

INTENT

The Leverhulme Values:

- Never give up
- Try something new
- Teamwork
- Respect
- Understanding others
- Be the best that I can be



At Leverhulme Primary School, we believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our Global Citizenship, RSE (Relationships and Sex Education), relationships, health education and pastoral care programme. There is a separate policy for Sex and Relationships Education.

Our PSHE and Global Citizenship curriculum equips children for life now and in the future. PSHE is a vital subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe in our ever changing and challenging world. Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Our children are provided with an understanding of healthy and respectful relationships, as well as lifelong skills in health and wellbeing, money and work. We want every child to grow into a confident, caring, resilient and respectful young citizen.

Through a focus on global citizenship, we encourage young people to develop the knowledge, skills and values they need to engage with the world. Education for global citizenship is not an additional subject, it is a framework for learning, reaching beyond school to the wider community. It can be promoted in class through the existing curriculum or through new initiatives and activities. At Leverhulme, we foster the belief that we can all make a difference.

The Leverhulme Values underpin PSHE (Personal, Social, Health and Economic Education) and Global Citizenship in our school. Each half term has a value focus, which is celebrated in class and through our Celebration Assemblies. Wherever possible, the values are a reference point for the PSHE lessons and wider pastoral support in order that children can “live” the values and appreciate their meaning in action.

IMPLEMENTATION

PSHE is taught through half termly “themes” which are shared across year groups, but explored using resources and content appropriate to each year group. There is progression in complexity and expectations as each of the themes are revisited each year. A range of teaching and learning styles are used to teach PSHE and teaching is pupil-led with an emphasis on active learning techniques, such as discussion and group work. Pupils’ questions, unless inappropriate, are answered respectfully by teachers.

A variety of participatory teaching and learning methodologies are used, including structured discussion and debate, role-play, drama, ranking exercises, and communities of enquiry. Such active methods are now established as good practice across all aspects of education. A variety of evidence is collected, including written work (such as narrative, poetry, persuasive letters, diaries), annotated photographs, videos of drama, artwork and class collaborative pieces (such as collages and presentations through computing). The children may record their work in a written form on quizzes or worksheets, feedback on post-it notes, or they may work together to create a page of the Floor Book.

'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:

- Respectful language.
- Respectful body language
- No talking over people.
- Show respect for another's views, even when disagreeing with them.
- Keep comments subject-specific, as opposed to personal.

All pupils are encouraged to take an active part in local and global action projects and volunteering, as well as organising school events, such as assemblies and special events. This links to our Global Citizenship aims. The school uses visiting speakers to broaden the curriculum and share their real-life experiences. The PSHE team work closely with safeguarding and pastoral teams to ensure that content reflects issues relevant to the local community.

There is an emphasis on positive mental health and well-being, with the "Five Ways Happy Days" (Keep Bolton Moving) initiative, woven into the medium term plans. Key texts that support the exploration of PSHE themes are woven into the medium term plans to support discussion, empathy and deeper understanding of challenging topics.

PLANNING

As part of the planning process, teachers must do the following:

- Read the key knowledge organiser (KKO) for the new unit which outlines skills, knowledge and vocabulary. Use this as a front cover for the new unit.
- Follow the medium term plans for each year group shared by the PSHE team
- Carry out an assessment before teaching to ascertain the level of understanding of the theme or topic, as it is likely that different cohorts will have different levels of experiences and understanding. Ideas for meaningful assessment appropriate for PSHE can be found here:

<https://pshe-association.org.uk/guidance/ks1-4/assessment>

- Use the resources identified in the medium term plans to create a journey of effective and well-structured lessons, using the key texts to support children's understanding.
- Teach positive speaking and listening and discussion skills, modelling competently and ensuring children have time to explore and refine the skills of listening and reflecting with respect
- Give children the opportunity to speak about their feelings and emotions, encouraging them to share their knowledge and use key vocabulary.
- Carry out end of unit assessment in line with PSHE policy.

