



Corsham Regis  
Primary Academy

# SUBJECT LEADER IMPACT REPORT PSHE (LEARN FOR LIFE)

**Together Everyone Achieves More**

# INTENT



PSHE (Personal, Social and Health Education) encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others.

How we communicate using appropriate vocabulary:

We use the Wiltshire Learn4Life scheme which provides the children with a wide range of activities and resources to support their learning. This programme supports the children with their emotional literacy and regular circle times give children opportunities to express themselves in a nurturing context where they develop the vocabulary they need to express their feelings and experiences. It is a complete scheme of work for years 1 to 6, which is designed to integrate the SEAL emotional literacy materials with the wider aspects of the PSHE Education curriculum

About Corsham and the local area

Learn4Life was written by Wiltshire teachers for Wiltshire teachers and Wiltshire pupils. This ensures that the needs of our children are met both for the locality they live in and more globally. We also provide visits from local professionals such as the community police and school nurse. We believe these links to our local community enable our children to feel connected and to be taught by members of the community in which they live.

Through experience inside and beyond the classroom

PSHE helps children to develop self-awareness, motivation, social skills and managing their feelings. These skills will help our children to become better learners, get on better with other people and be responsible citizens. They are part of every area of life. Through discussion, roleplay, debate and group activities we give children skills for life. We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- stay as healthy as possible
- Keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizens
- to know about economic wellbeing.

We want our children to:

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.

New knowledge and understanding appropriate to their age

Through regular staff training, both in-house and as part of teachers professional development, we are able to be confident that our pupils are given the most up-to-date and relevant resources and teaching. Our strong links with the Wiltshire PSHE advisor ensure our teaching and learning is appropriate to the age of the children.

Our PSHE curriculum promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives at a level which matches their maturity.

How to keep themselves safe

Through regular teaching around the themes of online safety, cyber-bullying, dangers inside and outside the home, we give the children clear and engaging lessons which are designed to make them aware of the dangers that they may face both out and about in the world and online. To raise the profile of such an important part of our curriculum we hold regular themed weeks and days particularly around the topics of bullying and online safety

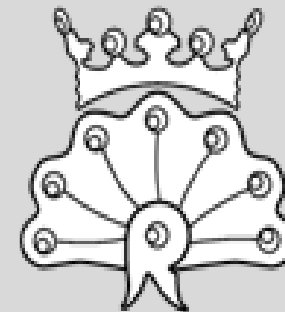
## IMPLEMENTATION

PSHE (LEARN FOR LIFE) is taught across both key stages and is timetabled weekly. It builds on the PSED teaching and learning in EY/FS2.

The vast majority of lessons start with a circle time which may link to the lesson content or can be used as a vehicle to resolve issues that the children face at school and beyond as they arise.

During circle times children focus on Jenny Mosley's 5 skills:





# IMPLEMENTATION

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others.

We follow a bespoke programme of study combining the objectives of the Learn4Life scheme of work, S.E.A.L.(Social and Emotional Aspects of Learning) teaching materials. the Big Talk Made Easy Series. which is designed to support the teaching of strategies to protect children against Child Sexual Exploitation (CSE), and NSPCC materials and workshops. Increasingly, through our membership to the PSHE Association we are also constantly updating and improving our resources to ensure we employ the most up-to-date, high-quality materials?



## THEME: Healthy Bodies, Healthy Minds

**WALT:** identify the different food groups and know that a balanced diet is necessary for healthy living.

## LEARNING OUTCOMES (WILF)

**I know** that it is important to eat healthy diet.

**I can** identify the different food groups.

**I have thought about** how a balanced diet is essential to a healthy lifestyle.

## KEY VOCABULARY

Carbohydrate, protein, fat, fruit & vegetables, dairy.

