

## PSHE Programme of Study

### 3 Main concepts and 8 main themes

Relationships	Health and Wellbeing	Living in the Wider World
Sex and Managing Relationships		Careers and Financial Capability
Drug, alcohol and tobacco		Diversity - Community
Physical Health		
Mental Health and Wellbeing		
Online Safety		
<b>Being Safe - Managing Risk</b>		

### 9 Protected Characteristics

It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people. At St Peter's the PSHE curriculum has been devised to ensure that staff are aware of the key protected characteristics that each unit links closely to. The Key used in the PSHE Overview is;

Age	A	Gender	G	Maternity and Pregnancy	MP
Race	R	Religion or belief	RB	Sex	S
Disability	D	Marriage and civil partnership	MCP	Sexual Orientation	SO



Books that have been used at the start of each year to develop understanding of these characteristics and to promote respect for others have included:

<b>Book title and author</b>	<b>Focus</b>
All are Welcome By Alexandra Penfold	Disability/ race/ age/ gender
Mixed by Arree Chung	Race/ gender/ marriage and civil partnership/ sex/ maternity and pregnancy
Shine Like the Stars By Anne Wilson	Religion and belief/ age/ gender/ exploring emotions/cultural identify

## Spiritual, Moral, Social and Cultural Development

There are certain experiences that all children should have the opportunity to have during their childhood. These activities will span many of our curriculum dimensions and also give an insight into SMSC which threads through all aspects of the curriculum.

The strands of SMSC within St Peters are not treated in isolation, but rather seen as inter-connected through every area of school life. There is a very strong link within the work covered in the PSHE and RE curriculum.

The vision for the spiritual, moral, social, and cultural development (SMSC) of children at St Peters is reflected in the school's vision to Love, Learn and Shine. Through the teaching of the PSHE and RE curriculum, alongside collective worship not only is their SMSC development supported, but the fundamental British values are actively promoted.

## Fundamental British Values (FBV)

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. These values are **Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.**

By actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values.

## EYFS

The elements of British values are intrinsically embedded into all areas of learning.

<b>Area for learning</b>	<b>How British values are embedded in the EYFS curriculum</b>
Communication and language	Democracy
Mathematics	
Literacy	Individual Liberty
Personal, social and emotional development	
Expressive Arts and Design	Rule of Law
Physical development	
Understanding the World	Mutual respect and tolerance for those of different faiths and beliefs

Blue represents the three "prime areas" for learning.

Pink represents the four "specific areas" of learning and development.

## PSHE Curriculum Overview

### Two Year Overview

#### EYFS and EYFS/Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS focus</b>	Relationships		Health and Wellbeing		Health and Wellbeing	
<b>EYFS/ Y1 Year A</b>	Who is special to us? What makes us special?		How do we keep safe? Who is there to keep us healthy?		What helps us to stay safe?	How can we look after each other? How can we recognise our feelings?
<b>Big Question</b>						
	Pants are private	Caring for others	Handwashing Visits - Dentists		Visitors - Fire/ Police (online)	Transition
<b>Theme</b>	SRE	Managing Relationships	Physical Health		Managing Risk – Online safety	Mental Health
<b>Protected characteristics</b>	A/ G/ D/ R/ RB		A/ G/ D		A/ G/ D	A/ R/ D/G
<b>FBV</b>						
	Relationships		Health and Wellbeing		Health and Wellbeing	
<b>EYFS/ Y1 Year B</b>	Who is special to us? What makes us special? What makes a good friend? What is bullying?		What and who can help us to grow and stay healthy?		What helps us to stay safe?	How can we look after each other? How can we recognise our feelings?
<b>Big Question</b>						
	Pants are private		Hand washing Visitors - Doctors/ Nurses		Visitors - Road and Rail	Transition
<b>Theme</b>	SRE	Managing Relationships	Physical Health		Managing Risk	Mental Health
<b>Protected characteristics</b>	A/ G/ D/ R/ RB		A/ G/ D		A/ G/ D	A/ R/ D/G
<b>FBV</b>						

## Y1 and Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1/2 Year A</b>	Who is special to us?	What is the same and different about us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Big Question</b>						
	Pants are private	Caring for others.	Washing/ respiratory and oral hygiene routines	Money	Visitors - NSPCC (online)	
<b>Theme</b>	SRE		Physical Health	Careers and finance	Managing Risk – Online Safety	Diversity – identify, society and equality
<b>Protected characteristics</b>	A/ G/ D/ R/ RB		A/ G/ D/ R	A/ G/D/R/ MCP	A/ G/ D	A/ G/ D/ RB/ R
<b>FBV</b>						
<b>Year 1/2 Year B</b>	What makes a good friend?	What is bullying?	What can help us to grow and stay healthy?	What jobs do people do?	What helps us to stay safe?	How do we recognise our feelings?
<b>Big Question</b>	Managing relationships		Dental and sleep	Jobs	Road and rail.	Managing feelings and emotions
<b>Theme</b>	Sex and Relationships		Physical Health	Careers and finance	Managing Risk and being safe	Mental Health
<b>Protected characteristics</b>	A/ G/ D/ R/ RB		A	A/ G/ D/ R/ RB	A/ D/	A/ G/ D/ R/ RB
<b>FBV</b>						