Whole School Overview

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Good to be me Safe Relationships	Making connections	Keeping Ourselves Safe Media Literacy & Digital Resilience	Caring for the Wider World	Mental and Physical Well-Being Growing and Changing	Working, Saving and the Cost of Living Moving One and Coping with Change
Year 2	Good to be me Safe Relationships	Making connections	Keeping Ourselves Safe Media Literacy & Digital Resilience	Caring for the Wider World	Mental and Physical Well-Being Growing and Changing	Working, Saving and the Cost of Living Moving One and Coping with Change
Year 3	Good to be me Safe Relationships	Making connections	Keeping Ourselves Safe Media Literacy & Digital Resilience	Caring for the Wider World	Mental and Physical Well-Being Growing and Changing	Working, Saving and the Cost of Living Moving One and Coping with Change
Year 4	Good to be me Safe Relationships	Making connections	Keeping Ourselves Safe Media Literacy & Digital Resilience	Caring for the Wider World	Mental and Physical Well-Being Growing and Changing	Working, Saving and the Cost of Living Moving One and Coping with Change
Year 5	Good to be me Safe Relationships	Making connections	Keeping Ourselves Safe Media Literacy & Digital Resilience	Caring for the Wider World	Mental and Physical Well-Being Growing and Changing	Working, Saving and the Cost of Living Moving One and Coping with Change
Year 6	Good to be me Safe Relationships	Making connections	Keeping Ourselves Safe Media Literacy & Digital Resilience	Caring for the Wider World	Mental and Physical Well-Being Growing and Changing	Working, Saving and the Cost of Living Moving One and Coping with Change

LESSON STRUCTURE

The school uses a variety of teaching and learning styles in lessons. Our principal aim is to develop the children's knowledge, skills and vocabulary in PSHE, with a priority on keeping safe and healthy. Children should feel confident in identifying risk in a variety of scenarios both online and in everyday life and should know how to ask for help. Discrete lessons may be appropriate for some sessions, whilst other aspects of PSHE might be taught through and within other lessons, making links wherever possible.

PSHE and Global Citizenship curriculum links have been made wherever possible with the themed geography and history units for each year group. There are also many opportunities to make links with the requirements for English through the text-based units and through the RE (Religious Education) curriculum. Many aspects of PSHE are taught and reinforced through everyday interactions with our children. Timely support can be very powerful in supporting children to make safe and healthy choices and to foster positive relationships.

CONTENT

1. KS1 and KS2 programmes of study

The PSHE programme of study will cover the following topics:

Families and people who care for me

1.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide love, security and stability

- 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
- That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

1.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

1.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

1.4. Pupils will be taught the following:

- That sometimes people behave differently online or pretend to be someone they are not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous)
- The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being safe

1.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- **[New]** About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

Mental wellbeing

1.6. Pupils will be taught the following:

- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

1.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, etc. are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

Physical health and fitness

1.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

1.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol, vaping and tobacco

1.10. Pupils will be taught the following:

- The facts about legal/illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

1.11. Pupils will be taught the following:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

1.12. Pupils will be taught the following:

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

Changing adolescent body

1.13. Pupils will be taught the following:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

1.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules

- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources
- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM (Female Genital Mutilation)
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

- About enterprise and the skills that make someone ‘enterprising’
- To explore and critique how the media present information

GLOBAL CITIZENSHIP

Guide to Global Citizenship at Leverhulme Primary School

Global Citizenship is a way of living that recognises that our world is an increasingly complex web of connections and interdependencies. Our choices and actions may have repercussions for people and communities locally, nationally and internationally.

"An ethic of care for the world." Hannah Arendt

A Global Citizen is someone who:

- *is aware of the wider world and has a sense of their own role as a world citizen*
- *respects and values diversity*
- *has an understanding of how the world works*
- *is outraged by social injustice*
- *participates in the community at a range of levels, from the local to the global*
- *is willing to act to make the world a more equitable and sustainable place*
- *takes responsibility for their actions.*



To be effective Global Citizens, young people need to be flexible, creative and proactive. They need to be able to solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups.

These skills and attributes are increasingly recognised as being essential to succeed in other areas of 21st century life too, including many workplaces. These skills and qualities cannot be developed without the use of active learning methods, through which pupils learn by doing and by collaborating with others. The aim is the promotion of a sense of responsibility towards others around the world and an understanding of how we should live sustainably, compassionately and peacefully.

POSITIVE IMAGES AND DIVERSITY

When selecting teaching materials, we choose carefully to avoid stereotyping. This includes gender stereotyping, which is often reinforced implicitly through our assumptions about “boys” and “girls” relating to expectations about behaviour, reading preferences and learning styles. Care should be given to the selection of images ensuring that poverty is not linked to certain areas of the world such as Africa; poverty is a local and a global problem. When planning themed units, consideration should be given to diversity; there is often a dominance of white, able-bodied men in commercially available schemes of work and resources. These may need adapting so that the many valuable contributions of other often marginalised groups are recognised. We also celebrate the “different families, same love” motto and seek to ensure that this message is represented in resource materials.

CRITICAL THINKING

It is crucial to be aware that, far from promoting one set of answers or values or attitudes, education for global citizenship encourages children and young people to explore, develop and express their own values and opinions. There is also a requirement to listen to and respect other people's points of view. This is an important step towards children and young people making informed choices as to how they exercise their own rights and their responsibilities to others. It can also support them to recognise and resist peer pressure, which is hugely influential for young people.

