



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

PSHE and Citizenship

Subject Leader Report



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Curriculum Statement

PSHE and Citizenship is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for future life and work. We want them to thrive as individuals, family members and as active citizens in society. PSHE should have an impact on both academic and non-academic outcomes for pupils.

The aims of Personal, Social, Health and Economic Education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with other members of the school and wider community, including respecting differences of opinion and the beliefs of other people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop team-working and critical thinking.
- develop resilience, self-confidence and self-esteem, and make informed choices regarding personal and social issues and make the most of their abilities;
- have a greater understanding of finances and the value of money, cheques and 'plastic';
- learn about career-related learning to develop their awareness of themselves and roles of gender, in preparation for later life.



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Intent: What Our Pupils Will Learn

At Cononley Primary School, pupils in Early Years Foundation Stage are taught using the EYFS Curriculum for Personal, Social and Emotional Development.

In Key Stage 1 and 2, we use the North Yorkshire PHSE Curriculum which provides a well sequenced framework for teaching and learning. Lessons are structured into the 5 themes of Me and My Relationships, Me and My Future, Keeping Myself Safe, My Healthy Lifestyle and Becoming an Active Citizen. A yearly programme ensures that all pupils receive a spiral curriculum with topics that are taught in a logical order taking into consideration their changing needs and maturity.



Intent

- Our curriculum in PSHE and Citizenship is taught through a wide variety of ways using recommend resources from the PSHE Association and North Yorkshire CC.
- Discrete lessons are taught weekly
- The following topics are taught each year.

TOPIC	My Healthy Lifestyle	Anti-Bullying Fortnight Keeping Myself Safe	Me and my relationships	Me and My Future	Becoming an Active Citizen	Me and my relationships



Intent

Lessons structured into the 5 themes of Me and My Relationships, Me and My Future, Keeping Myself Safe, My Healthy Lifestyle and Becoming an Active Citizen.

Relationships and Sex Education	Online safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship are covered within the themes (risk taking and keeping safe are weaved throughout the aspects):

We look to adapt lessons to suit our children by using information from the Growing Up in North Yorkshire survey as well as pupil and parent surveys. Lessons may also be changed and adapted according to current affairs or issues arising.



Implementation: How The PSHCE Curriculum Will Be Taught

EYFS-The EYFS Curriculum for Personal, Social and Emotional Development is taught in variety of ways through adult-led and adult-supported tasks and child-initiated learning in well resourced provision areas, both indoors and outdoors. It is taught through cross curricular themes, as well as discrete lesson activities. There is particular emphasis on PSED in the first term where all initial work focusses on exploration of relationships and their and other people's feelings.

Key Stage 1 and 2

Discrete lessons are taught to a 1 year rolling programme across both key stages. In both Key Stage 1 and Key Stage 2, lessons are taught by the class teacher. In Key Stage 1 work is recorded in a big book and in Key Stage 2 children have individual books.

In all key stages, lessons are differentiated to ensure that challenge is provided for all pupils, including those with SEND.



Progression And Assessment

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Personal, Social and Emotional Development. Sometimes it is necessary to target specific children to help them master all aspects of PSED in individual or groups work sessions

Key Stage 1 and Key Stage 2

Ongoing observational assessments are made and lessons adapted to suit the needs of pupils. Sometimes, pupils are recommended for interventions, for example, to support well-being or friendships, as a result of observations made by staff during PHSE lessons.



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Impact

The impact of the curriculum will be reviewed at the end of the year through observations and assessments of pupils' learning and through pupil discussions about their learning.

Pupil surveys such as the Health and Wellbeing Survey: Growing Up in North Yorkshire (See 2020 significant differences on next two slides) and the Anti-Bullying Survey are completed bi-annually and the data is used to inform the curriculum.

List of Significant Differences – Key Stage 1

Below we have listed some statistically significant differences between Cononley Community Primary School and North Yorkshire KS1.

Sig School N. Yorks Question

↑*** 100% 78% of pupils said they do one or more of the physical activities listed in the questionnaire at least 'twice a week' at school.

↑*** 55% 32% of pupils responded that they went to school 'most of the time' during covid-19 and lockdown.

↑*** 13% 3% of pupils responded that they didn't have anything to eat or drink before lessons on the day of the survey.

