



St John's  
Church of England  
Academy

*Part of the*



## Personal, Social, Health and Economic Education Policy

Date of Policy	September 2021
Date of Adoption	September 2021
Review Date	September 2022

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# Introduction

As a Christian school, we believe that our mission statement, 'Guided by God to be the best that we can be' and our Christian values are at the heart of everything we do and are firmly embedded within our teaching and learning. They underpin all curriculum areas but link particularly well with Personal, Social, Health and Economic Education (PSHE) which is an embedded part of our broad and balanced curriculum.

Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos and links closely with PHSE. Through these vehicles we strive to ensure that every child can flourish as a child of God, as family members, members of society and of the global community and develop an understanding of the British Values: democracy; the rule of law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2019) 'Keeping Children Safe in Education' (KCSIE)
- DfE (2019) 'Relationships education, Relationships and Sex Education (RSE) and Health Education'

## Aims

This policy reflects St John's overarching aims and objectives in supporting our children to become healthy and responsible members of society, by building self-esteem, resilience and empathy. It provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. In all aspects of our PHSE curriculum we aim to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Help pupils develop feelings of self-respect, confidence and empathy

# Curriculum Design

Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils. Our curriculum is taught through discrete PSHE lessons and cross curricular links to ensure that learning is meaningful for all our pupils.

## Early years

We teach PSHE in reception and early years as an integral part of the curriculum. We relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in EYFS classes, when we teach 'Understanding the World'.

## Key Stages 1 and 2

The curriculum will be implemented by creating a programme of study that uses the PSHE Association 'Themed Approach' curriculum guidance and recommendations but is designed to meet the needs of our children and community. The three main core themes are as follows:

- **Health and Wellbeing**

Pupils will learn the importance of personal hygiene; the physical differences between boys and girls; road safety, cycle safety and online safety; people who help us; how to talk about their feelings; and the benefits of physical activity.

- **Living in The wider world**

Pupils will learn how to make and follow group, class and school rules; what protects and harms the environment; how to make choices about spending or saving money; ways in which we are all unique and the things we have in common; about basic human rights; and to respect national, regional, religious and ethnic identities.

- **Relationships**

Pupils will learn to recognise that their behaviour can affect other people; to listen to other people and work and play cooperatively; to identify special people in their lives (parents, siblings, friends) and how they should care for each other; what physical contact is acceptable; and what to do if they're being bullied.

Within the themes the following topics are planned for:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Belonging to a community
- Media literacy and digital resilience
- Money and work
- Physical health and mental wellbeing

- Growing and changing
- Keeping safe

Alongside our programme of study we tailor our curriculum to meet the needs of our children and we respond to findings from school data and pupil feedback. In particular, we work closely with the 'Healthy Lifestyle' questionnaire, a local authority initiative run by the Relationships Education and Sexual Health Co-ordinator, to ensure the PSHE curriculum is bespoke to the specific needs of our children and our community.

The PSHE programme of study and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019.

Please see **Appendix 1** for full subject content of the Scheme of Work for each year group.

Due to our ever expanding wider provision of PSHE, along with our broad and balanced curriculum, there are cross curricular links with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot.

Over the course of the school year, there are a range of additional opportunities to enhance the PHSE curriculum both across the whole school and within individual year groups:

- Each class undertakes an educational visit/visitor each term
- Participation in Church Services – Harvest, Nativity, Easter, Leaver’s Service in the Cathedral
- Support for chosen charities
- E-Safety Weeks
- Anti-Bullying Week
- After School Clubs – Change For Life (KS1 and KS2)
- Mental Health Awareness Week

EYFS	
Road Safety Healthy Teeth/Dentist Personal Hygiene Height and Weight	
Year 1	Year 2
Pedestrian Training Personal Hygiene	Pedestrian Training Personal Hygiene
Year 3	Year 4
Pedestrian Training Dentist/Healthy Teeth and Hygiene	Young Leaders Dentist/Healthy Teeth and Hygiene
Year 5	Year 6
Young Leaders Puberty	4 night residential Bikeability Safety Carousel Young Leaders Puberty

Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur in an age appropriate way.