## Y3 and Y4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3/4 Year A Big Question</b>	How can we be a good friend?	What are families like?	Why should we eat well and look after our teeth?	How can our choices make a difference to others and the environment?	What makes a community	What keeps us safe?
	Building Friendships	Different families/same love	Dental	Money	Community	Calling 999. Medicine
<b>Theme</b>	Managing Relationships	Diversity	Physical Health	Careers and finance	Diversity	Being Safe – Managing Risk. Drugs and Alcohol
<b>Protected characteristics</b>	A/ G/ D/ R/ RB	MCP/ SO/ A/ G/ RB	A	A/ G/ D	A/ G/ R/RB/ MCP	A/D
<b>FBV</b>						
<b>Year 3/4 Year B Big Question</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	Why should we keep active and sleep well?	How can we help in an accident or emergency?	How can we manage our feelings?	How can we manage risk in different places?
	Self-esteem and resilience	Diversity and tolerance	Sleep	Basic First Aid and Calling for help	managing feelings and emotions	
<b>Theme</b>	Managing Relationships	Managing relationships	Physical Health	Being Safe – managing risk.	Mental Health and Wellbeing	Online Safety
<b>Protected characteristics</b>	A/ G/ R/ RB	A/G/ R/ RB	A	A/ D	A/ G	A/ G/ D/ R/ RB
<b>FBV</b>						

## Y4 and Y5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 4/5 Year A</b>	How can we be a good friend and communicate safely?	What are families like?	How can drugs common to everyday life affect health?	How can our choices make a difference to others and the environment?	What makes a community?	Y4 - What keeps us safe?
					What makes up our identity?	Y5 - How will we grow and change?
	Being a good friend - on and offline	Different families/same love	Medicine, vaccination and antibiotics	Money	Inclusion, belonging and addressing extremism (stereotyping) Community	Y4 - Being Safe – Calling 999. Y5 Puberty
<b>Theme</b>	Online safety/ Mental Health	Diversity	Drugs/ alcohol/ tobacco	Career	Diversity	Y4 - Managing risk Y5 - SRE
<b>Protected characteristics</b>	A/ G/ D	MCP/ MP/ SO/ A/ G/ R/ RB	A/ G/ D/ RB	A/ G/ R	A/ G/ D/ R/RB	MCP/ MP/ S/ SO/ G/
<b>FBV</b>						
<b>Year 4/5 Year B</b>	What strengths, skills and interests do we have?	How can media influence people?	How can drugs common to everyday life affect health?	How can we help in an accident or emergency?	How can we manage our feelings and keep healthy as we grow?	Y4 - How can we manage risk in different places?
						Y5 - How will we grow and change?
	Self-esteem and resilience	Peer pressure	Medicine, vaccination and antibiotics	Basic First Aid and Calling for help. Jobs linked.	Managing feelings and Emotions	Y4 – Online safety Y5 Puberty
<b>Theme</b>	Managing Relationships	Mental Health and wellbeing	Drugs/ alcohol and tobacco	Managing risk	Mental Health and Wellbeing	Y4 – Online safety Y5 – SRE
<b>Protected characteristics</b>	A/ G/ R/ RB	A/ G/ R/ RB	A/ G/ D/ R/RB	A/ D/ R	A/ G	MCP/ MP/ S/ SO/ G/
<b>FBV</b>						

## Y5 and Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5/6 Year A</b>						
<b>Big Question</b>	How can friends communicate safely?		How can drugs common to everyday life affect health?	What decisions can people make with money?	What makes up our identity?	How will we grow and change? What will change as we become more independent? How do friendships change as we grow?
	Managing relationships		Tobacco and Vaping	Money	Inclusion, belonging and addressing extremism (stereotyping)	Y5 Puberty Y6 - Making a baby
<b>Theme</b>	Online Safety/ Mental health		Drugs/ alcohol and tobacco	Careers – financial and economic.	Diversity	SRE
<b>Protected characteristics</b>	A/ G/ D		A/ G/ D	A/ G/ D/ R/ RB	A/G/D	MCP/ MP/ S/ SO/ G/
<b>FBV</b>						
<b>Year 5/6 Year B</b>						
<b>Big Question</b>	How can the media influence people?		How can drugs common to everyday life affect health?	What jobs would we like?	How can we keep healthy as we grow?	How will we grow and change? What will change as we become more independent? How do friendships change as we grow?
<b>Theme</b>	Online Safety	Managing Mental Health	Drugs and Alcohol	Aspirations	Managing feelings and Emotions - transition	
			Drugs/ alcohol and tobacco	Careers – financial and economic	Mental Health and Wellbeing	
<b>Protected characteristics</b>	A/ G/ R/ RB		A/ G/ RB	A/ G/ D/ R	A/ G	MCP/ MP/ S/ SO/ G/
<b>FBV</b>						

