to give them the skills they need to deal with real life decision making.
- Pupils make good use of the environment around them to ensure that Cultural Capital is embedded within their life experiences.
- The curriculum is adapted and revised in response to challenges such as planned termly lessons around understanding how to use the internet safely.
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## Implementation: PSHRE

### Implementation

- RHSE is taught as part of our PSHE curriculum which is a progressive curriculum covering both the statutory and non statutory guidance relating to: British Values, personal development, social development, health development, emotional development, anti bullying, e-safety, drugs education, financial education, physical development diet and lifestyle, citizenship and SEAL.
- The Lifewise programme is used to support the delivery of our RHSE curriculum.
- At Hayes, we use the Lifewise as the basis for our RSE curriculum. These resources can be adapted by teachers to meet the needs of all learners, including those with SEND. Our Relationships and Sex Education is taught by the class teacher.
- There is an ethos of staff knowing their children well. We pride ourselves in closely monitoring and sharing any concerns promptly among colleagues, and to decide the best way to support.
- Weekly assemblies
- Enrichment and extra curricular activities provide additional opportunities for pupils at Hayes.  
These include:
- Healthy Week
- Cultural Week
- Values Books
- Weekly assemblies linked to British Values, School Core Values and Focus of the Week
- School Council
- Peer Mediators
- Outdoor Education/Residential Visits
- Forest Schools
- Bikeability
- Swimming
- NSPCC Speak Out, Stay Safe Assemblies
- Debating Club
- Allotment Club



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## Impact: PSHRE

### Impact

At Hayes, there is a strong whole school ethos (staff, pupils, parents/carers and governors) which supports acceptance of diversity and difference.

- Pupils know how to keep themselves safe physically, emotionally and whilst visiting the online world; knowing where to go for help if they need it.
- Pupils are physically, biologically, emotionally and socially prepared for the next transition of their lives.
- Pupils are included in everything we offer them, including after school clubs.
- Pupils are provided with a wide range of opportunities to experience their world around them.
- Our pupils have a voice and are listened to through value books, circle time.
- Children are confident to ask for help for worries, support and guidance through questionnaires, pupil voice in value books.
- Short assessment opportunities, further discussions and follow up activities show the impact of our pupils' PSHRE learning topics.
- Pupils will attend school and make good progress.

Children demonstrate resilience, confidence and independence in a range of ways.

All children take part in performances and learn to play an instrument.

Children take part in residential throughout KS2.

Weekly visits to the school allotment and forest school

Children tell us that they feel happy, safe and enjoy coming to school



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## What is PSHRE?

### Our destination as PSHRE learners at Hayes will be:

- For pupils to embrace the challenges of creating a happy and successful adult life, they need the knowledge and skills that will enable them to make informed decisions about their well being, health and relationships and to build their self efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks and challenges. We all face difficult situations in our lives. PSHRE can support children to develop resilience, to know how and when to ask for help, and where to access support if needed.
- Hayes staff discussed the core purpose and vision for the schools' core values, so the values could be implemented practical and can be accessed by everyone. There is a school value for each half term that will clearly define how everyone will work together to achieve the school's vision. This are covered by weekly Focus of the Week assemblies where pupils will learn about the meaning of the values, have opportunities to discuss and view their ideas and opinions and develop their concept of the definition whilst linking to the British Values, Bucket Filling concept (EYFS) and Characteristics of Effective Teaching and Learning (EYFS). These School Values promote self esteem, safe risk taking, mindfulness, safe to fail ethos, self motivation and the ability to self assess (ELF) and reflect. The discussions will support healthy ideas for gender, culture, religion and stereotypes.
- The six core values at Hayes School are Resilience, Aspirations, Friendship, Discovery and Success.
- The pupils of Hayes school are polite, kind and helpful to everyone in school.
- Pupils show respect for our school and have high expectations and are responsible for their own learning.



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## What is PSHRE?

### The New Ofsted Framework for PSHRE

PSHE education, became compulsory in all schools in 2020. With the introduction of statutory Relationships Education at Key Stages 1 and 2. and Health Education for Key stage 1 and 2.

With its emphasis on 'personal development', and reports of PSHE being the focus of "deep dives" in recent inspections, it's clear that PSHE education will play a key role in providing evidence under the new framework.

This new framework emphasises the need for high quality provision through a broad and rich curriculum, and aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds.

The Personal Development judgement requires evidence that schools have worked to prepare young people for the next step in their education and their later employment. It's hard to envisage how a school could do this well without a comprehensive and thoroughly planned PSHE education programme.