# Teaching and Learning

## Creating a safe and supportive learning environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. We will create a safe and supportive learning environment by enabling each class to establish 'ground rules' that are agreed at the beginning of the year and are reinforced in every PSHE lesson. Ideally, teachers and children will devise their own 'ground rules' at the beginning of the year so that they have ownership of them. These will need to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other in a supportive manner
- We have the right to pass
- We respect each other's privacy (confidentiality)
- We use correct vocabulary
- We know we can ask for help or advice

The ground rules are kept to consistently, are clearly displayed in the classroom and revisited throughout the lesson. Teachers model good use of the rules and reinforce them as required..

Pupils learn research and study techniques and can engage in problem-solving activities and are encouraged to take part in charity work, volunteering and the organisation of school events. The school uses visitors such as health workers and the police to broaden the curriculum. All visitors will be made aware of our policy, ground rules and expectations and will be closely monitored by class teachers.

We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness when planning lessons and answering questions.

## Relationships, Sex and Health Education **(Please see RSHE Policy March 2020)**

Relationship and Sex Education forms an integral and important part of the PSHE curriculum. School adheres to the National Curriculum recommendations for teaching RSE (2019). Please see the schools RSE Policy and relating Scheme of Work for further information.

## Teaching Responsibility and Staff Training

PSHE has a designated Co-ordinator and Link Governor that will regularly monitor the subject and attend CPD form the Local Authority. The PSHE Co-ordinator will ensure there is appropriate and regular training for all teaching staff.

When using external speakers to deliver aspects of our PSHE programme we will ensure that the School Visitor's Policy is adhered to.

# Safeguarding

At St John's we understand that by nature certain subjects may carry an increased risk of pupil disclosure, in cases where there is a safeguarding risk, school safeguarding policy in relation to Keeping Children Safe in Education 2020 will be followed. In all other cases; concerns will be recorded on CPOMS and pupils will be supported by the Home School Support Worker, Deputy Head or Head Teacher.

All external contributors will be informed of our safeguarding policy prior to working with the children. We also recognise there may be disclosures that are not safeguarding issues, but opportunities to support the child will be offered. If this occurs, staff may refer or suggest local or national support services or information for pupils and/or their families.

## Monitoring, Reporting and Assessment

We ensure that all pupils have equal access to the PSHE curriculum through a process of monitoring, evaluation and assessment which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

We set the same high expectations of the quality of pupils' work in PHSE as for other areas of the curriculum. Lessons are planned to build on prior knowledge pupils have acquired, including from other subjects, with regular feedback on the progress. Lessons will be differentiated, for example, by resources, use of questioning and/or support offered to ensure all pupils, including those with special educational needs and disabilities (SEND), can reach their full potential. Teachers use ongoing assessment to identify where pupils need extra support or intervention through formative and summative processes.

Personal attributes, so central to PSHE, are arguably the hardest aspects of learning to assess. It is difficult for teachers to accurately assess a pupil's self confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in PSHE lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process. Assessing learning in PHSE education must therefore use a combination of teacher assessment and pupil self and peer assessment.

It would be inappropriate for assessment in PHSE to be about grades and so the ipsative model of assessment is used across the school. This involves comparing where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). Methods include pre and post topic mindmaps, drawings, ranking statements, low stake quizzes, task outcomes, questioning and observation. Please see Appendix 2 for further examples of assessment opportunities.

At the end of each unit, children's learning is assessed against end of unit statements. This allows teachers to plan future learning opportunities to address areas of weakness. A summative assessment grid is completed at the end of the academic year which informs the next class teacher and allows the PHSE Lead to track attainment across the school. Please see Appendix 2 for a detailed range of assessment strategies.

Monitoring of PSHE is carried out by the PSHE Co-ordinator through learning walks, regular monitoring of the schemes of work and planning, book scrutinies and pupil discussions to ensure progression and continuity of learning through the school.

The PSHE Lead will make an annual report to the Leadership Team and the PSHE Lead Governor who will report key findings as necessary and recommendations to the full Governing Body.