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS focus	Relationships		Health and Wellbeing		Health and Wellbeing	
EYFS/Y1	Who is special to us? What makes us special?		How do we keep safe? Who is there to keep us healthy?		What helps us to stay safe?	How can we look after each other? How can we recognise our feelings?
Big Question	Pants are private	Caring for others	Handwashing Visits - Doctors/ Nurses		Visitors - Fire/ Police (online)	Transition
Theme	SRE	Managing Relationships	Physical Health		Managing Risk – Online safety	Mental Health
Year 1/2	Who is special to us?	What is the same and different about us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Big Question	Pants are private	Caring for others.	Washing/ respiratory and oral hygiene routines	Money	Visitors - NSPCC (online)	
Theme	SRE		Physical Health	Careers and finance	Managing Risk – Online Safety	Diversity – identify, society and equality
Year 3/4	How can we be a good friend?	What are families like?	Why should we eat well and look after our teeth?	How can our choices make a difference to others and the environment?	What makes a community	What keeps us safe?
Big Question	Building Friendships	Different families/same love	Dental	Money	Community	Calling 999. Medicine
Theme	Managing Relationships	Diversity	Physical Health	Careers and finance	Diversity	Being Safe – Managing Risk. Drugs and Alcohol
Year 4/5	How can we be a good friend and communicate safely?	What are families like?	How can drugs common to everyday life affect health?	How can our choices make a difference to others and the environment?	What makes a community?	Y4 - What keeps us safe?
Big Question	Being a good friend - on and offline	Different families/same love	Medicine, vaccination and antibiotics	Money	What makes up our identity?	Y5 - How will we grow and change?
Theme	Online safety/ Mental Health	Diversity	Drugs/ alcohol/ tobacco	Career	Inclusion, belonging and addressing extremism (stereotyping) Community	Y4 - Being Safe – Calling 999. Y5 Puberty
Year 5/6	How can friends communicate safely?		How can drugs common to everyday life affect health?	What decisions can people make with money?	What makes up our identify?	How will we grow and change? What will change as we become more independent? How do friendships change as we grow?
Big Question	Managing relationships		Tobacco and Vaping	Money	Inclusion, belonging and addressing extremism (stereotyping)	Y5 Puberty Y6 - Making a baby
Theme	Online Safety/ Mental Health		Drugs/ alcohol and tobacco	Careers – financial and economic.	Diversity	SRE



YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS focus	Relationships		Health and Wellbeing		Health and Wellbeing	
EYFS/Y1	Who is special to us? What makes us special? What makes a good friend? What is bullying?		What and who can help us to grow and stay healthy?		What helps us to stay safe?	How can we look after each other? How can we recognise our feelings?
Big Question	Pants are private		Hand washing Visitors - Dentists		Visitors - Road and Rail	Transition
Theme	SRE	Managing Relationships	Physical Health		Managing Risk	Mental Health
Year 1/2	What makes a good friend?	What is bullying?	What can help us to grow and stay healthy?	What jobs do people do?	What helps us to stay safe?	How do we recognise our feelings?
Big Question	Managing relationships		Dental and sleep	Jobs	Road and rail.	Managing feelings and emotions
Theme	Sex and Relationships		Physical Health	Careers and finance	Managing Risk and being safe	Mental Health
Year 3/4	What strengths, skills and interests do we have?	How do we treat each other with respect?	Why should we keep active and sleep well?	How can we help in an accident or emergency?	How can we manage our feelings?	How can we manage risk in different places?
Big Question	Self-esteem and resilience	Diversity and tolerance	Sleep	Basic First Aid and Calling for help	Managing feelings and emotions	
Theme	Managing Relationships	Managing relationships	Physical Health	Being Safe – managing risk.	Mental Health and Wellbeing	Online Safety
Year 4/5	What strengths, skills and interests do we have?	How can media influence people?	How can drugs common to everyday life affect health?	How can we help in an accident or emergency?	How can we manage our feelings and keep healthy as we grow?	Y4 - How can we manage risk in different places?
Big Question						Y5 - How will we grow and change?
	Self-esteem and resilience	Peer pressure	Medicine, vaccination and antibiotics	Basic First Aid and Calling for help. Jobs linked.	Managing feelings and Emotions	Y4 – Online safety Y5 Puberty
Theme	Managing Relationships	Mental Health and wellbeing	Drugs/ alcohol and tobacco	Managing risk	Mental Health and Wellbeing	Y4 – Online safety Y5 – SRE
Year 5/6	How can the media influence people?		How can drugs common to everyday life affect health?	What jobs would we like?	How can we keep healthy as we grow?	How will we grow and change? What will change as we become more independent? How do friendships change as we grow?
Big Question						
	Online Safety	Managing Mental Health	Drugs and Alcohol	Aspirations	Managing feelings and Emotions - transition	Y5 - Puberty Y6 - Making a baby
Theme	Online Safety/ Mental Health		Drugs/ alcohol and tobacco	Careers – financial and economic.	Diversity	SRE