Beyond Personal Development, a well-considered and comprehensive PSHE programme can contribute to all four judgement areas, as well as being essential to safeguarding.

Quote

*"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children. This area is now a judgement in its own right. This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."*

Ofsted Chief Inspector Amanda Spielman, July 2019



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## LifeWise

### What is Lifewise?

- The PSHRE platform inspires children and enables them to become physically and mentally healthy.



Leading a  
Healthy Lifestyle



Understanding  
Mental Wellbeing



Living In The  
Wider World



Learning To  
Stay Safe





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## LifeWise

### Planting our Food Part 1



What Do Plants Need To Grow?  
Health and Well-being

EYFS

Rece...

Wellb...



### Plants we can Eat Part 2



What Plants Are Edible  
Health and Well-being

EYFS

Rece...

+2



### Cities, Towns, Land and Sea Part 1



Where do you live?  
Living in the Wider World

EYFS

Helpi...

+3



### Cities, Towns, Land and Sea Part 2



This Box is My...  
Living in the Wider World

EYFS

Helpi...

+3



### Gentle Hands and Hearts Part 1



Hands are not for Hitting  
Relationships

### Gentle Hands and Hearts Part 2



Take Time To Think  
Health and Well-being

### Taking Good Care of Myself Part 1



Who is in the Loo?  
Health and Well-being

### Taking Good Care of Myself Part 2



Clean Water, Clean Hands  
Health and Well-being




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## LifeWise


**Being Responsible**  
Part 1



How to be responsible Relationships

[Page 2](#) [Hayes link](#) [+2](#)


**Being Responsible**  
Part 2



The Importance of responsibility Relationships

[Page 2](#) [Hayes link](#) [+2](#)


**Black Achievement Assembly**



The third in the Black History series explores the challenges that refugees have overcome to achieve... Living In the Wider World

[British Values](#) [Page 2](#) [+4](#)


**Black History Collection Posters**



10 Posters of Inspirational Black Britons to use around your school to remind and inspire student Living In the Wider World

[British Values](#) [Page 2](#) [+4](#)


**Body Language & Communication**  
Part 1



Effective Communication in Life And Sport Relationships

[Page 2](#) [Hayes link](#) [+2](#)


**Body Language & Communication**  
Part 2



Non-Verbal Communication And Its Importance Relationships

[Page 2](#) [Hayes link](#) [+2](#)


**Borrowing Money**  
Part 1



Loans And Mortgages Living In the Wider World

[Page 2](#) [Year 2](#) [Life After GCSE](#)


**Borrowing Money**  
Part 2



Credit Credits, Credit Scores And Debts Living In the Wider World

[Page 2](#) [Year 2](#) [Life After GCSE](#)


**Braving the Weather**  
Part 1



Dangerous weather conditions Living In the Wider World

[Page 2](#) [Year 1](#) [+2](#)


**Braving the Weather**  
Part 2



Protecting Ourselves Living In the Wider World

[Page 2](#) [Year 1](#) [+2](#)


**British Values - Culture and Liberty**  
Part 1



Freedom to Choose Living In the Wider World

[British Values](#) [Page 2](#) [+2](#)

**British Values - Culture & Liberty**  
Part 2



Culture Is Shared Relationships

[British Values](#) [Page 2](#) [Year 2](#)

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## LifeWise

### Websites and Resources for teachers across the school:

#### LifeWise

<https://pshe-association.org.uk>

The new Ofsted framework for PSHE education

Personal, social, health and economic (PSHE) education - GOV.UK

<https://www.youtube.com/watch?v=QQ96L6uQvZM>

# Subject to Change N/R



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## Overview for EYFS - LifeWise

Year Group	1 Autumn	2 Autumn	1 Spring	2 Spring	1 Summer	2 Summer
Lifewise EYFS Programme	Cities	Being Curious	Sleep	Animals	Follow My Lead	Sharing Sounds
	Towns	Planting Our Food	The Great Outdoors	Fire Safety	Making Mistakes	Music and Noise
	Managing Feelings	Taking Good Care of Myself	Trusted Adults	Water Safety	Road Safety	Technology
	Land and Sea					
Term unit delivered	Gentle Hands and Hearts					
	Cities	Gentle Hands and Hearts	Sleep	Animals	Being Curious	Sharing Sounds
	Towns	Planting Our Food	The Great Outdoors	Fire Safety	Follow My Lead	Land and Sea
	Taking Good Care of Myself	Road Safety	Trusted Adults	Water Safety	Making Mistakes	Music and Noise
		Managing Feelings				Technology



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## Overview for Year One - LifeWise