## Links to Other School Policies

The PSHE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

SRE Policy

Behaviour Policy

SEND Policy

Equal Opportunities Policy

Safeguarding/Child Protection

Health and Safety Policy

Anti-Bullying Policy

E-Safety Policy

External Visitors



## Appendix 1: St John's Church of England Academy- PSHE Long Term Overview

Appendix 1									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Well being		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines, sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights; freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations; including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix 2: - Assessment Strategies

Baseline assessment activity:	More useful for assessing:	Less useful for assessing:
Questioning	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Discussion	Knowledge, understanding, attitudes, beliefs, strategies, pupils' questions relating to the topic	Skills, attributes
Brainstorming	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Role-play, hot-seating, freeze-frame and other drama techniques	Skills, strategies, attributes, attitudes	Knowledge, understanding
Storyboards/cartoon strip/scenario script writing	Skills, strategies, attitudes	Knowledge, understanding, attributes
Responding to a scenario, picture or video clip	Knowledge, understanding, attitudes, beliefs, strategies	Skills, attributes
Mind map or spider diagram	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
'Graffiti wall'/working wall	Starting point of a group, knowledge, understanding, attitudes, beliefs, pupils' questions relating to the topic	Starting point of individuals, skills, strategies, attributes
Quiz	Knowledge, understanding	Skills, strategies, attributes
Questionnaire	Knowledge, understanding, attitudes, beliefs	Skills, strategies, attributes
Continuum/'washing line'	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Attitudes, beliefs, attributes	Knowledge, understanding, skills, strategies
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Knowledge, understanding, attitudes, beliefs, complex concepts	Skills, strategies, attributes
Explain to an alien	Knowledge, understanding, attitudes, beliefs, strategies, complex concepts	Skills, attributes
Card sort, e.g. 'diamond 9'	Attitudes, beliefs, understanding	Skills, knowledge, attributes

### Assessing progress over the course of a lesson or series of lessons

At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, 'draw and write', 'explain to an alien'), lend themselves very well to a simple revisit where each pupil uses a different colour to add to their baseline activity and make any changes they now want to make, allowing the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity. Taking the examples of baseline activities above, the table below indicates possible ways of revisiting or using those activities to demonstrate progress at the end of the lesson or series of lessons. Again this is not a definitive list and activities should always be used flexibly to meet the needs of pupils and the learning objectives.

### Using baseline activities to measure progress in the endpoint activity

Baseline assessment activity	Endpoint activity to demonstrate progress
Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Discussion	Revisit main arguments from baseline discussion; formal debate; presentations.
Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Role-play, hot-seating, freeze-frame and other drama techniques	Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation.
Storyboards/cartoon strip/scenario script writing	Evaluate effectiveness of baseline strategies/ideas through discussion; revisit in a different colour – add, amend, expand, change; role-play their revised script.
Responding to a scenario, picture or video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Mind map or spider diagram	Revisit in a different colour – add, amend, expand.
'Graffiti wall'/working wall	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning.
Quiz	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer.
Questionnaire	Repeat questionnaire; ask pupils to write a new questionnaire for peers to answer.
Continuum/'washing line'	Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions.
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)	Pupils rate themselves on the same scale in the light of the new learning.

'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)	Revisit in a different colour – add, amend, expand.
Explain to an alien	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Card sort e.g. 'diamond 9'	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning.

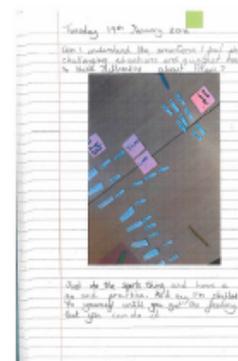
**Additional ideas for endpoint activities to demonstrate learning:**

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast
- Keeping a journal, diary or log of times when they have demonstrated a particular skill or attribute during the week

All the activities above provide assessment evidence in their own right and where a baseline activity has been revisited it is usually very easy to demonstrate progress. However, you might also want to measure and record attainment more formally. If this is the case, you will need success criteria to measure the pupils' work against. These might take the form of 'I can...' statements, or a set of descriptors for 'working towards.../developing', 'working at.../attaining...' or 'working beyond.../exceeding' the intended learning outcome. The terminology is less important than the process and will differ from school to school.

**Some examples of assessment activities in action**

A simple sorting activity which can be used for baseline and endpoint assessment. These Year 2 pupils were thinking and writing about what their faces and bodies 'looked like' when they experienced strong feelings.



Another sorting activity — photos can be useful to capture the baseline activity and to demonstrate progress if the activity is repeated at the end.