↓** 21% 41% of pupils said they visit a shop before or after school to buy their snack/drinks.

↑** 85% 65% of pupils responded that they have a computer, tablet or mobile device at home which helps them with their schoolwork.

↓** 70% 85% of pupils responded that they 'always' use at least one of the prevention methods listed to avoid getting sunburnt.

↑* 59% 4 1% of pupils responded that they could talk to someone at school 'most of the time' during the lockdown if they were worried about anything.

List of Significant Differences – Key Stage 2

Below we have listed some statistically significant differences between Cononley Community Primary School and North Yorkshire KS2.

Sig School N. Yorks Question

↓*** 59% 81% of pupils responded that they never drink alcohol.

↑*** 32% 13% of pupils responded that they drink alcohol and their parents 'always' know.

↓*** 8% 35% of pupils responded that they couldn't remember any school lessons about alcohol.

↑*** 59% 33% of pupils responded that they have found school lessons about alcohol 'quite' or 'very' useful.

↑*** 64% 37% of pupils responded that they have found school lessons about medicines and drugs 'quite' or 'very' useful.

↓*** 10% 33% of pupils responded that they couldn't remember any school lessons about smoking.

↑*** 56% 34% of pupils responded that they have found school lessons about smoking 'quite' or 'very' useful.

↓*** 2% 21% of pupils said they visit a shop before or after school to buy their snack/drinks.

↓*** 10% 32% of pupils responded that they couldn't remember any school lessons about medicines and drugs.

↑** 46% 28% of pupils responded that they feel 'happy' about growing up and body changes.

↑** 83% 64% of pupils responded that they had something to drink for breakfast on the morning of the survey.

↓* 22% 40% of pupils responded that they 'quite' or 'very' often worry about moving on to secondary school.

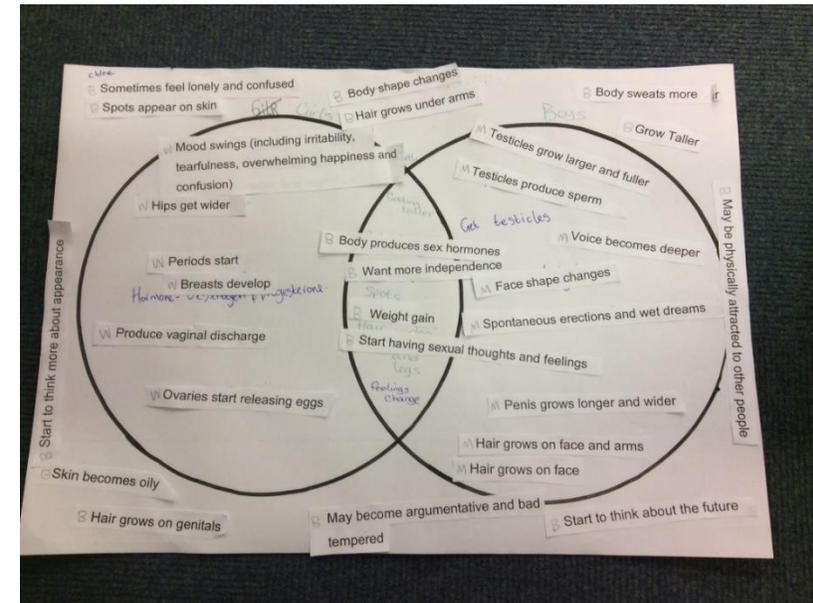
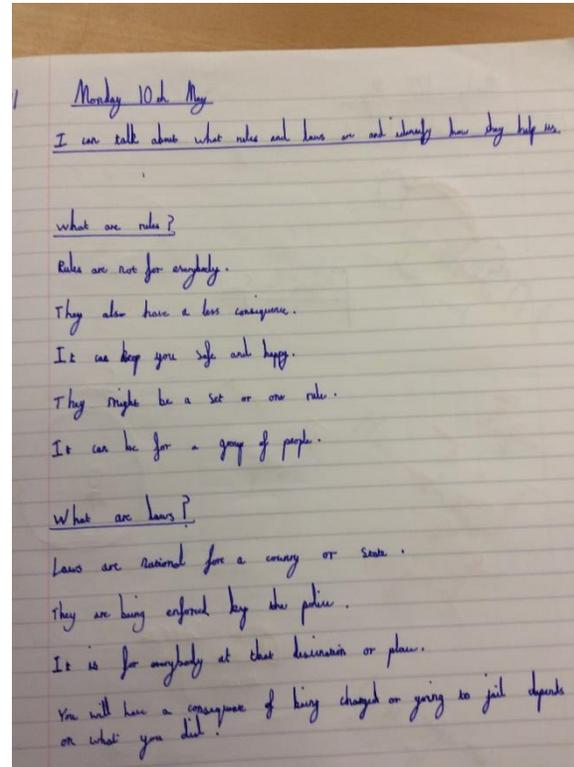
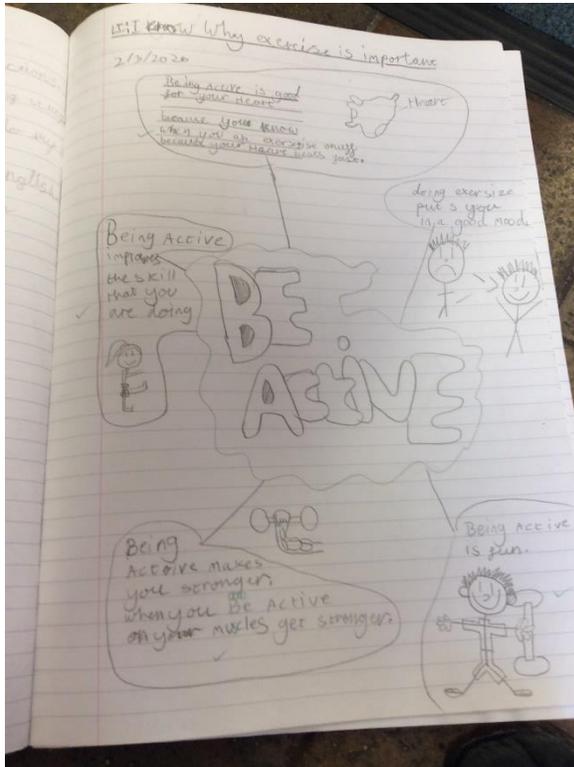
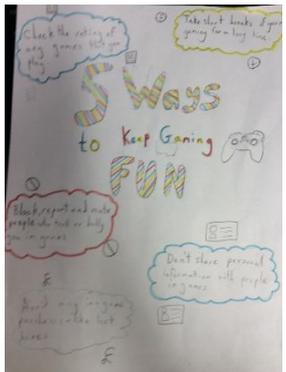
↑* 66% 48% of pupils responded that they do five or more hours of physical activity in a typical week in school.