Year Group	1 Autumn	2 Autumn	1 Spring	2 Spring	1 Summer	2 Summer
<b>Lifewise Year 1 Programme</b>	Braving the Weather	Emergency Services	Being Mindful	Trust	Food Safety & What Not to Eat	Getting Your Sleep
	Road Safety	Being Happy	Communication	Respecting	Water Safety	Hygiene & Me
	Understanding Difficult Feelings	First Aid/CPR	A Problem Shared is a Problem Halved	Others Safety Symbols	My Body Belongs to Me	Signalling & Sign Language
<b>Term unit delivered</b>	Understanding Difficult Feelings	Road Safety	Food Safety & What Not to Eat	Signalling & Sign Language	Braving the Weather	Water Safety
	Respecting	My Body Belongs to Me	Hygiene & Me	First Aid/CPR	Trust	Emergency Services
	Communication	Being Mindful	A Problem Shared is a Problem Halved	Getting Your Sleep	Being Happy	Others Safety Symbols



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## Overview for Year Two - LifeWise

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lifewise Year 2 Potential Programme</b>	Forest Survival  Happiness  It's Okay Not to be Okay	Feeling sad  Dealing with Loss  Personal Goal Setting	The Art of Failure  Fight or Flight  Relaxation	My Body is Growing  Fire safety  Medicines & Drugs	Desert Island  Navigation  Environment	Wildlife  Protecting Our Planet  Cyber Safety
<b>Suggested term unit delivered</b>	LWW Cyber Safety  HWB Happiness  HWB It's Okay Not to be Okay	LWW Environment  LWW Wildlife  LWW/HWB Protecting Our Planet	HWB Personal Goal Setting  LWW Feeling sad  LWW Dealing with Loss	LWW Forest Survival  R The Art of Failure  LWW Fight or Flight	LWW Desert Island  LWW Fire safety  HWB Relaxation	LWW Navigation  RSEDA My Body is Growing  RSEDA Medicines & Drugs

LWW = Living in the Wider World

HWB = Health and Well-Being

R = Relationships

RSEDA = RSE and Drug Awareness





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## Overview for Year Three -LifeWise

Year Group	1 Autumn	2 Autumn	1 Spring	2 Spring	1 Summer	2 Summer
<b>Lifewise Year 3 Programme</b>	Relationships with Others  Helping Others to Get Help  Growth  Mindset Mindfulness	Self-image  Anxiety  Anger - Difficult Feelings & Behaviours  Stress	Problem solving & Time Management  Self-worth  Personal Hygiene	My Body, Your Body  Vaccinations & Disease  Sun Safety	Who Can We Trust  Exercise  BV - Democracy & Law (Freedom to Choose)	BV - Culture & Liberty  Screen Time  Staying Safe Online
<b>Term unit delivered</b>	Staying Safe Online  Relationships with Others  Mindset Mindfulness  Self-image	Growth  Helping Others to Get Help  Who Can We Trust	Staying Safe Online  Screen Time  Self-worth  Anxiety	Vaccinations & Disease  Problem solving & Time Management  Anger - Difficult Feelings & Behaviours	Staying Safe Online  BV - Culture & Liberty  BV - Democracy & Law (Freedom to Choose)	My Body, Your Body (RSE and Healthy Week)  Personal Hygiene  Exercise  Stress



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## Overview for Year Four - LifeWise

Year Group	1 Autumn	2 Autumn	1 Spring	2 Spring	1 Summer	2 Summer
<b>Lifewise YEAR 4 Programme</b>	Respect  Problem Solving & Resourcefulness  Leadership	Bullying  Keeping My Body Safe  Being Responsible	A Balanced Diet  Healthy Eating  The Importance of Physical Activity	Where Does my Food Come From?  Sleep  Screen Time	Family Relationships  BV - Government & Rules  BV - Freedom in Beliefs	Everything Will Be All Right  Try and Try Again  Relaxing to Re-Charge
<b>Term unit delivered</b>	Respect  Being responsible  Try and Try again	Bullying  Screen time  Sleep	BV - Government & Rules  BV - Freedom in Beliefs  Leadership	Everything will be alright  Problem solving and resourcefulness	Relaxing to re-charge  The importance of physical exercise  A balanced diet  Healthy eating	Where does my food come from?  Everything will be All right  Keeping My Body Safe





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## Overview for Year Five - LifeWise