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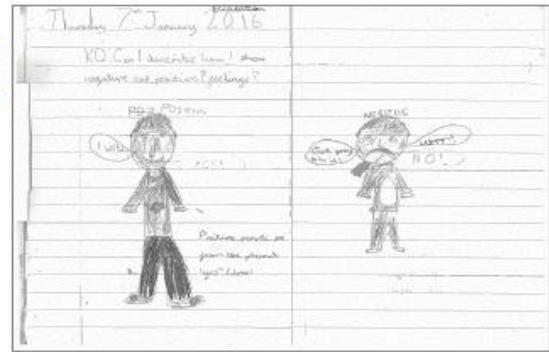
**Washing line** — a form of continuum activity in which anything (ideas, characters, pupils' names) can be hung on the line between two extremes (such as positive and negative, strongly agree and strongly disagree, etc.).



This can be revisited to show how ideas and understanding have changed over the course of the lesson.

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Draw and write activities – in this first example, for the baseline activity, pupils were asked to draw and write how someone shows positive and negative feelings (before the new teaching took place). This child's current concept of positive and negative feelings is fairly simple: either happy and saying 'yes', or unhappy and saying 'no'.



Draw and write revisited to demonstrate progress – here the same pupil has added to their work in a different colour. Their concept of positive and negative feelings is now much broader, and encompasses assertiveness ('could you leave me alone'), perseverance and resilience ('sticking at things'), having 'self-discipline', together with a much broader range of positive and negative attributes being identified:



In this scenario activity pupils were given a short scenario and asked to answer questions about it in order to gauge their current understanding of the concept of gambling. After the lessons they could either add to their sheet in a different colour, or repeat the activity to demonstrate their learning.

Jayden and Jesse are playing a card game. Jayden feels really sure he is going to win using his best cards. Before they begin, Jayden says, "I bet you 50p, I can win this!" 

- What does Jayden mean?  
Jayden means he will give Jesse 50p if she wins, if she wins she will get 50p.
- What is Jayden hoping for?  
He is hoping for himself to win and gain 50p.
- Are there any risks? If yes, what are they?  
Yes I think there is because if he loses he will lose 50p. If he wins he will get 50p.
- What would encourage Jayden to risk it?  
I think the 50p would encourage him to risk it because his objective for 50p.
- What might stop Jesse wanting to taking part?  
He probably would be put off from taking part because he probably would have to lose 50p because he depends on to lose 50p.
- Can betting be good? If so, when?  
No, because if you keep betting all the time you will lose your money. You should only bet on special occasions.
- Can betting be not-so-good? If so, when?  
Yes it might not be so good because if you spend all your money on something you will have the supplier you will have no money.

Jayden and Jesse are playing a card game. Jayden feels really sure he is going to win using his best cards. Before they begin, Jayden says, "I bet you 50p, I can win this!" 

- What does Jayden mean?  
If he wins then he gets 50p.
- What is Jayden hoping for?  
to win the game.
- Are there any risks? If yes, what are they?  
He will lose and Jesse will win.
- What would encourage Jayden to risk it?  
the 50p.  
Know how to win.
- What might stop Jesse wanting to taking part?  
Jayden might win and he will get 50p.
- Can betting be good? If so, when?  
yes on special occasions.
- Can betting be not-so-good? If so, when?  
yes on special occasions, if the they still betting on get's injured.

Draw and write activity—in this second example pupils were asked to ‘draw a healthy person and write around them all the things that keep them healthy and well’. Again, they did this before any new teaching took place and without any prompts or additional explanation.

In this baseline activity the pupil demonstrates a limited concept of how to keep healthy:

*‘He runs and keeps healthy by watching what he eats, and plays football. He is well because he checks every day and if he’s poorly he stops but not the diet’*



Draw and write repeated to demonstrate progress — this time instead of adding to the baseline activity in a different colour, pupils were asked to repeat the activity from scratch. This is the same pupil’s work and again their words have been transcribed beneath for clarity. This example shows tremendous progress in the pupil’s understanding of the concept of health:

- Likes taking part
- Exercise
- Sleeps a lot
- Eats fruit and veg – 5 a day
- Does aerobics
- Doesn't smoke
- Tries to go outside
- Drinks 2 litre everyday
- Always goes on this bike
- Has chocolate once a week
- He's active
- Does lots of exercise
- Only spends 1 hour on computer games a day
- No junk food
- Watches what he eats
- Takes appropriate risks



Draw and write activity — this third example shows a slightly different approach to the activity above. Before any new teaching on healthy lifestyles, pupils have drawn and written about what they do during the day to stay healthy.



examples of physical activity and healthy eating. Explains why/how

Draw and write repeated to demonstrate progress against success criteria — Again, this pupil’s repeated draw and write activity shows considerable progress in her understanding of a healthy lifestyle.