## RESOURCES/SUPPORT

- The Eatwell Plate (supplied)
- Food cards or plastic food, paper plates divided into sections (alternatively look at - Crickweb healthy eating activity  
<http://www.crickweb.co.uk/assets/resources/Balanced%20Plate%20lesson%20outline.doc>

## TEACHING/LEARNING ACTIVITIES

Circle Time: For me, being healthy is important because... (Remind to reflect on learning from Healthy Heroes)

## MAIN TEACHING AND LEARNING

Activity 1 - 10 mins

Explain to the children that there are different food groups and that we should eat more of some foods than others. Ask children what they ate for tea last night. Tell children about the different food groups and start to group together the food they ate last night. Explain that we should have these things in different proportions. Use

<https://www.food.gov.uk/business-guidance/the-eatwell-guide-and-resources>

## Adapted L4L planning

Mouse was feeling sad. She was the smallest and weakest animal in the forest.

'I don't want to be a mouse,' she said. 'I wish I didn't have this little body and short legs and thin tail.'



Well-loved resources which help the children to easily access the learning objectives.

## Changing and growing up Relationships Education lesson pack

KS1-2



**A BETTER  
MEDWAY**  
Easier ways to be healthy

PSHE ASSOCIATION  
RESOURCES TO  
SUPPORT TEACHING OF  
THE RSE FRAMEWORK



## From implementation to provision...



KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
<b>L4L</b> Year 1/Year A Assessment outcomes	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and "happen by themselves"</p> <p>I have thought about working with other people to overcome obstacles.</p>


Our provision is built around 6 themes, one for each term and repeating each year, enabling us to revisit and extend the children's learning.

Adding to this a wide range of quality resources..

Joseph


likes to eat grapes and play football






Marta

likes to eat and play football





	Same (✓)	Different
Eyes 👁		
Food they like 🍕		
Teeth 🦷		
Games they like 🏈		

What else is the same?

What else is different?



PSHE Association resource

### Embracing change and new challenges

Support primary pupils with the move to KS2 and secondary school.



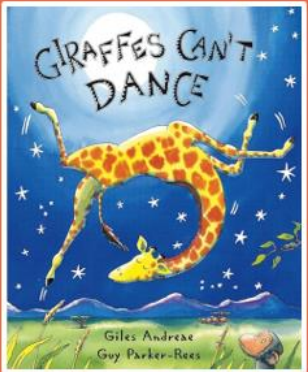
PSHE Association resource

### Belonging and community: addressing discrimination and extremism

Teach about discrimination, stereotyping, inclusion,

### Feeling different

But sometimes when you're different, you just need a different song.



Parker-Rees, Guy. Cover illustration, Giraffes Can't Dance by Andreae, Giles, Orchard books, 1999. Front cover.



## PSHE (Learn4Life)

ELGs		Essential opportunities Key stage 1	Essential opportunities Key stage 2
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - when working towards simple goals responding appropriately to adults and peers and follow instructions and rules Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Children build relationships by showing sensitivity to their own and to others' needs		I am happy at school and understand we have rules I know some ways of being safe eg when walking outside I have thought about how I learn and how I can achieve a goal I know who my friends and family are I know some ways to keep my body and mind healthy I understand that change is a natural part of life	I understand about how to cooperate with others at school I know how to protect my personal safety I know how to set myself goals and think about the steps required to achieve them I know how my body will change and why I know that my physical and mental health is affected by the choices I make I understand different types of change and have some strategies to help me cope with it
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
	<ul style="list-style-type: none"><li>I know why we have rules in school</li><li>I can tell you how I am the same and different from my friends</li><li>I have thought about how to talk about my feelings</li><li>I know how to be careful when walking on the pavement</li><li>I can listen well to other people when they are talking</li></ul>	<ul style="list-style-type: none"><li>I know something about everyone in my class</li><li>I can work in a cooperative way with others</li><li>I have thought about how everyone has to live by rules</li><li>I know how to take turns when talking</li><li>I can spot dangers in the home</li></ul>	<ul style="list-style-type: none"><li>I know that I am valued at school</li><li>I can identify my strengths and how I can contribute to a group</li><li>I have thought about the importance of rules and keeping them</li><li>I know that different ways of behaving are appropriate in different types of relationships</li><li>I can protect my personal safety</li></ul>

We then use Remark on the Remarkable Assessment creating the perfect transition tool.