Year Group	1 Autumn	2 Autumn	1 Spring	2 Spring	1 Summer	2 Summer
<b>Lifewise YEAR 5 Programme</b>	Learning  Resilience  Teamwork  BV - Laws & Parliament	Dealing with Adversity  Responsibility & Inspiration  Body Language & Communication	Respecting Others –  Boundaries & Beliefs  My Body Changes  The NHS	You Get Out What You Put into Life  Communicating Effectively  The Digital World	Supporting the Community  BV - Freedom of Speech and Movement  Saving Money  Borrowing Money	Junk Food  Nutritional Values  The Human Body  Keeping My Body The Same
<b>Term unit delivered</b>	Learning  Resilience  Teamwork	Dealing with Adversity  Responsibility & Inspiration  Body Language & Communication	Respecting Others –  Boundaries & Beliefs  My Body Changes  The NHS	You Get Out What You Put into Life  Communicating Effectively  The Digital World	Supporting the Community  BV - Freedom of Speech and Movement  Saving Money  Borrowing Money	Junk Food  Nutritional Values  The Human Body  Keeping My Body The Same



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## Overview for Year Six - LifeWise

Year Group	1 Autumn	2 Autumn	1 Spring	2 Spring	1 Summer	2 Summer
<b>Lifewise YEAR 6 Programme</b>	Tax  Entrepreneurship  Banks  First Aid	Organisation of Life  Pensions  Power of Negotiation	From Learning to Working  How to Write a CV  Self-perception	The Government  Law  BV - Lawmakers & Activists	Drugs, Alcohol & Smoking  My Amazing Body  Transition	BV - Rights & Radicalisation  Feeling Anxious  Recognising and Controlling Anger
<b>Term unit delivered</b>	Tax  Entrepreneurship  Banks  First Aid	The Government  Law  BV - Lawmakers & Activists	Organisation of Life  Pensions  Power of Negotiation	BV - Rights & Radicalisation  Feeling Anxious  Recognising and Controlling Anger	From Learning to Working  How to Write a CV  Self-perception	Drugs, Alcohol & Smoking  My Amazing Body  Transition



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## Example of Assemblies - LifeWise

### Easter Celebrations



An assembly that enables children to have an appreciation of the...

Living in the Wider World

Year 2

Year 6

+6

### Achieving Your Goals



Encourage pupils to appreciate the importance of planning and...

Health and Well-being

Asse...

Wellb...

Health

### Women's Footprint in History



An assembly to understand that throughout history, women have...

Living in the Wider World

Year 2

Year 6

+7

### World Book Day

Thursday 3rd March 2022



An Assembly to celebrate World Book Day 2022! The theme this ye...

Health and Well-being

Year 2

Year 6

+7

### Because I'm Happy!



An introduction to the 5 ways to wellbeing and how they support a...

Health and Well-being

### Being Fearless



With effort, determination and a fearless focus on your goals, you...

Living in the Wider World

### Black Achievement Assembly

Black History Collection



The third in the Black History series explores the challenges that...

Living in the Wider World

### Building Confidence



This assembly aims to make pupils feel safe and seen when they feel...

Living in the Wider World



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## Sticky Knowledge and Skills Progression: PSHRE

### Example of skills and knowledge progression within our PSHRE curriculum

#### EYFS

- Begin to recognise how it feels to have different emotions
- Explore what it means to have a healthy body and mind

#### Year 1

- Begin to recognise what activities make me happy and things I enjoy
- I know what is good about myself

#### Year 2

- To develop self awareness about feelings
- To understand how to be positive about themselves and others

#### Year 3

- Identify strategies to use deal with tricky situations
- To understand why it is important to have a healthy mind

#### Year 4

- To develop a range of techniques to help us cope with a range of feelings and emotions
- To understand how to keep our mental health in check

#### Year 5

- To understand what self management is and why it is important for a healthy mind
- To understand what being mindful means, why it is important and techniques to support this

#### Year 6

- To understand what a balanced life means the importance and how this can be achieved
- To identify the types of activity that can contribute to a balanced life



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## Example of Knowledge and Skills Progression: PSHRE needs to change

Year 3	KEY Knowledge	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Key Location Key Events Key Artefacts Key Vocabulary	I can understand and explain the rights and responsibilities as a member of my class.	I can tell you about a time when my words affected someone's feelings and what the consequences were  I can give and receive compliments and know how this feels	I can evaluate my own learning process and identify how it can be better next time  I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help  I can express how being anxious or scared feels	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up  I recognise how I feel about these changes happening to me and know how to cope with these feelings



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## Development Matters- EYFS - PSED

### Personal, Social and Emotional Development

#### **EYFS Statutory Educational Programme:**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.







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## Development Matters- EYFS - PSED



Children in reception will be learning to:

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Examples of how to support this:

Make time to get to know the child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.