## Overview of 8 main themes

Main Theme	Year A	Year B
<b>Sex and Managing Relationships</b>	EYFS/ Y1 – Autumn 1 (SRE) & Autumn 2 Y1/Y2 – Autumn 1 (SRE) & Autumn 2 Y3/ Y4 – Autumn 1 Y5/ Y6 – Summer 1 (SRE)	EYFS/ Y1 – Autumn 1 (SRE) & Autumn 2 Y1/Y2 – Autumn 1 (SRE) & Autumn 2 Y3/Y4 – Autumn 1 & 2 Y4/Y5 – Autumn 1 Y5/ Y6 – Summer 1 (SRE)
<b>Drugs, alcohol and tobacco</b>	Y4/Y5 – Spring 1 Y5/Y6 – Spring 1 Y3/Y4 – Summer 1	Y4/Y5 – Spring 1 Y5/Y6 – Spring 1
<b>Physical health</b>	EYFS/ Y1 – Spring 1 & 2 Y1/ Y2 – Spring 1 Y3/ Y4 – Spring 1	EYFS/Y1 – Spring 1 & 2 Y1/Y2 – Autumn 1 Y3/Y4 – Spring 1
<b>Mental Health and Wellbeing</b>	EYFS/Y1 – Summer 2 Y3/4 – Autumn 1 Y4/Y5 – Autumn 1 Y5/Y6 – Autumn 1 & 2	Y4/Y5 – Autumn 2 Y5/Y6 – Autumn 1 & 2 EYFS/Y1 – Summer 2 Y1/Y2 – Summer 2 Y3/Y4 – Summer 2 Y4/Y5 – Summer 2
<b>Online Safety</b>	Y4/ Y5 – Autumn 2 Y5/ Y6 – Autumn 1 & 2 EYFS/Y1 – Summer 1 Y1/Y2 – Summer 1	Y5/6 – Autumn 1 & 2 Y3/Y4 – Summer 1
<b>Being safe and managing risk</b>	EYFS/ Y1 – Summer 1 Y1/ Y2 – Summer 1 Y3/Y4 – Summer 1	Y3/Y4 – Spring 2 Y4/Y5 – Spring 2 EYFS/Y1 – Summer 1 Y1/Y2 – Summer 1
<b>Careers and financial capability</b>	Y1/2 – Spring 2 Y3/Y4 – Spring 2 Y4/ Y5 – Spring 2 Y5/Y6 – Spring 2	Y1/Y2 – Spring 2 Y5/Y6 – Spring 2
<b>Diversity - community</b>	Y3/4 – Autumn 2 Y4/5 – Autumn 2 Y1/Y2 – Summer 2 Y3/Y4 – Summer 2 Y4/Y5 – Summer 2 Y5/Y6 – Summer 2	Y5/Y6 – Summer 2