Learn4Life

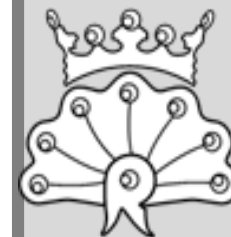
<ul style="list-style-type: none"> <li>I can tell you some of my strengths as a learner</li> <li>I have thought about how I learn and how I can achieve a goal</li> <li>I know who my friends and family are</li> <li>I can make people I care about happy</li> <li>I have thought about people who are different from me and how I feel about them</li> </ul>	<ul style="list-style-type: none"> <li>I can support a charity</li> <li>I know how others can help me achieve my goals and how I can help others</li> <li>I have thought about the importance of teamwork</li> <li>I know that families can be different from one another</li> <li>I can say no to peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>I know the skills and attributes of a successful learner</li> <li>I have thought about how to save up for an item, and how to restrict my other spending to do so</li> <li>I know some things to do when I feel embarrassed</li> <li>I can describe some of the physical changes of puberty</li> </ul>
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CSE

<ul style="list-style-type: none"> <li>I know the <del>Postcard</del> song and what it means</li> <li>I know how to use "No, stop, I don't like it!"</li> </ul>	<ul style="list-style-type: none"> <li>I know that there can be different types of family but they all should have safe and loving relationships</li> <li>I know what equality means</li> </ul>	<ul style="list-style-type: none"> <li>I can identify sexual harassment and have some strategies to deal with it</li> <li>I can recognize gender and racial stereotyping</li> <li>I understand that homophobia is wrong and that it is not ok to be prejudiced about who other people love/fancy</li> </ul>
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## Provision

Our PSHE teaching, learning and assessment cycle is now inline with the foundation subjects, the teaching staff as a team having decided upon our essential opportunities and milestones.



- The conventions of courtesy and manners.
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital ~~context~~).
- The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That most friendships have ~~ups and downs and that there~~
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