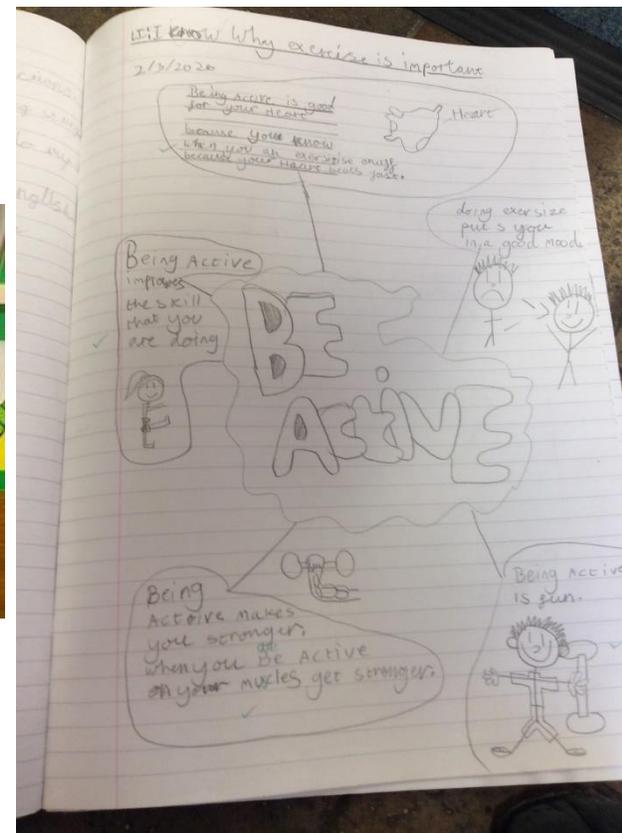
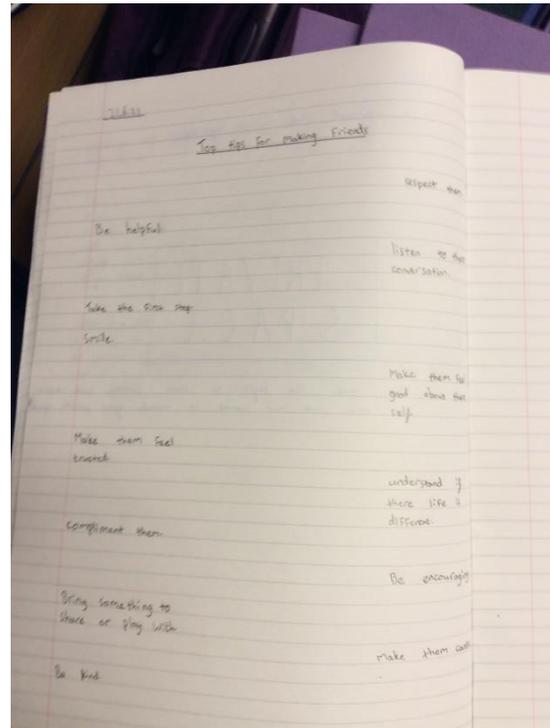
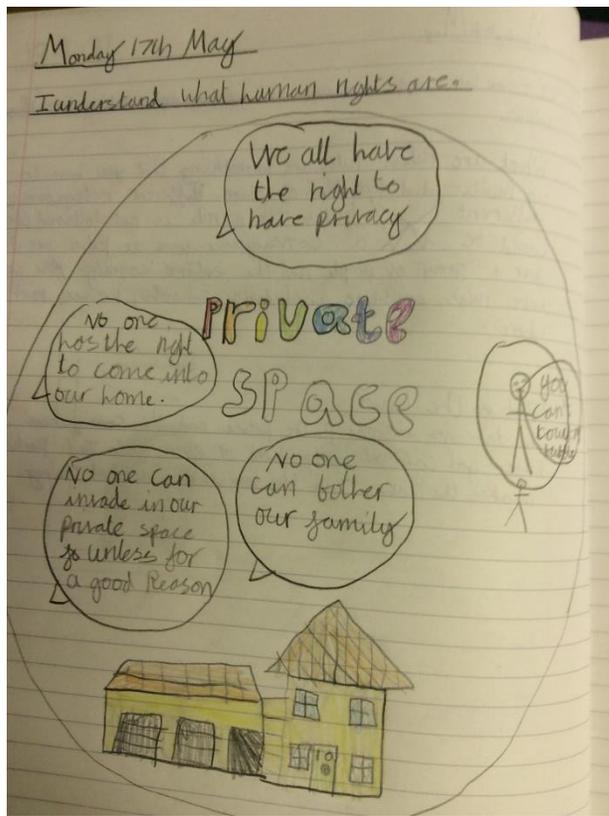
↓* 61% 77% of pupils responded that they worry about at least one of the issues listed 'quite' or 'very' often.