Take opportunities in class to highlight a child's interests, showing you know them and about them.

Make sure children are encouraged to listen to each other as well as the staff.

Ensure children's play regularly involves sharing and cooperating with friends and other peers.

Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Allow children time in friendship groups as well as other groupings.

Have high expectations for children following instructions, with high levels of support when necessary.

Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused.

Undertake specific activities that encourage talk about feelings and their opinions.



## Development Matters- EYFS - PSED



Children in reception will be learning to:

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Examples of how to support this:

Offer constructive support and recognition of child's personal achievements.

Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.

Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.

Help children to set own goals and to achieve them.

Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.

Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity.

Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them.

Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.





## Development Matters- EYFS - PSED



Children in reception will be learning to:

Manage their own needs.

- Personal hygiene

Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity
- healthy eating
- toothbrushing
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian

Examples of how to support this:

Model practices that support good hygiene, such as insisting on washing hands before snack time.

Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.

Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.

Talk with children about exercise, healthy eating and the importance of sleep.

Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.





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## Retrieval Practise: PSHRE

### Example of retrieval practise within our PSHRE curriculum

Retrieval practice involves students recalling something that they've learnt in the past (a reasonable time after the topic has been initially taught to them).

Every LifeWise lesson starts with a What Pupils Should Already Know.



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## **Pedagogy Practise: PSHRE**

### **Pedagogy within our PSHRE curriculum**

Substantive Knowledge- Facial Content

Disciplinary kNowledge- Renew Knowledge

Conceptual - What children need to understand before new knowledge

Procedural- Things children need to be able to do



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## **Pedagogy Practise: PSHRE**

### **Pedagogy within our PSHE curriculum**

Substantive Knowledge- Facial Content

Disciplinary knowledge- Renew knowledge of the subject

Substantive knowledge in PSHE is threaded throughout; Me and my relationships (types of relationships and changes of bodies), • Me and my future (managing money), • My healthy lifestyle, • Keeping myself safe, • Becoming an active citizen.

Disciplinary knowledge- Disciplinary knowledge in PSHE is the interpretation of themselves and how to support themselves and others through changes.



## Pedagogy Practise: PSHRE

Substantive knowledge					
Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<p>Know what self-identity is</p> <p>Understand what feelings are</p> <p>Know how to be in a classroom</p> <p>Know how to be gentle</p> <p>Identify rights and responsibilities</p>	<p>Identify talents</p> <p>Show how I am special</p> <p>Describe what families are</p> <p>Know where I live</p> <p>Show how to make friends</p> <p>Know how to stand up for myself</p>	<p>Understand what challenges are</p> <p>Show what perseverance is</p> <p>Understand how to set goals</p> <p>Know how to overcome obstacles</p> <p>Know how to seek help</p> <p>Identify what jobs are</p> <p>Show how to achieve my goals</p>	<p>Know how and why we exercise our bodies</p> <p>Identify some physical activities</p> <p>Identify some healthy foods</p> <p>Know the importance of sleep</p> <p>Show how to keep clean</p> <p>Know some ways to stay safe</p>	<p>Understand what family life is</p> <p>Show how to make friends</p> <p>Understand the difficulties of breaking friendships</p> <p>Know how to manage falling out with friends</p> <p>Describe how to deal with bullying</p> <p>Show how to be a good friend</p>	<p>Know what bodies are</p> <p>Show how I respect my body</p> <p>Understand that people grow up</p> <p>Know that growth and change happens</p> <p>Describe fun and fears</p> <p>Show how to celebrate</p>
Disciplinary knowledge					
Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<p>Recognise and manage my feelings.</p> <p>Work together and consider other people's feelings.</p> <p>Understand why it is good to be kind and use gentle hands.</p>	<p>Understand that being different makes us all special.</p> <p>Know we are all different but the same in some ways.</p> <p>Tell you why I think my home is special to me.</p>	<p>Understand that if I persevere I can tackle challenges.</p> <p>Tell you about a time I didn't give up until I achieved my goal.</p> <p>Set a goal and work towards it.</p>	<p>Understand that I need to exercise to keep my body healthy.</p> <p>Know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p>Identify some of the jobs I do in my family.</p> <p>Know how to make friends to stop myself from feeling lonely.</p> <p>Think of ways to solve problems and stay friends.</p>	<p>Name parts of the body.</p> <p>Tell you some of the things I can do and foods I can eat to be healthy.</p> <p>Understand that we all grow from babies to adults.</p>