**Local Risks – What are they and how they are additionally covered by external providers.**

Local Risk;	Content age appropriate for;	When;	By whom;
<b>Road Safety</b> – busy one way street outside the school which joins a main car and bus route within Harrogate.	All children	Autumn Term	
<b>Rail Safety</b> – school is close to the Harrogate train station and as it is a major route to Leeds and York it is a busy network. There are parts of the railways where there are railway crossings such as at Starbeck and Knaresborough.	All children	Summer Term	Network rail – two separate assemblies on how to keep safe on and near the railways,
<b>Water Safety</b> – there are a few reservoirs that are on the outskirts of Harrogate as well as the local rivers and streams. Especially relevant in the hotter summer months during which children are not at school.	All children	Summer term	North Yorkshire - online assemblies that have been watched live for different age groups. RNLI resources are also used.
<b>Online safety</b> – more children are accessing computers and need to be aware of how to keep safe online. Older children may have independent access to mobiles about the safe use and impact this can have legally.	All children UKS2	Autumn term	NSPCC – two separate assemblies for different key stages. KS1 also focusing on keeping their bodies private through Pantosaurus. Local PSCO speaks to UKS2 children
<b>County Lines</b> – Harrogate is a small town on the border for West Yorkshire and North Yorkshire. Larger cities such as Leeds, Bradford and Manchester can be reached within the hour. Knife crime is the focus.	Year 6	Summer term	Local PSCO delivers the content to the Year 6 children with class teacher present. This is facilitated through the use of a animation
<b>Anti-social Behaviour</b> – Year 5 and 6 children are more likely to walk home from school independently. Some may have to walk through the town centre which can be intimidating. They learn what anti-social behaviour is and it's impact.	Year 5 and 6	Summer term	Local PSCO delivers the content – this is facilitated through the use of a powerpoint.
<b>Bike Safety</b> – encouraging children to use their bikes to come to school instead of the car. There are bike facilities at school that can store bikes safely. Build core strength too.	Year 6	Autumn	North Yorkshire Bikeability – children take part in a 2 day practical bike safety and awareness training.
Being aware and <b>keeping safe</b> in a range of different dangers and scenario at home and in the local environment.	Year 6	Spring Term	Crucial Crew – workshops led by NYCC Fire/ Police/ Ambulance. Local shops – ASDA. Water safety. Calling 999. Law courts. Children are able to role play different scenarios. There is a follow up video and game that can be played online.

## RSE Objectives

	<b>RELATIONSHIP EDUCATION; End of primary school expectations. All pupils should know;</b>	<b>KS1</b>	<b>KS2</b>
<b>Families and people who care about me.</b>	That families are important for children growing up because they can give love, security and stability	R2	R6
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	R1, R4	R8
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	H22, R3	R2, R7
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	R3	R1, R6, R7
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R4	R3, R5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9
<b>Caring Friendships</b>	How important friendships are in making us feel happy and secure, and how people choose and make friends	R6	R10
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R6	R11
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R7	R13, R14
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	R8	R16
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	R9	R18
<b>Respectful Relationships</b>	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	H22, R23, L4, L6	R32, R33, L6
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	R6, R8	R33, R34
	The conventions of courtesy and manners	R22	R33
	The importance of self-respect and how this links to their own happiness	H21, H23, R22	R31
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	R22, H22	R31
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	R10, R11, R12	R19, R20, R28
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	L4	R21, L7, L8, L9
	The importance of permission-seeking and giving in relationships with friends, peers and adults	R15, R17	R22, R26

Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	R14	R23
	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	R12	R24, R30, R31
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	R20	R24, R29
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	R15	R24
	How information and data is shared and used online	H34	L13, L14
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
	About 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	R13, R18	R27
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	R13	H45, R25
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	R14, R15, R19	R24
	How to recognise and report feelings of being unsafe or feeling bad about any adult	R20	R29
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	R20	R29
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	R20	R29, H45
	Where to get advice e.g. family, school and/or other sources	R20	R29

## **Assessment**

At the end of a teaching block, teachers will complete a simple overview (example shown below). The purpose of the document is to highlight to the next teacher and subject leader, the names of children who were either absent during the unit or are not secure in the knowledge. This will help teachers and subject leaders to monitor and identify concepts that are to be re-addressed or retaught. It is a given that the core knowledge that has not been mentioned has been assessed by class teachers to be secure.

*Example of a completed foundation assessment overview*

### **Class – Eagles Y5/6**

<b>Subject</b>	<b>Term</b>	<b>Key concept</b>
PSHE	Spring 1	Physical Health – Drugs common to everyday life: Smoking and vaping
<b>Year group</b>	<b>Children not secure or were absent</b>	<b>Summary of attainment – focus for next learning</b>
Year 5	** , ** , **	<ul style="list-style-type: none"><li>• Secure knowledge of peer and social media influencers – not secure with situational influences.</li><li>• Can identify 3 different ways to respond but more practise at responding to scenarios as some were passive/ aggressive.</li><li>• Develop knowledge that body language can be mis-interpreted.</li><li>• 2-week review – closed procedure with examples of passive, aggressive and assertive responses to taking medicine that has not been prescribed.</li></ul>
Year 6	** , ** ,	

Completed overviews will be shared on TEAMS and subject leaders can use this information to track knowledge as part of their monitoring.

This will help subject leaders to identify areas for development and could be used to inform direction of pupil discussions.