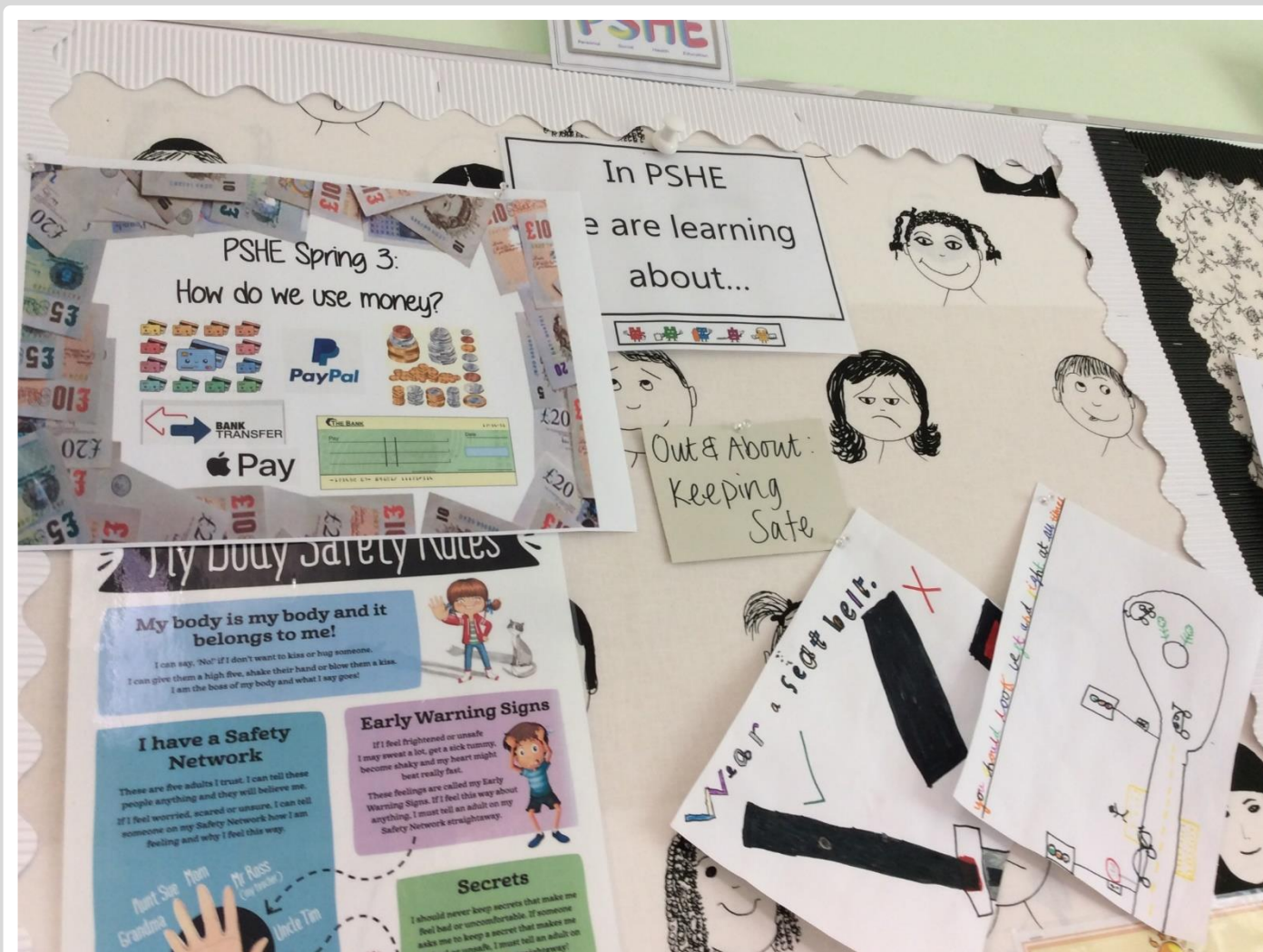
RSE

- an engaged, and may resorting to violence is never right.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- The importance of self-respect and how this links to
- who to trust and who to judge when a friend makes them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
- How information and data is shared and used online.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