Children should also be taught to critically analyse messages, considering the reliability of the source, the motivation of the person producing the messages and what the moral implications are. Teaching children critical thinking skills is the best way of keeping them safe. This is particularly true when they are accessing social media, or being exposed to advertising.

The role of the teacher is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems and make informed decisions.

LEVERHULME VALUES

Everything done in school sends out messages, so we need to exemplify the values we wish to promote. If we wish to affirm beliefs about the equality of all human beings and the importance of treating everyone fairly and with respect, we need to ensure that learning processes, and relationships between pupils and teachers, reflect and reinforce these values.

British Values

According to Ofsted, 'Fundamental British values' comprise:

- *democracy*
- *the rule of law*
- *individual liberty*
- *mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.*



We believe that for children to engage with “British” values, they needed to be supported to understand them.

Values are complex and it can be challenging to find meaningful ways of learning about them which avoids tokenism.

We have taken the view that values education is a long-term project and we have sought to provide a variety of engaging learning opportunities throughout the year through which values can be discussed and critically evaluated. Our Leverhulme core values map onto the British Values, but with more detail.

Leverhulme
CPS



we are

Together for
Success

Leverhulme Values to British Values

Leverhulme Value	Our learning community will:	Corresponding British Value
Never give up	Aim high Be positive Take pride in our work and ourselves Take responsibility	Democracy: having a voice and speaking out
Try something new	Use our imagination. Develop a love of learning Explore and investigate Ask questions and challenge yourself Be resilient	Individual Liberty: express your ideas
Teamwork	Be kind Be honest Understand others point of view Make a difference Think globally Recycle	Mutual Respect and Tolerance
Respect	Celebrate diversity and appreciate what we have in common Be kind Be honest Understand other points of view	Rule of Law: understand and respect protected characteristics
Understanding others	Celebrate diversity and appreciate what we have in common	Mutual Respect and Tolerance
Be the best that I can be	Keep ourselves safe Keep active Eat a balanced diet Have good self-esteem and self-worth	Rule of Law: where to get help, rights and responsibilities

	Be happy and confident Respect and appreciate our community Respect all living things	
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ASSESSMENT

Assessment is an important tool used in all subjects across the curriculum. Like reading, writing and maths, pre and post assessments are used to find gaps before children start a unit of work and to look at how much they know at the end of the unit. From this, any gaps are identified and these would be plugged through starter activities, during teaching, in additional sessions or when a subject is closely linked somewhere else in the curriculum.

Foundation subjects are assessed through post-assessments throughout the year (see details of how this is specifically done in PSHE below) and a final teacher assessment/judgement at the end of Summer 2, where the subject is assessed as a whole using information collated throughout the year to make an overall judgement. This is done for every non-core assessment. Children are recorded as 'JA' or 'At' for their year group.

- **JA** – demonstrating that they have been taught the curriculum and have demonstrated some of the features of this year group's expectations, including some, skills, knowledge and vocabulary.
- **At** - demonstrating most (or indeed all) of the features of this year group's expectations for the subject, including, skills, knowledge and vocabulary.

The assessment for non-core is recorded on Sonar, following the steps below.

- Log into Sonar
- Select 'assessments'
- Select 'primary summative'
- Select Year Group and Class
- Change 'core subjects' to 'foundation subjects'
- Select subject and choose JA (Just At) Or At (Securely At)

Furthermore, an analysis form is completed for non-core subjects (see Teaching and Learning Handbook). Staff complete the % of children working at '**JA**' and at '**At**', as well as, notes on strengths and next steps. This information can be related to individuals, groups of pupils or whole class themes. The analysis form is passed up to the next teacher to inform future planning and to build on prior knowledge.

Specifically when assessing PSHE Global Citizenship, care is taken to use inclusive tools which enable children to demonstrate their learning through a variety of methods. Children who struggle with reading and writing should not be disadvantaged. Most assessment can be done through group and whole class discussion and should be used to inform planning for further work, identifying needs. The ongoing assessment is used to support an overall assessment of a child in PSHE Global Citizenship.

IMPACT

Our PSHE Curriculum is high quality, well thought out and is planned to demonstrate progression of skills across all strands of PSHE. This Programme of Study sets out learning opportunities for key stage 1 and 2, based on three core themes:

- health and well-being
- relationships
- living in the wider world

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (book scrutiny/ lesson observation).
- Pupil voice, which includes discussion of pupils' learning journey, thoughts, ideas and evaluations of work using key vocabulary.
- Whole school/cohort responses to key local, national and global issues that can impact on all aspects of well-being.

Overall, we aim for our PSHE curriculum to encourage and enhance positive health and well-being, as well as developing children's resilience, confidence and ability to reflect on their feelings and emotions as well as those of others.