Subject leader overview example PSHE

SPRING 1			PSHE KEY CONCEPT	HEALTH AND WELLBEING - PHYSICAL HEALTH
<b>CORE KNOWLEDGE</b>	<b>Class</b>	<b>Year Group</b>	<b>Children not secure or were absent</b>	<b>Summary of attainment – focus for next learning</b>
<b>Handwashing, Oral hygiene</b>	<b>Wrens</b>	<b>EYFS</b>		
		<b>Y1</b>		
	<b>Kingfishers</b>	<b>EYFS</b>		
		<b>Y1</b>		
	<b>Finches</b>	<b>Y1</b>		
		<b>Y2</b>		
	<b>Sparrows</b>	<b>Y1</b>		
	<b>Y2</b>			
<b>Teeth Maintenance</b>	<b>Owls</b>	<b>Y3</b>		
		<b>Y4</b>		
	<b>Starlings</b>	<b>Y3</b>		
		<b>Y4</b>		
<b>Medicines, antibiotics, vaccines</b>	<b>Hérons</b>	<b>Y4</b>		
		<b>Y5</b>		
<b>Smoking and Vaping</b>	<b>Ravens</b>	<b>Y5</b>		<ul style="list-style-type: none"> <li>Secure knowledge of peer and social media influencers – not secure with situational influences.</li> <li>Can identify 3 different ways to respond but more practise at responding to scenarios as some were passive/ aggressive.</li> <li>Develop knowledge that body language can be mis-interpreted.</li> </ul> 2-week review – closed procedure with examples of passive, aggressive and assertive responses to taking medicine that has not been prescribed.
		<b>Y6</b>		
	<b>Eagles</b>	<b>Y5</b>	** , ** , **	
		<b>Y6</b>	** , ** ,	

	Summary	Action to be taken	By when/ who/ how?
KS1			
KS2			

## **Links to EYFS**

### **PSED (Personal, Social and Emotional Development)**

- Emotions
- Sense of Self
- Relationships

Personal, Social and Emotional Development 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

### **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.


As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



## Collective Worship Themes 2022 - 2023


Autumn Term 2022			First Half			
Week Beginning	Key Theme	Monday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30	Tuesday Class based	Wednesday Alan Garrow/Chris Clayton in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Thursday Class based	Friday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30
	THANKFULNESS	Main introduction of the theme or theme aspect	Main theme/story follow up	Main theme/story follow up – Roots and Fruits	Topical <a href="#">Picture News</a> – linked to theme where appropriate	Celebration Worship
			Typical effective pattern is for 1 teacher to plan the three 'class based' days a week and share this with the team.			
5 <sup>th</sup> September	A new welcoming start – ready, responsible safe behaviour expectations. <a href="#">Mixed – Aree Chung</a>	INSET DAY	INSET DAY	First day with classes no main CW	HT in Key Stages	Shine Celebration Worship. HT in key stages –two children per class for certificates.
12 <sup>th</sup> September	Remembering to Say Thank you	Thank you to our <a href="#">Servant Queen</a>	Continuation of themes using suggestions and/or other stories ideas in V4L.	Class based – Alan/Chris to start next week. Continue theme – condolence book messages.	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
19 <sup>th</sup> September	Saying Grace	Food for thought	Continuation of themes using suggestions and/or other stories ideas in V4L.	Thanking God for People who help us.	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
26 <sup>th</sup> September Harvest Festival Week	Harvest Thanks	Celebrating Harvest – Living Fruitful Lives – Mark 4. 3-9	Harvest preparation	Praising God in creation	Harvest Festival in Church – 9.30 am	Shine Celebration Worship. HT in key stages –two children per class for certificates.
3 <sup>rd</sup> October	<a href="#">Black History Month</a> Dig Deep, Look Closer, Think Bigger		Continuation of themes using suggestions and/or other stories ideas in BHM resources.	Remembering to say thank you	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
10 <sup>th</sup> October	<a href="#">Black History Month</a> Di Deep, Look Closer, Think Bigger		Continuation of themes using suggestions and/or other stories ideas in BHM resources.	Giving thanks in difficult times	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
17 <sup>th</sup> October	Creation Praise	Road Safety	Continuation of themes using suggestions and/or other stories ideas in V4L.	Counting your blessings	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
HALF TERM						