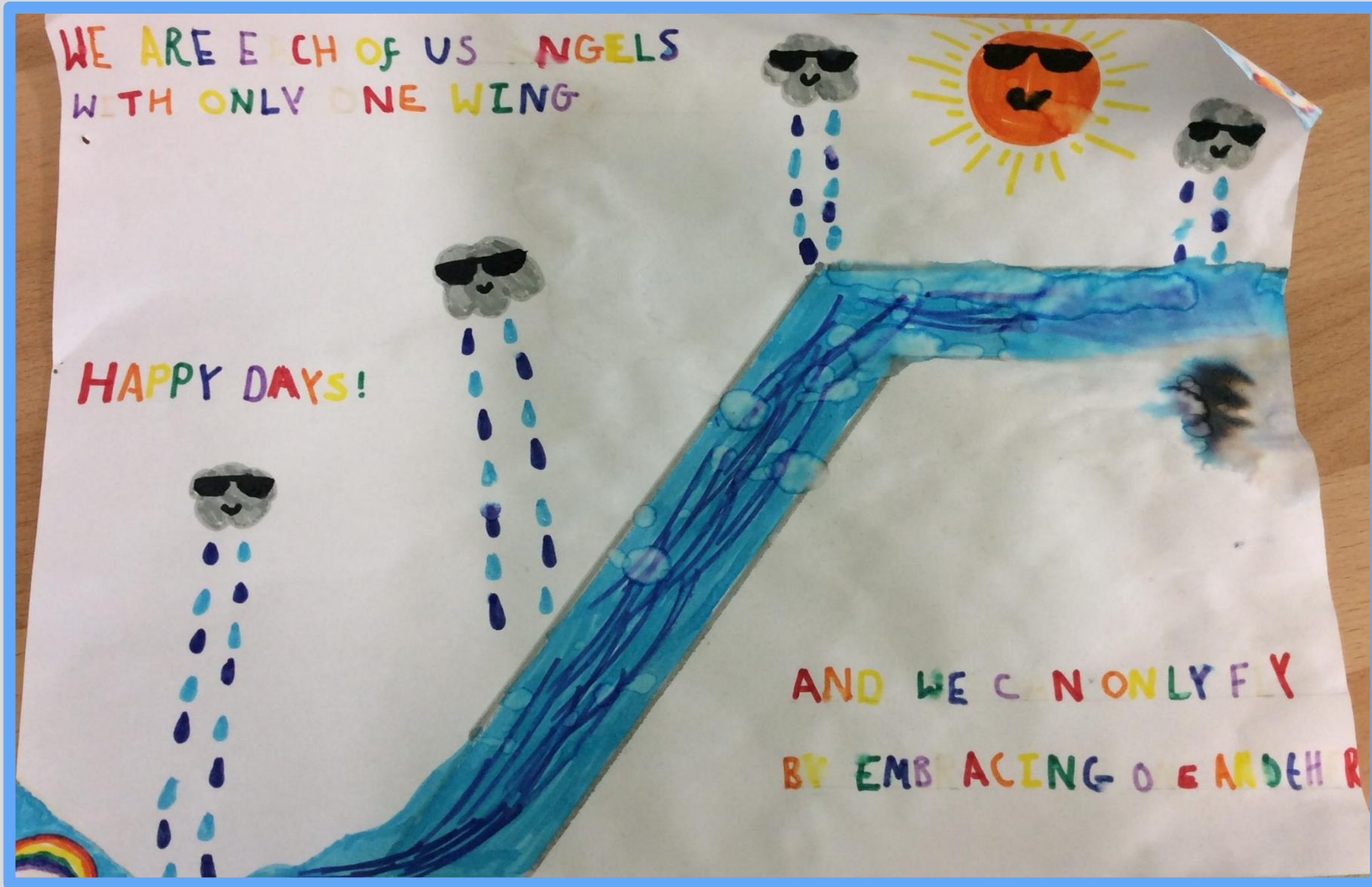
# IMPACT & EVIDENCE



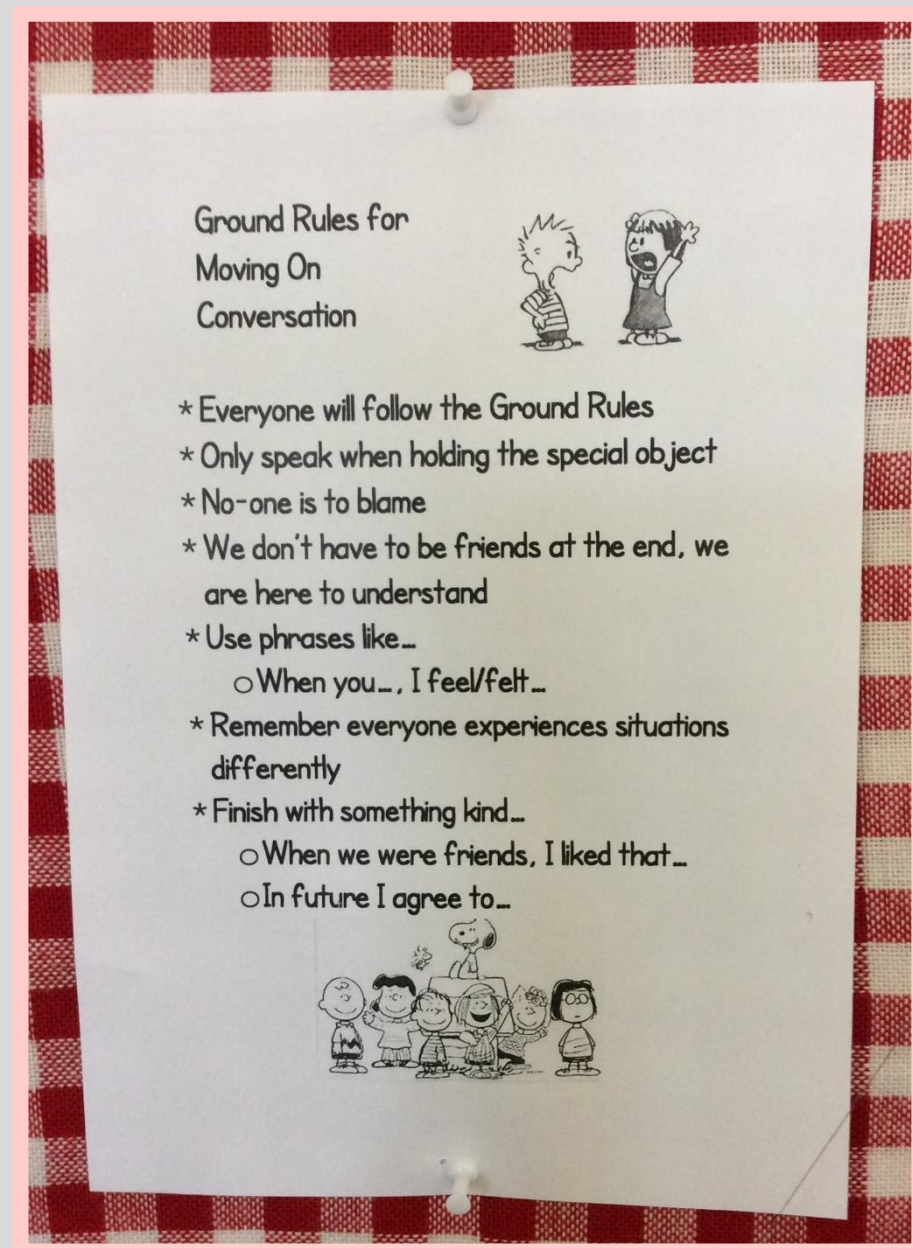
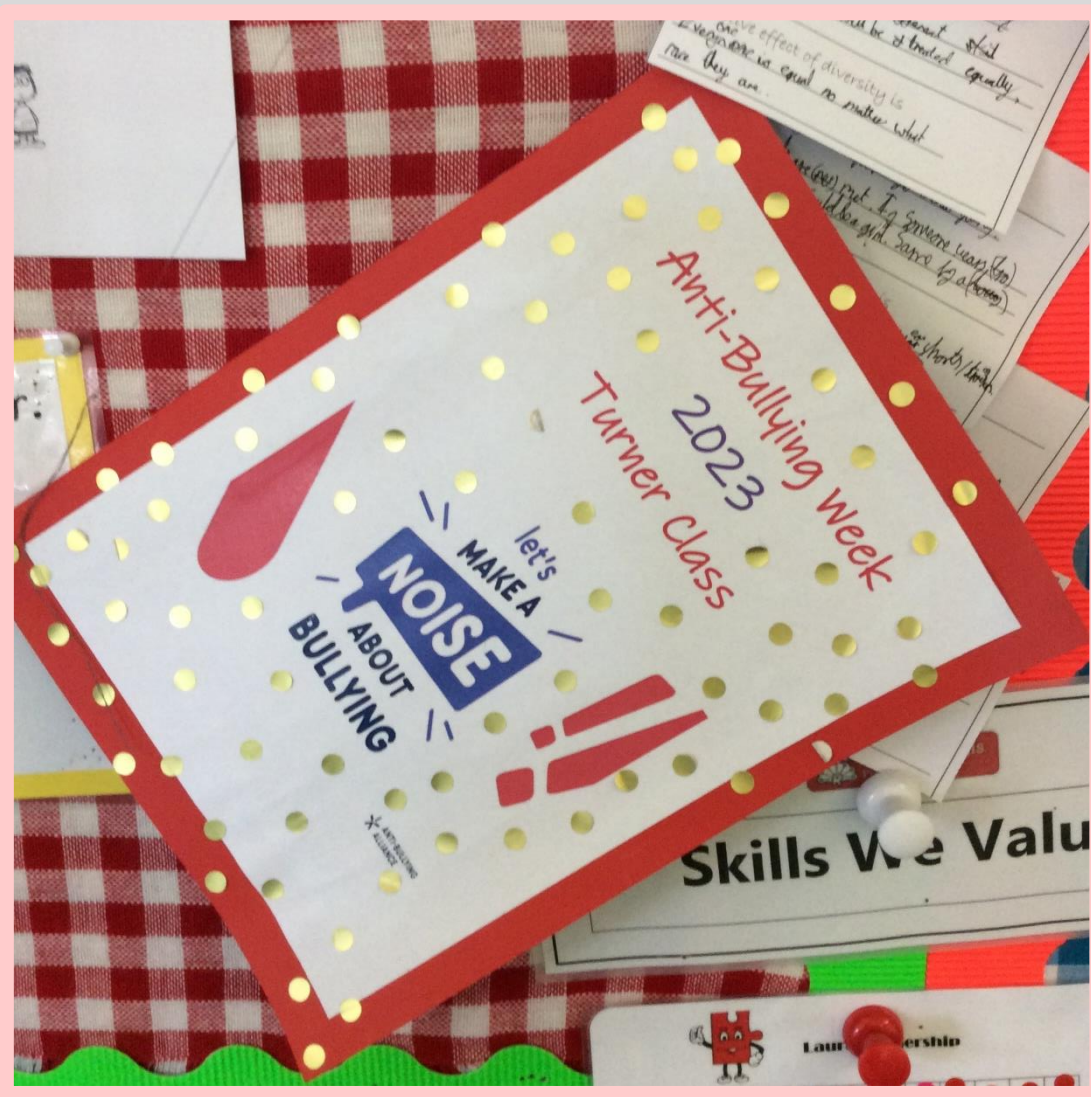
Working walls 2023-24  
Across the school, PSHE is  
a valued subject, for staff  
and children alike...

