This is evidence of progress in its own right but in this case the school wished to record pupils’ attainment more formally each half term, so used the following success criteria against which to gauge each pupil’s progress:

Success criteria

1. Identifies a limited number of factors that keep people healthy, for example, focussing mainly on physical activity and healthy eating
2. Identifies a wider range of factors that keep people healthy, for example, including personal hygiene, drinking water and emotional health. Gives more examples of physical activity and healthy eating.
3. Identifies a wider range of factors that make people healthy, including emotional health, personal hygiene and drinking water. Gives more



these things keep someone healthy.

## Appendix 3: St John's Church of England Academy - PSHE Assessment – Key Stage 1

Year 1			Year 2		
<b>Autumn Term: Relationships</b>					
<b>Families and Friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Families and Friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. respond safely to adults they don't know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought	R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous	R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R24. how to listen to other people and play and work cooperatively	R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not	R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them
<b>Spring Term: Living in The Wider World</b>					
<b>Belonging to a Community</b>	<b>Media Literacy and Digital Resilience</b>	<b>Money and Work</b>	<b>Belonging to a Community</b>	<b>Media Literacy and Digital Resilience</b>	<b>Money and Work</b>
L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life	L14. that everyone has different strengths L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs	L2. how people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people	L8. about the role of the internet in everyday life L9. that not all information seen online is true	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. jobs help us earn money to pay for things
<b>Summer Term: Health and Well-Being</b>					
<b>Physical Health and Mental Well-being</b>	<b>Growing and Changing</b>	<b>Keeping Safe</b>	<b>Physical Health and Mental Well-being</b>	<b>Growing and Changing</b>	<b>Keeping Safe</b>
H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H5. simple hygiene routines that can stop germs from spreading H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H10. about the people who help us to stay physically healthy	H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when things are difficult	H28. about rules and age restrictions that keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	H4. why sleep is important different ways to rest H6. medicines (incl vaccines, immunisations, allergic reactions) can help people stay healthy H7. dental care and visiting the dentist; brushing teeth correctly; food/drink that support dental health H16. sharing feelings; words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. recognise when they need help with feelings; it is important to ask for help; and how to ask H20. change and loss (including death); to identify feelings associated; what helps people feel better	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	H27. preparing to move to new class/year group H29. to recognise risk in everyday situations and what action to take to minimise harm H30. how to keep safe at home (including electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. the people whose job is to keep us safe H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)

## St John's Church of England Academy - PSHE Assessment – Lower Key Stage 2

Year 3			Year 4		
Autumn Term: Relationships					
Families and Friendships	Safe relationships	Respecting ourselves and others	Families and Friendships	Safe relationships	Respecting ourselves and others
<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
Spring Term: Living in The Wider World					
Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work
<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g teamwork, communication and negotiation</p>	<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p>	<p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>L17. about the different ways to pay for things and the choices people have about This</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>
Summer Term: Health and Well-Being					
Physical Health and Mental Well-being	Growing and Changing	Keeping Safe	Physical Health and Mental Well-being	Growing and Changing	Keeping Safe
<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p>	<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>	<p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>

<p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>				<p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>
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## St John's Church of England Academy - PSHE Assessment – Upper Key Stage 2

Year 5			Year 6		
Autumn Term: Relationships					
Families and Friendships	Safe relationships	Respecting ourselves and others	Families and Friendships	Safe relationships	Respecting ourselves and others
<p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>	<p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
Spring Term: Living in The Wider World					
Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work

<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>	<p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p> <p>L24. to identify the ways that money can impact on people's feelings and emotions</p>
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### Summer Term: Health and Well-Being

Physical Health and Mental Well-being	Growing and Changing	Keeping Safe	Physical Health and Mental Well-being	Growing and Changing	Keeping Safe
<p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p>	<p>H38. how to predict, assess and manage risk in different situations</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H36. strategies to manage transitions between classes and key stages</p>	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>