



PSHME and Sex and Relationship Education
Curriculum Document

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Policy Statement

PSHME stands for Personal, Social, Health and Moral Education.

At Hyde Park School, our main aim as teachers of PSHME is to help support children to become healthy, independent and responsible members of society.

We encourage our pupils to play a positive role in contributing to the life of the school which will encourage them to be active in the wider community. They will learn how society is organised and governed and will have the opportunity to experience the process of democracy in school through the pupil council. We teach them about rights and responsibilities and how to appreciate what it means to be a positive member of a diverse, multicultural society with an awareness of the protected characteristics as set out in the Equality Act 2010.

Through support in this subject and others, we aim for our pupils to discover how to be effective and successful learners. Self-reflection and self-awareness are key to children's understanding of themselves and where their skills lie. We aim to nurture our pupils in order for them to gain the security to flourish and achieve.

Children's understanding of their own emotions, the feelings of others and how to communicate effectively with others is vitally important, as is identifying problems and knowing how to deal with them successfully and fairly. We aim for our pupils to be able to solve problems with others or by themselves enabling them to make and sustain strong friendships.

The understanding of different cultures, rules, societies, governments, personal safety and knowing right from wrong are key objectives for the teaching of PSHME at Hyde Park School. The objectives are met by ensuring children are given a safe, caring and understanding environment in which to share and discuss their thoughts and feelings. We endorse the recognition and value of the differences and similarities between people, ensuring respect and enabling children to stand up for their own rights and those of others.

The children of Hyde Park School practice mindfulness during and outside of PSHME lessons in order to help them deal with emotions, anxiety and improve concentration.

Furthermore, the pupils will learn about philosophy and consider life's great questions. This has a powerful effect on children's thinking and learning; it also encourages the quality and depth of children's questioning- a skill that can be transferred across all subjects.

Aims of PSHME

1. To facilitate discussion about issues arising in school and the classroom such as: behaviour, respect, assessment pressures and general worries.
2. To develop important skills such as listening to others, which are vital for good social and communication skills.
3. To understand that everyone is different and that these important differences add to and enrich our lives.
4. For children to feel safe to communicate their feelings and opinions in a safe environment where they feel supported and valued.
5. For children to understand the importance of personal safety at school, at home and on trips. This links to safeguarding, online safety including cyber-bullying and social media, radicalisation, road safety and what to do if they become lost.
6. For children to understand the importance of being healthy, for example: by eating a good balanced diet, by doing exercise, knowing about basic hygiene, understanding that there are drugs for medicinal purposes and substance abuse.
7. For children to understand that life involves various changes such as moving onto a new school. To give children knowledge that will prepare them for future events such as secondary school, and that there are many changes that happen in life which may be hard but can ultimately help us to grow emotionally and become stronger.
8. For children to be aware of current affairs, politics and the environment.
9. To be aware of how human life starts and that there are different types of families.
10. For children to develop self-confidence and self-esteem.
11. To prepare pupils for big character building steps such as residential trips in Forms 4 to 6 and senior school entrance.

Spiritual, Moral, Social and Cultural Development

1. We aim to enable pupils to develop their self-knowledge, self-esteem and self-confidence.
2. We enable pupils to distinguish right from wrong and to respect the law. They gain an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
3. Pupils are given an understanding of how citizens can influence decision-making through the democratic process.
4. We encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
5. We provide pupils with a broad general knowledge of public institutions and services in England.
6. Pupils begin to understand that there is a separation of power between the executive and the judiciary.
7. We assist pupils to acquire an appreciation of a respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions. Children understand that the freedom to hold other faiths and beliefs is protected in law.

Sex and Relationship Education

Forms 5 and 6 are taught about reproduction in science lessons and boys and girls are taught in separate groups about puberty and are able to ask any questions that they may have.

Form 1 – 6 Topics

PSHME lessons must be flexible, allowing response to circumstances and issues as and when they arise, and also allowing response to the specific needs of each form. The topics will run on a 2-year cycle in order for the vital themes to be covered in more extensive detail. Topics will be the same for each year group; however, the level of detail will be age-appropriate and subject to current circumstances in each form.

Year A Key: **Autumn** **Spring** **Summer**

1. Dear Diary – Personal, Social and Spiritual

- a. Rules for good communication
- b. Getting to know you
- c. How to recognise feelings and deal with them in a positive manner
- d. How to identify similarities and differences in self and others
- e. How to talk about feelings
- f. How to share opinions
- g. Mindfulness and how to use this to help deal with anxiety, difficult emotions and improve concentration