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## Pedagogy Practise: PSHRE

Key Concepts	Disciplinary Knowledge
<ul style="list-style-type: none"><li>• Emotional literacy</li><li>• Social skills/relationships</li><li>• Mindfulness</li><li>• Wellbeing</li><li>• Spiritual development</li><li>• Morality</li><li>• Similarity and difference</li><li>• Inclusion/diversity/ equality</li><li>• British values</li><li>• Nationality</li><li>• Democracy</li><li>• Perspective</li></ul>	<ul style="list-style-type: none"><li>• Judgement/critical evaluation</li><li>• Fairness</li><li>• Enquiry</li><li>• Perspective</li><li>• Critical thinking</li><li>• Analyse trends</li><li>• Make connections</li><li>• Draw contrasts</li><li>• Empathy</li></ul>



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## *An example vocabulary progression from Year One*



### Year 1 Key Vocab

## Life Survival

<b>Live, Laugh and Learn in Lockdown</b>	Lockdown, nature, rubbing, bark, exercise, healthy, goal, fresh air, fun, friends, food, fit body and mind
<b>Signalling &amp; Sign Language</b>	Hear, speak, blind, deaf, communicate, speak, talk, difference, respect, signal, sign, sign language, nursery rhyme, facial expression, body language, Morse Code, semaphore, text, telegraph line, soldier, message, code, runway, distance
<b>Emergency Services</b>	Fire engine, fire brigade, emergency, police, policewoman, policeman, firefighter, ambulance, ambulance crew, hospital, police station, fire station, paramedic, flood, rescue, injury, accident, vehicle, medical, arrest, crime, criminal, laws, life-threatening situation, name, address, telephone number
<b>Braving the Weather</b>	Extreme, weather, flood, drought, hurricane, rain, tornado, snow, hailstones, fog, wind, danger, protect, high tide, drown, lightning, thunder, forecast, symbol, sun cream, shade
<b>Trust</b>	Trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe, earn
<b>Food &amp; What Not To Eat</b>	Lockdown, nature, rubbing, bark, exercise, healthy, goal, fresh air, fun, friends, food, fit body and mind





## *An example vocabulary progression from Year One*



### Year 1 Key Vocab

## Life Survival

<b>Safety Symbols</b>	Safety, symbol, environment, unsafe, safe, medicines, harmful, chemicals, protect, warning, poisonous
<b>Water Safety</b>	Dangerous, rules, safety, supervision, safely, protect, canal, paddling pool, lifeguard, flag, shock, deeper, polluted, depth, rescue, injure, harmful, disease, current, unconscious, life jacket, shock, water, careful, adult, difficulty, panic, calm, float, pretend
<b>Road Safety</b>	School patrol crossing officer, lollipop lady/man/person, dangerous, adult, zebra crossing, toucan crossing, pelican crossing, puffin crossing, sign, symbol, red, green, amber, traffic light, parked, beeping, road sign, circular, triangular, command, warning, triangle, circle, common, driver, pedestrian, information, roundabout, traffic,
<b>Communication</b>	Language, speak, communication, understand, difference, similarity, unkind, signals, facial expressions, body language, sign language, greeting, important, useful, tricky situation, communicate, safe, feelings, comfortable, uncomfortable, protect, secret, worried, afraid, surprise
<b>My Body Belongs To Me</b>	Head, ears, mouth, nose, eyes, hair, teeth, neck, shoulders, arms, elbows, wrists, hands, fingers, chest, stomach, legs, knees, ankles, feet, toes, body, touch, trust, health, worry, nurse, doctor, dentist, belong, worried, nipples, anus, vagina, vulva, penis, testicles, scientific, pain, uncomfortable, private parts, no, hurt, respectful





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## Examples of learning: PSHRE



The school Council have planned and implemented a cake sale to raise funds for school. They have researched our local MP and planned questions ready for his visit to school. The Peer Mediations have been trained and are mature, skilled children who help others in the playground to resolve any disputes.



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## ELF: Empowering Learners Through Feedback



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### ELF: Empowering Learners Through Feedback

*'The most powerful single modification that enhances achievement is feedback.'* (John Hattie)





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## ELF: Empowering Learners Through Feedback



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### ELF: Empowering Learners Through Feedback

*'The most powerful single modification that enhances achievement is feedback.'* (John Hattie)

Through effective assessment and feedback, we aim to raise attainment and accelerate progress for all pupils, helping them to 'be all they can be'.

At Hayes, we have developed 'ELF': Empowering Learners Through Feedback.

ELF YOURSELF - Improve your own learning using a success criteria or similar.

ELF: ELF - Improve a peer's learning through peer feedback.

ELF HELP - Feedback from an adult to improve learning.





