



# **Personal, Social, Health and Economic Education (P.S.H.E.) at Harvills Hawthorn**

## **Intention**

P.S.H.E. (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them.

At Harvills Hawthorn Primary School, we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships.

Children will be taught to have respect for themselves, and for others, within our local, national and global communities. We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils. At Harvills Hawthorn, we aim to prepare children adequately for adult life - including decisions, responsibilities, experiences and opportunities- and to allow children to develop fully as emotional mature human beings.

## **Implementation**

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge, research-based CPD in addition to quality-first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what great teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach



their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe great teaching, learning and assessment must include the following:

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn
- Activating Hard Thinking (building ratio)

Each lesson begins with 'Rapid Retrieval' designed to improve children's retrieval skills. The purpose of this is to revisit prior learning in order to improve long term memory. Teachers ensure that Rapid Retrieval includes both recent learning and learning from previous topics.

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

Our overall curriculum is designed to support the pastoral education for our pupils as well as the academic outcomes. Through the use of 1Decision, our curriculum covers the three core P.S.H.E themes: Health and Well-being, Relationships and Living in the Wider World. We use the curriculum overview for each year group to plan and deliver weekly lessons, supported by a variety of resources, including video clips, which support children to consider the consequences of decisions that they make.

Some aspects of the P.S.H.E. curriculum are covered within other subjects such as science and computing. In addition, there are occasions where teachers feel it may be necessary to teach P.S.H.E. as a result of an issue arising in their own class. Children build on key knowledge, language and meanings in order to understand P.S.H.E. and its use across the wider curriculum. Whole school and class assemblies make links to P.S.H.E. topics and British Values.

### **P.S.H.E. Modules Delivered through 1Decision**

- Keeping/staying safe
- Keeping/staying healthy
- Being Responsible
- Computer Safety
- A World Without Judgement



- Hazard Watch
- Our World
- The Working World
- Fire Safety
- First Aid

## **P.S.H.E. content**

Keeping/Staying Safe	
Year 1 – Year 3	The Keeping/Staying Safe module offers the opportunity to help pupils identify potential dangers in different environments, including dangerous gases, harmful sun-rays, etc. Throughout this module, pupils will learn the rules for and practise simple ways of keeping safe and finding help. The knowledge gained throughout this module will support pupils in acquiring the skills and vocabulary to help maintain their personal safety now and in the future.
Year 4 – Year 6	Building on their learning in the Year 1-3 Keeping/Staying Safe module, this module continues to support pupils in identifying ways of keeping themselves and others safe. Pupils will deepen their understanding of the impact and consequences that can happen as a result of their actions, exploring areas such as peer pressure. Pupils will have the opportunity to create their own documentaries, learn how to risk assess, recognise danger and warning signs and further their understanding of the dangers that surround them.
Keeping/Staying Healthy	
Year 1 – Year 3	During the Keeping/Staying Healthy module, pupils will learn that food is needed for bodily health and growth and will be able to identify what types of food are positive choices. Pupils will also explore and practise simple personal cleanliness routines such as washing their hands. This will enable them to begin to understand that some diseases are infectious and that transmission may be reduced when simple hand washing routines are introduced. This module also helps pupils to know, understand and explore simple safety rules related to medicinal drugs.
Year 4 – Year 6	Building on the learning in the Year 1-3 Keeping/Staying Healthy module, this module encourages pupils to research and gain more knowledge about healthy and unhealthy food choices. Once pupils have researched how our bodies are affected by our food choices, they will then progress on to healthy lifestyle choices and will learn about the ways smoking and alcohol can



	<p>affect our bodies. The activities encourage pupils to create balanced diets and to become food detectives. They will also have the opportunity to explore how we can stay healthy and the potential dangers of experimenting with cigarettes and alcohol.</p>
<p><b>Computer Safety</b></p>	
Year 1 – Year 3	<p>The Computer Safety module helps pupils to understand the golden rules for staying safe online, how their online activity can affect others, and how to identify other positive and negative aspects of using technology. Pupils will explore the potential outcomes for online bullying, sharing images, and making friends online with people who they do not know. They will also be introduced to a supporting network of helpful organisations. This module includes a documentary about staying safe online</p>
Year 4 – Year 6	<p>The Year 4-6 Computer Safety module offers the perfect opportunity for pupils to deepen their understanding of the negative and positive aspects of using computers and being online, including laws that have been created to protect us. Throughout this module, pupils will gain the skills and knowledge to enable them to cope in the media generation. The video topics cover image sharing, online bullying, and making friends online.</p>
<p><b>Hazard Watch</b></p>	
Year 1 – Year 3	<p>This module teaches pupils about hazardous items in a safe environment and supports them in becoming safety detectives who can help to prevent accidents.</p>
<p><b>A World Without Judgement</b></p>	
Year 4 – Year 6	<p>A World Without Judgement supports pupils in exploring and celebrating the diverse world in which we live. Pupils will have the opportunity to research British values and the laws that exist to protect us. This module helps pupils to focus on people's strengths, celebrate differences, and understand that everyone has the right to live the life they choose as long as they are not hurting others. The video topics look at discriminating against others due to disability, same sex marriage, and differences within religion.</p>
<p><b>Fire Safety</b></p>	
Year 1 – Year 6	<p>Throughout the Fire Safety module, pupils will be able to follow fire safety rules and practise simple ways of staying safe and finding help.</p>



First Aid	
Year 4 – Year 6	Throughout the First Aid module, pupils will explore many areas including breathing difficulties, basic life support, severe bleeding, and head injuries. They will gain an understanding of how they can support a casualty in a first aid emergency situation, including calling for appropriate help.

## **Impact**

Our children at Harvills will:

- be able to themselves judge whether they feel more confident or have a firmer sense of their own beliefs and opinions.
- know what a healthy relationship looks like.
- have a range of healthy relationships.
- contribute positively to our local community and the wider world.
- know why it is important to develop economic well-being.
- have aspirations for their current next steps and their future.
- be able to adopt healthy behaviours and strategies and to know when to seek appropriate support.
- learn the importance of good communication, problem-solving, healthy coping skills, resilience and the ability to name, describe and understand a range of emotions.