2. Choices – Personal, Social, Health, Moral, Spiritual and Cultural

- a. Further expanse on feelings and how to deal with them positively e.g. fear and anger
- b. Personal reflection, attitudes, self-confidence not arrogance, self-worth
- c. Right and wrong, intention
- d. Behaviour and its impact on others, respect
- e. Responsibility, self-discipline, value-systems, rejecting prejudice, sensitivity
- f. Bullying (anti-bullying week)
- g. Beliefs (including British values), values, customs, music, art, drama, dance, literature, poetry, science, technology, how the past has influenced the present, what the future has in store
- h. Safety: including firework safety, saying 'no', substance abuse, stranger danger, getting lost, road safety and internet safety
- i. Mindfulness

3. The Rollercoaster of Relationships – Personal, Social, Health, Moral and Cultural

- a. Learning about and understanding our feelings
- b. Being kind, getting on, falling out, respect, taking part, sharing, listening to one another
- c. Understanding different relationships
- d. Respect and safety in relationships
- e. Peer pressure
- f. Breaking confidence- is it ever okay?
- g. Bullying
- h. Society, community, teaming up with another school, independence, team work, leadership, responsibility, politics, democratic participation
- i. Social media
- j. Mindfulness

4. **Human Values - Personal, Social, Health, Moral, Spiritual and Cultural**

- a. Well-being, self-respect and self-worth: hygiene, sleep, exercise, healthy eating, substance abuse
- b. Spirituality: individuality, non-conformist, personal beliefs, values, religion, purpose of life, intellectual curiosity, life's great questions, open-ended enquiry
- c. British values
- d. Heroes- what makes a hero? Children to create biographies (school project involving parents).
- e. Mindfulness

5. **Philosophy (P4C) and Mindfulness – Personal, Moral, Spiritual and Cultural**

- a. What is philosophy? Where does it come from? What does it enable us to do?
- b. Life's great questions: what is it to be human? Who am I? What am I? Is there life after death? How should we live? What kind of world do we live in? How is language possible?
- c. Philosophical questions and their purpose. They are open to examination, further questioning and enquiry, they can't be answered by appealing only to scientific investigation or sense experience; they are questions about meaning, truth, value, knowledge and reality
- d. Looking at other subjects: PE: is there ever a fair race? Art: is anything art? History: is it possible to have a just war?
- e. Children to create their own philosophical questions and enter into dialogue to deepen and extend thinking
- f. What is mindfulness? How can it be used to our benefit?
- g. Listening and tuning in with mind and body
- h. Using mindfulness and meditation to relax, create a calm atmosphere in the classroom and elsewhere, using it to relieve exam and other stress

In order to allow time to delve further into this final topic, it will span over the whole term as opposed to half a term. It will also be a set topic for both Years A and B.

Year B **Key:** **Autumn** **Spring** **Summer**

1. **New Beginnings – Personal, Social and Moral**
 - a. What does it mean to be new? What does it feel like to be new? How can we make someone new feel welcome?
 - b. Different scenarios where we might be new. Life's journeys
 - c. School rules. What are they for? Would you change them?
 - d. PSHME rules. Ideas for showing 'good talking' with one another
 - e. Safety at school
 - f. School staff, school council, leadership and responsibility amongst pupils. Politics, rules and laws, Parliament, democracy
 - g. Positivity and goal setting for the school year. What kind of learner are you?
 - h. Mindfulness and how to use this to help deal with anxiety, difficult emotions and improve concentration

2. **Me, Myself and I – Personal, Social, Health, Moral, Spiritual and Cultural**
 - a. What are humans? What do we need to live? How do our bodies work? Do animals need the same as humans? Responsibility to self, others and animals
 - b. Self-reflection: thoughts, feelings, opinions, values, religious beliefs, similarities, differences, attitudes, experiences, skills, areas for improvement; self-confidence and self-worth
 - c. What can you teach others? Role-models
 - d. Coping when things go awry e.g. anxiety, stress, unhappiness, illness, divorce, death, mental health
 - e. Friendships
 - f. Saying no to bullying/anti-bullying week
 - g. Diversity: religion, race etc.
 - h. Safety: including firework safety, saying 'no', substance abuse, stranger danger, getting lost, road safety and internet safety
 - i. Mindfulness

3. **Target Triumph – Personal, Spiritual, Moral and Economic**
 - a. Reflecting on what we've achieved, where next?
 - b. What kind of learner are you? How can you optimise your skills?
 - c. New Year's Resolutions
 - d. Self-discipline, self-confidence
 - e. How to overcome challenges and obstacles, persistence, determination
 - f. Important people in society, at school and at home. Role-models
 - g. Why is school important?
 - h. Wants for the future: schools, universities, careers
 - i. What different jobs are there?
 - j. Why do we have to work? Economic contributions
 - k. Mindfulness

1. **Changes – Personal, Social, Health, Moral, Spiritual and Cultural**
 - a. How have I changed thus far? Over different periods of time i.e. since birth, starting school, since the start of the school year, since yesterday etc. What has caused these changes?