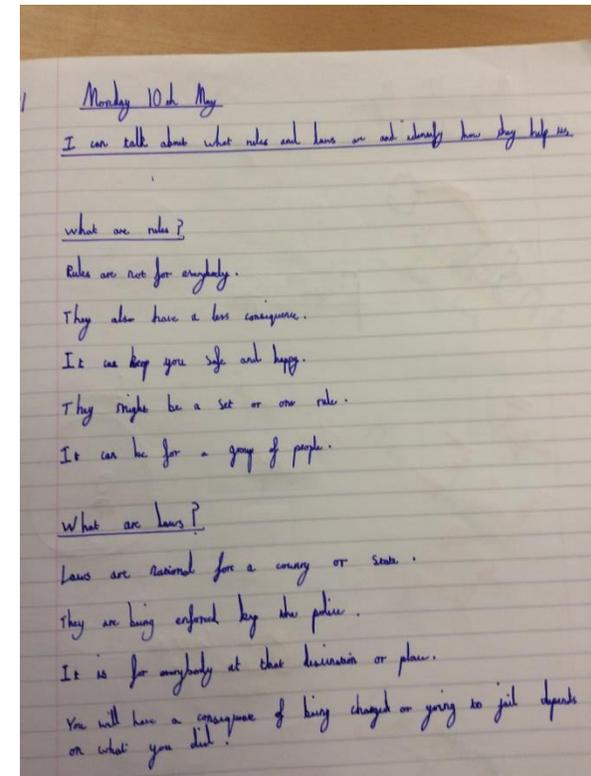
Cross Curricular Links

The PHSE curriculum supports other curriculum subjects such as Science (links to puberty / reproduction; healthy lifestyles / animals and humans;) Computing (on-line safety) Mathematics (personal finance), Physical Education (links to healthy lifestyles) and Design Technology (healthy eating).