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## Impact of our PSHE provision

If you walked in on a Hayes PSHE lesson, you would see:

- Children engaged with rich activities that allow them to reflect and consolidate previous learning, have the confidence to voice their views and to debate their ideas in a safe environment which encourages others to listen, respect and ask questions to further develop their knowledge and understanding.
- Children given the opportunity to build on their skills and take responsibility for their own learning, respecting others views and beliefs.
- Children inspired to do well in this subject and to develop their own thinking around such matters that are covered under PSHE.



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## **OFSTED**

Pupils like this school. They say that teachers and support staff want them to do well and keep them safe. Pupils behave well in lessons and when moving around the school. They work hard and do not disturb the learning of others.

Pupils enjoy the many opportunities that the school provides beyond their usual lessons. A good example is the opportunity for every pupil to learn to play steel drums and marimbas. The Year 6 pupils performed a highly-skilled and exciting musical performance for the team of inspectors. Pupils also enjoy the range of educational visits and residential trips where many enjoy staying away from home for the first time.

Parents are very positive about the school. A typical view was, 'My children have grown into capable, independent, confident young people and I can't thank the staff enough for their dedication and hard work.' Parents appreciate the strong support provided by the pastoral team. They also recognise how the headteacher and deputy headteacher make themselves available for anyone with concerns.

Pupils told inspectors that bullying is rare, and that staff deal with any behaviour issues quickly and fairly. They know how to stay safe when they use the internet because they are given excellent guidance in school.

Leaders and teachers make sure that pupils learn moral and social skills that help them to get along well together. Pupils develop a good cultural understanding and they are able to reflect upon the different views and beliefs of people that they might meet in the country and in travels to other parts of the world.

# Example Part of our SIP



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Trained Peer Mediators from successful candidates from Year 2 and 4.	Sum 2022 ?	MH	successes. Training sessions every week for 6 weeks so we have more trained children to mediate peers.	Time Management	MH and some year 6 Peer Mediators to read and select successful applicants and train up. Begin in Summer Term.	towards school needs.
Protected Characteristics.	Sum 2022	MH		MH	MH to research more into this and find ways to implement it in school.	Can be achieved through assemblies.
Cultural Capital-	Sum 2022	MH	Ensure opportunities across school for Cultural Capital.	MH	To link to our conservation project.	Evidence from work/Values Books

Allotment Club	Ongoing	JP	Children to embrace outside learning	Allotment after school	JT takes children who benefit from outside learning	
EYFS to link to a Care Home	Sum 2022	MH	Nursery to make a link with Primley Care Home	MH include in planning	Children could introduce themselves on a recording clip. Make crafts for the residents. When safe, we can visit in groups and make crafts/sing together.	Well being for both children and residents. Cultural Capital.
Care Home	continue	RB	Choir to sing to residents		Photos	Well being for both children and residents. Cultural Capital.
Healthy Body, Healthy Mind	Sum 2022	EB MH EE	Teeth Cleaning in EYFS Healthy Eating snacks at playtime/Lunch	EB Parent Questionnaire	Feedback from Survey	Healthy choices



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### **Pupils' Voice**

As I showed new parents around our school for viewing to start in our Nursery, I felt very proud of the happy environment and keen attitude of our children. I was blown away with the mature and enthusiastic demeanour of two of our Year Five children as they approached us with such confidence to tell the parents their view of the school.

“I love it here at Hayes because the teachers are kind, fun and care about our learning and future.”

“I am so happy here as it is a friendly place to be and I feel that I really fit in well.”

They then went on to say;

“If your child comes here they will be so happy and will want to come to school everyday.”

“There is always so much to do here and I love the clubs after school.”

**MHixon**

Example of a  
questionnaire for EYFS  
KS 1



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Please complete the questionnaire.  
Year group:

Do you agree that Hayes school is a "Bucket Filling" school?

☐☐☐

Can you tell me more?

Do you feel safe and happy in your school at playtimes and lunchtimes?

☐☐☐

Can you tell me more?

Do you know who you can speak to in school if someone has "Dipped in to your Bucket"?

☐☐☐

Can you tell me more?

Is there anything else the school can do to become an even safer and happier place?

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Don't forget to be a Shazadocous: I share my ideas and resources.



Thank you and remember we all have the right to be safe and happy.



Example of a  
Questionnaire for KS 2



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Please complete the questionnaire.  
Year group

Do you feel safe in your classroom?

Yes all of the time ☐  
Sometimes ☐  
Never ☐

Can you tell me more?

Do you feel safe in your school at playtimes and lunchtimes?