- b. What does change mean for me? Is change good or bad?
- c. Understanding consequences of actions
- d. How have my relationships changed?
- e. What is happening to me as I grow emotionally and physically? How is my body changing?
- f. Coping in life: anxiety, stress, unhappiness, illness, divorce, death, mental health
- g. Moving on to next year group, new schools, senior schools
- h. The world around us: local environment, climate change, carbon footprint, the future
- i. Technology: what do we use? What will we use? Internet safety, social media, digital footprint, the future
- j. Mindfulness

6. Philosophy (P4C) and Mindfulness – Personal, Moral, Spiritual and Cultural

- a. What is philosophy? Definition. Where does it come from? What does it enable us to do?
- b. Life's great questions: what is it to be human? Who am I? What am I? Is there life after death? How should we live? What kind of world do we live in? How is language possible?
- c. Philosophical questions and their purpose. They are open to examination, further questioning and enquiry, they can't be answered by appealing only to scientific investigation or sense experience; they are questions about meaning, truth, value, knowledge and reality
- d. Looking at other subjects: PE: is there ever a fair race? Art: is anything art? History: is it possible to have a just war?
- e. Children to create their own philosophical questions and enter into dialogue to deepen and extend thinking
- f. What is mindfulness? Definition. How can it be used to our benefit?
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**PSHME Cross Curricular Links and
How PSHME is Demonstrated Across the School**

Pupil Council

The pupil council provides children a chance to voice their opinions and is an opportunity to bring about change to their school. Each term, representatives from Forms 3 to 6 are elected by their classmates to be on pupil council. Meetings are chaired by the Head Pupil with support from the Deputy Head of Pastoral.

Visitors and External Campaigns

At Hyde Park School, the idea of 'learning through experience' is highly prioritised. The children have visits from the police, people from charities, people working in different careers, a mobile zoo and more. Visitors must provide details of their presentation prior to interacting with the children to ensure appropriateness and that their views are consistent with the school's ethos (see Preventing Extremism and Radicalisation Policy).

The school has been involved in environmental campaigns such as our 'gum action day' and is actively involved in recycling day-to-day. Pupils take part in schemes such as WOW (walk once a week) to create awareness of the environment.

We have also teamed up with the local education authority's road safety team for regular pedestrian road safety training sessions.

Assemblies

We host assemblies covering various topics from the PSHME curriculum as well as providing opportunity to discuss current issues. Pupil council periodically host assemblies.

Educational Trips and Visits

Pupils regularly go on educational visits in the local area where skills such as appropriate behaviour, listening, teamwork and road safety are reinforced. Our 'walking bus' helps to ensure excellent behaviour whilst walking near the roads.

Our educational visits stretch to other parts of London as well as further afield for Forms 4 to 6. These are aimed to broaden children's learning and provide first hand experiences of "real life."

Parent Involvement

We encourage our pupils' parents to be as involved in day-to-day school life as possible. We wish for the children to see and reap the benefits of a trusting, teamwork relationship between home and school.

Worry Box

If pupils have a worry they would like to share, they are able to write it on a piece of paper and post it in the worry box. The Deputy Head of Pastoral frequently checks the worry box and responds to worries by talking to the pupil one on one. Pupils are informed about the worry box in a lesson at the beginning of term.

Kindness Tree

Pupils are nominated by members of staff to receive kindness leaves. They are stuck on the kindness tree along with the child's photograph and name. Leaves are awarded in assembly on Friday mornings.

Buddy Scheme

Pupils are taught the values of good listening and mentoring in our buddy scheme. Children in different year groups are buddied up to read and carry out other work together. They meet once a week. New pupils are provided with a buddy in order to support their settling in to our school.

Lunch monitors/Top table

Pupils who behave well and show respect and kindness are rewarded with being on the top table at lunchtime followed by taking on the role of lunch monitor the following week. This teaches the pupils about responsibility and accountability.

Travel Plan

Hyde Park School is a bronze level Sustainable Travel School. We take part in various initiatives throughout the school year to promote sustainable and economical travel. Pupils take part in the WOW (Walk Once a Week) scheme and in competitions involving London Travel. This teaches the pupils about accountability, community and the environment.

Links with Other Schools

We are currently in the process of teaming up with a nearby school. Pupils also have opportunity to play team sports against other local schools.

PSHME Teaching Staff

2016-17

PSHME Co-ordinator:

Mrs Laura Narbett

PSHME teacher (Forms 1-6):

Mrs Laura Narbett

Lesson Allocation and Organisation

All classes have a half hour PSHME lesson each week with Laura Narbett, the Deputy Head of Pastoral. Throughout the school, PSHME lessons are discussion-based sessions that often involve practical activities such as drama and/or role-play, circle time and group/pair work. The majority of lessons begin with a whole class introduction and sharing of the learning objective and a video clip or 'scenario' read aloud in story form. Pupils' learning is recorded in these lessons through the use of post-it notes and photographs which are stuck into their class PSHME scrapbook. Pupils have the opportunity to look through the scrapbook each lesson to remind them what they have learnt previously. In addition, guest speakers often visit the school during PSHME time.