The latest addition to the  
PSHE Team:  
Our Wellbeing  
Ambassadors are already  
working with the Mental  
Health and PSHE lead and  
alongside Mrs Symons on  
the findings from our  
Mental Health Survey.  
Their role will increase as  
they move forward into  
Year 6.



# EVIDENCE: CHILDREN'S VOICE



What do you do in Learn4Life/PSHE lessons?  
What are the different activities?

We learnt about alcohol. We had a body chart and had to show where it affects. We stuck on little pictures of alcohol.

Milk and calcium and teeth.  
It's about what is good for you. We did it in Circle time.  
What's good and what's not.

We do debating and have sides and people watch and have a chairperson

Healthy Heroes and the food plate-about what to eat.

We drew special people. It's on our display.

What are your favourite activities?

Circle  
Time

The acting  
out scenes

British  
Values -if  
you were  
the queen

Choosing  
my  
favourite  
power



How do you think it has helped you?

To know not  
to smoke and  
I got to do  
something I  
enjoy-acting

Making  
decisions,  
being in  
charge.

I like when you  
listen to other  
children  
because I know  
what they do  
and what they  
think.

Because you could be  
anything you want and  
made me think about being  
a hero, about power. We  
learned not to be greedy  
not to have too many  
powers. You had to choose  
from all of them and you  
could only have three.

To follow  
your  
dreams, say  
what you're  
feeling

# Final Reflection



**What has PSHE taught you?**  
Helps you know what is good for  
you and how being a child isn't easy.

Rhea, Age 10