Yes all of the time ☐  
Sometimes ☐  
Never ☐

Can you tell me more?

Do you have a trusted adult to speak to in school if you are feeling unsafe or unhappy?

Yes all of the time ☐  
Sometimes ☐  
Never ☐

Can you tell me more?

Do you agree that Hayes School is an Anti Bullying school?

Yes all of the time ☐  
Sometimes ☐  
Never ☐

Can you tell me more?

Do you agree that Hayes School is a happy school?

Yes all of the time ☐  
Sometimes ☐  
Never ☐

Can you tell me more?

Is there anything else the school can do to become an even safer and happier place?

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.....

.....

.....

.....

Thank you and remember we all have the right to be safe and happy.



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## Parents' Voice



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## The Hayes Values

Our six values are embedded in all areas of school life and in our PSHRE provision.

**Responsibility-** Children will learn to take responsibility for their actions and realise the impact of their behaviour can have on others.

**Success** - Children will celebrate successes for themselves and for others.

**Aspirations** - Children will gain a sense of purpose in their lives.

**Resilience** - Children will learn from their mistakes, take on positive peer feedback and learn from others successes.

**Discovery-** Children will find a way of learning that puts them in the driver's seat as they explore, investigate and test the world they live in.

**Friendship** - Children will learn the importance of trust and support of friends, make sense of their emotions and lead a healthy life.

**Responsibility** Success Aspirations Resilience Discovery Friendship



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## Frequently Asked Questions

What subject leaders need to know:

Has the school made the objectives of their curriculum clear for your subject?

- Does the school's curriculum for your subject align with national policy and statutory requirements?
- How do you know your curriculum is working? Can you demonstrate how you know?
- Why is the curriculum right for the children in your school at this time?
- What are the strengths of your current subject curriculum?
- What are the areas of the curriculum that might need development?
- How effectively are curriculum policies and plans translated into practice?
- Is the same importance given to all foundation subjects?
- How is the curriculum delivered across each year group and across key stages, ensuring progress in skills, knowledge and understanding from different starting points?
- How is progress and attainment measured?
- How are pupils given opportunities to apply basic skills in your subject?
- Where is the evidence of pupils' SMSC development?



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## Frequently Asked Questions

Ofsted questions and answers. (From a school ofsteded in 2021)

Questions - Curriculum - Science Leader

How do you plan the science curriculum?

Why did you put this topic here?

Asked to look at long term planning - what does the next layer of planning look like?

Do you set the LOs?

Have you checked progression across the four year groups?

Is it an enquiry based approach?

Can you show me where children may need knowledge?

Talk me through the implementation of your vision

How did you get to this point?

Can you identify the skills?

Can you track a skill through the progression?

HMI quoted a section from the Science NC top statements and asked if our curriculum addressed this?

How does your curriculum build on prior knowledge?

Talk me through a subject through the year groups What do children in Year 6 need to know to be able to acquire the

Year 6 knowledge? How long has this document (Curriculum Progression) been in place?

What support have you, as Subject Leader, given to staff?

What has been the response from the teachers?

With lockdown, how have you had to change what you are doing?

How have pupils been accessing at home?

What do pupils do if they are stuck?

Is the Science curriculum the same for SEN pupils? Any examples?

Where does the curriculum address cultural capital?



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## Continual Personal Development

### **Meetings**

Torbay PSHE Network Meeting  
17th Feb 2022 2pm  
13th June 2022 2pm  
Oct 14th 2022 2pm

### **Training/Webinars/Workshops**

Jan 30th 2022  
Feb 11th 2022  
Feb 20th 2022  
June 20th 2022  
June 21st 2022 Lifewise training 3.30pm

### **Appraisals linked to PSHE**

July 4th 2022  
Dec 13th 2022

### **Staff Insets**

Oct 11th 2022

### **Pupil Training**

Nov 11th start the six weeks of training Peer Mediators

### **Assemblies**

Nov 22nd -Anti Bullying- I led an assembly for Keystage 1.  
Jan 30th 2023- lead to the whole school for Peer Mediators.



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## Removing barriers to the PSHE curriculum for Hayes children.

At Hayes, we strive to ensure that all children access the PSHE curriculum and that they are supported effectively in order that they succeed.

Therefore, the following are steps taken to remove barriers for Hayes pupils:

ELF

Reflect on Values Books

Vocabulary triangles

Words banks

IPS to support learning

Pre learning and post learning activities

Reflection time using observations on Tapestry

Working in smaller groups

Having the time to think about their learning

Appropriate questioning for each child





## Examples of Value Books