# Collective Worship Themes 2022 - 2023

Autumn Term 2022			Second Half			
Week Beginning	Key Theme  <b>TRUST</b>	Monday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30	Tuesday Class based	Wednesday Alan Garrow/Chris Clayton in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Thursday Class based	Friday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30
		Main introduction of the theme or theme aspect	Main theme/story follow up	Main theme/story follow up – Roots and Fruits	Topical <a href="#">Picture News</a> – linked to theme where appropriate	Celebration Worship
		Typical effective pattern is for 1 teacher to plan the three 'class based' days a week and share this with the team.				
31 <sup>st</sup> October	Putting Trust In Others	INSET	PG In phases. Boy Who Cried Wolf	Knowing our friends will support us	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
7 <sup>th</sup> November	<a href="#">Remembrance Day</a> – Friday 11 <sup>th</sup> and Remembrance Sunday 13 <sup>th</sup>	Remembrance	Continuation of themes using suggestions and/or other stories ideas in V4L.	Knowing Jesus is with us in stormy times	<a href="#">British Legion Resources</a>	Shine Celebration Worship. HT in key stages –two children per class for certificates.
14 <sup>th</sup> November	<a href="#">Anti-Bullying Week</a> Theme – Reach Out 	<a href="#">Anti-Bullying Week</a> Theme – Reach Out	Continuation of themes using suggestions and/or other stories ideas in V4L.	Standing by God's promises	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
21 <sup>st</sup> November	Trustworthiness	A Brave and Mighty Man	Continuation of themes using suggestions and/or other stories ideas in V4L.	Being Trustworthy, not gossiping	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
28 <sup>th</sup> November	Trusting That God can use us	Water into Wine	Continuation of themes using suggestions and/or other stories ideas in V4L.	Trusting God	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
5 <sup>th</sup> December	Trusting God when going gets tough	Storm on the Lake	Continuation of themes using suggestions and/or other stories ideas in V4L.	Celebrating Advent – Believing God has a plan for our lives.	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
12 <sup>th</sup> December	Trusting The future to God	Mary's Trust of God in the Christmas Story	Class preparation for Church service tomorrow	Class preparation for Church service tomorrow	Christmas Service In Church – 9.30 am	Early finish – community Carol Singing 1.00pm

**CHRISTMAS**

# Collective Worship Themes 2022 - 2023

Spring Term 2023			First Half			
Week Beginning	Key Theme	Monday Headteacher in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Tuesday Class based	Wednesday Alan Garrow/Chris Clayton in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Thursday Class based	Friday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30
	<b>PERSEVERANCE</b>	Main introduction of the theme or theme aspect. Values for Life	Main theme/story follow up Thought / quote based.	Main theme/story follow up – Roots and Fruits	Topical <a href="#">Picture News</a> – linked to theme where appropriate	Celebration Worship
Typical effective pattern is for 1 teacher to plan the three 'class based' days a week and share this with the team.						
2 <sup>nd</sup> January	Persevering with the Truth – Down the Well	Bank Holiday	INSET Day	Running the Race of Life	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
9 <sup>th</sup> January	Persevering to finish the job.	A Time to Build	Continuation of themes using suggestions and/or other stories ideas in V4L.	Keeping Going against all odds	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
16 <sup>th</sup> January	Persevering to the End	Jane Tomlinson and her fight for life.	Continuation of themes using suggestions and/or other stories ideas in V4L.	Doing the right thing	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
23 <sup>rd</sup> January	God's Persevering Love	The Lost Sheep	Continuation of themes using suggestions and/or other stories ideas in V4L.	Meeting a personal challenge	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
30 <sup>th</sup> January	Perseverance and Self Belief	The Hare and The Tortoise	Continuation of themes using suggestions and/or other stories ideas in V4L.	Encouraging others to keep going	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
6 <sup>th</sup> February 	<a href="#">Children's Mental Health Week</a>	Primary Assembly from School Resources.	Follow up ideas to the Primary Assembly (see notes)	Persevering to face and talk about mental health. Example Jesus set of caring for those in need.	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
<b>HALF TERM</b>						

# Collective Worship Themes 2022 - 2023

Spring Term 2023			Second Half			
Week Beginning	Key Theme	Monday Headteacher in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Tuesday Class based	Wednesday Alan Garrow/Chris Clayton in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Thursday Class based	Friday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30
	JUSTICE	Main introduction of the theme or theme aspect. Values for Life	Main theme/story follow up Thought / quote based.	Main theme/story follow up – Roots and Shoots	Topical <a href="#">Picture News</a> – linked to theme where appropriate	Celebration Worship
			Typical effective pattern is for 1 teacher to plan the three 'class based' days a week and share this with the team.			
20 <sup>th</sup> February	Exploring the theme of Justice	What does Justice mean to us and from a faith perspective.	Continuation of themes using suggestions and/or other stories ideas in V4L.	Treating people fairly	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
27 <sup>th</sup> February	Justice for the Poor	The Work of Christian Aid	Continuation of themes using suggestions and/or other stories ideas in V4L.	Making wise decisions	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
6 <sup>th</sup> March	Standing up for those who are treated unjustly	The Yellow Star	Continuation of themes using suggestions and/or other stories ideas in V4L.	See God's love in Action	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
13 <sup>th</sup> March	Making a difference	Working for Justice during Jubilee Debt Campaign	Continuation of themes using suggestions and/or other stories ideas in V4L.	Seeing the whole picture	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
20 <sup>th</sup> March	Including Others	The blind beggar	Continuation of themes using suggestions and/or other stories ideas in V4L.	Keeping God's rules	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
27 <sup>th</sup> March	God's Justice	Jonah the Groaner	Class preparation for Church service tomorrow	Class preparation for Church service tomorrow	Easter service in Church	Shine Celebration Worship. HT in key stages –two children per class for certificates.
EASTER						