Key Stage 2





Pupil Voice

Question	Year R					
What does the word 'risk' mean to you? What have you learnt about risk?	I play on the obstacle course and it's hard but I got to the end. I can go backwards on the monkey bars. When I went to a place I climbed a tree and was a bit scared I might fall but I did it. When I make a tall tower I feel a bit scared because it is not stable.					
Do you learn about feelings in PSHE?	Yes we do happy, sad, angry, frustrated. We talk about them. Yes happy, sad, angry, cross and frustrated. We hold them in except happy. We talk about them at circle time.					
How do you learn about how to keep yourself safe in PSHE?	We protect ourselves. We never wear black clothes at night. When we come to school the gate is open and then it stays shut. By not going out of school. By the grown ups locking the gate. By staying close to a grown up on a school trip.					

Question	Year 4					
What learning has worked well for you in PSHE?	Making my calm kit. I liked learning about rules and laws.					
What does the word 'risk' mean to you? What have you learnt about risk?	<p>It's about making sure I am responsible and think before I do stuff. We looked at how to keep safe in the home, road and rail because we live right next to the railway line.</p> <p>Risk is about how dangerous things are and what I do about the danger. We looked at a lesson online, the man had a bright orange coat on, it was about trains danger. Sometimes risk is in front of you and sometimes it is online.</p>					
Do you learn about feelings in PSHE?	<p>Yes we looked at how we feel about things but also how someone else might feel different about the same thing. I liked making our calm kits and looking at the Childline website.</p> <p>I liked learning how to breathe to slow me down and make me keep relaxed when I feel worried.</p>					
How do you learn about how to keep yourself safe in PSHE?	<p>We just talked about how strangers can be online as well as in the park. Friends of friends on games can still be strangers.</p> <p>Yes having sleep can help me to be safe as it makes me think better.</p>					
How do you learn about mental health?	<p>We have a wellbeing week every year. We made calm kits and looked on the childline website.</p> <p>Yes we look at how it poor mental health might affect you. We learn about the 5 ways to wellbeing.</p>					
What does the word gay mean to you?	<p>Two people of the same gender in a relationship.</p> <p>A boy and a boy who get together.</p>					

Question	Year 5					
What learning has worked well for you in PSHE?	<p>Learning about others opinions. What happens during puberty and looking at different relationships.</p> <p>Making my calm kit. I liked learning about rules and laws.</p>					
What does the word 'risk' mean to you? What have you learnt about risk?	<p>There are different types and it can make you vulnerable. It means something might happen.</p> <p>It means doing something that's not safe. It's a bad thing to take.</p>					
Do you learn about feelings in PSHE?	<p>Yes we looked at an emotion wheel and how there are a huge range of emotions and they are normal.</p> <p>Yes we do.</p>					
How do you learn about how to keep yourself safe in PSHE?	<p>Yes we looked way to keep us safe on the internet and what is a stranger online.</p> <p>Ways to keep safe on the railway. How to keep safe online.</p>					
How do you learn about mental health?	<p>Yes it can be good or it can be bad. Not many people know that! We learn about the 5 ways to wellbeing and do a day on each of them with ideas of what to do. I liked doing the origami.</p> <p>Yes is that how I feel in my head? Like being healthy with what I eat. It's the same but about how I feel.</p>					
How is your progress and achievement monitored?	<p>The teacher says well done but I'm not really sure.</p>					



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2021-2022

This year in PSHE we will

- Work on what is our sticky knowledge and how we assess this progress.
- Review Long Term Plan in light of new classing structure.
- Investigate a published scheme to support staff.
- To create a Mental Health area on the school website. (for parents and children)
- Develop calendar of enrichment days using external partners.