# Collective Worship Themes 2022 - 2023

Summer Term 2023			First Half			
Week Beginning	Key Theme <b>SERVICE</b>	Monday Headteacher in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Tuesday Class based	Wednesday Alan Garrow/Chris Clayton in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Thursday Class based	Friday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30
		Main introduction of the theme or theme aspect. Values for Life	Main theme/story follow up Thought / quote based.	Main theme/story follow up – Roots and Shoots	Topical <a href="#">Picture News</a> – linked to theme where appropriate	Celebration Worship
			Typical effective pattern is for 1 teacher to plan the three 'class based' days a week and share this with the team.			
17 <sup>th</sup> April	Sacrificial Service	INSET Day	Story of Hannah Senesh	Using our talents to serve	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
24 <sup>th</sup> April	The Queen Serves her People	A Test of Courage - Esther	Continuation of themes using suggestions and/or other stories ideas in V4L.	Receiving as well as giving	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
1 <sup>st</sup> May	Awards for Service – Story of Ian Redmond	Bank Holiday	Continuation of themes using suggestions and/or other stories ideas in V4L.	Giving with no strings attached	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
8 <sup>th</sup> May	Courageous Service	The Hero of Haarlem	Continuation of themes using suggestions and/or other stories ideas in V4L.	Looking at the heart	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
15 <sup>th</sup> May	Serving the Local Community	Trussell Trust	Continuation of themes using suggestions and/or other stories ideas in V4L.	Living for others	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
22 <sup>nd</sup> May	Pentecost (Sunday 28 <sup>th</sup> May 2023) – Understanding of Holy Trinity with focus on Holy Spirit.	Diocese Pentecost Assembly	Continuation of themes using suggestions and/or other stories ideas in V4L.	Celebrating Pentecost – The birthday of the church	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.

**HALF TERM**

# Collective Worship Themes 2022 - 2023

Summer Term 2023			Second Half			
Week Beginning	Key Theme	Monday Headteacher in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Tuesday Class based	Wednesday Alan Garrow/Chris Clayton in Key Stages. Lower Hall KS1 2.00 KS2 2.30	Thursday Class based	Friday Headteacher in Key Stages. Lower Hall KS2 2.00 KS1 2.30
	TRUTHFULNESS	Main introduction of the theme or theme aspect. Values for Life	Main theme/story follow up Thought / quote based.	Main theme/story follow up – Roots and Shoots	Topical <a href="#">Picture News</a> – linked to theme where appropriate	Celebration Worship
			Typical effective pattern is for 1 teacher to plan the three 'class based' days a week and share this with the team.			
5 <sup>th</sup> June	Exploring the theme	What does Truthfulness mean to us and from a Christian and other faith perspective.	Continuation of themes using suggestions and/or other stories ideas in V4L.	Telling the whole story	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
12 <sup>th</sup> June	Truth and Deception	The Bad Brother	Continuation of themes using suggestions and/or other stories ideas in V4L.	Living without lies	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
19 <sup>th</sup> June	Choosing the Truth	A Sad Day – Genesis 3	Continuation of themes using suggestions and/or other stories ideas in V4L.	Making the right choices	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
26 <sup>th</sup> June	Standing for the Truth	Saint Lucy	Continuation of themes using suggestions and/or other stories ideas in V4L.	Searching for the truth	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
3 <sup>rd</sup> July	Seeing the Truth	Miracle on the Damascus Road	Continuation of themes using suggestions and/or other stories ideas in V4L.	Having the courage to be honest	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
10 <sup>th</sup> July	Searching for the Truth	Who made me	Continuation of themes using suggestions and/or other stories ideas in V4L.	Leaver's service preparation	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
17 <sup>th</sup> July	Leavers and Holiday Safety messages – water safety	<a href="#">RNLI Resourced Assembly</a>	Continuation of themes using suggestions and/or other stories ideas in V4L.	Leaver's service preparation	Exploring the theme via topical news or exploring a key topical news item	Shine Celebration Worship. HT in key stages –two children per class for certificates.
24 <sup>th</sup> July	Leavers and Holiday Safety messages – water safety	Leavers service in St Peter's Church	Last day of term.			
SUMMER						

## Teaching Strategies for successful 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. Islington schools can borrow artefact boxes from the [Islington Education Library Service www.iels.org](http://www.iels.org)

**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.

**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.



**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](http://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. Islington schools can contact the Islington Education Library Service [www.iels.org](http://www.iels.org) to borrow or find out more about suggested books.

**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.