

PSHE End of Key Stage Statements

In November 2005 QCA published end of key stage statements for PSHE. This was partly in response to an OFSTED report which was critical about the lack of assessment for learning in the non-statutory subject.

I took the statements and broke them down and then added some ideas for lessons and possible activities to use in AfL.

These are just some ideas and of course you will have your own.

NB: I have recently checked that the websites named are still active. However internet resources are changing all the time.

If you have any favourite lesson plans, interactive materials, websites, reading materials etc. please let me know.

It would be great to have an easily accessible resource bank which we could all share.

Key stage 1

- Children can identify and name some feelings (*for example through interpreting facial expressions*) and express some of their positive qualities.
 - See activity on <http://www.primaryresources.co.uk> - Focus on Feelings - you could use the power point activity as a class.
 - Have a word and picture wall of feelings /emotions which pupils can talk about and use to express their own feelings.
 - They can demonstrate that they can manage some feelings in a positive and effective way.
 - See the activity on <http://www.primaryresources.co.uk> - 'How do you want to be treated by others?' Again use the powerpoint with the class - as with the last activity this could be a circle time activity.
 - In a circle discuss - ' I would ----- if -----'
- EG:
- What would you do if someone made you feel angry?
 - What would you do if someone made you feel sad?
 - What would you do if you wanted to help someone feel happy?
 - What would you do if you were feeling lonely? Etc.

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- They begin to share their views and opinions (*for example talking about fairness*).
- They can set themselves simple goals (*for example sharing toys*).

- This could be a circle time activity where pupils have to discuss fairness - these could be based on incidents in the classroom or on the news.
- Tell a story or make up a simple puppet show based on an incident where someone has not been fair. Ask the children for a solution.
- In circle time do a round of 'It's not fair when -----'.

- Children can make simple choices about some aspects of their health and well-being (*for example by choosing between different foods and between physical activities, knowing that they need sun protection*) and know what keeps them healthy (*for example exercise and rest*).
- They can explain ways of keeping clean (*for example by washing their hands and keeping their hair tidy*) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (*for example knowing how and where to cross the road safely*).

- <http://www.wiredforhealth.gov.uk/>

This is an excellent website with access to four sections for different age groups. Ideal for pupils to work on their own, in pairs or in a small class group. Interactive with activities to test learning.

'Welltown' on <http://www.wiredforhealth.gov.uk/> has a really good activities under these headings for pupils in KS1.

- Being active
- Being safe in the sun

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- Eating healthy food
- Games to play
- Growing up
- Keeping clean
- Keeping safe at home
- Keeping safe in the car
- Keeping safe near the road
- Keeping safe when I'm out
- Making friends
- Me and my family
- My healthy school
- Playing safely
- Smoking
- When I'm ill

Also:

http://www.bbc.co.uk/schools/parents/work/curriculum_guide/key_stages_levels.shtml

Another super website where you can find many links into interactive resources for all key stages in all NC subjects including science and PSHE. Well worth a look!

- They can explain that people grow from young to old.
- An individual activity could be to laminate some pictures showing people of different ages and ask pupils to put them in order.
- As a peer assessment activity they could have larger pictures which they hold up in front of the class. The other children have to place them in order of age.
- Some children may be able to talk about different members of their family and draw a very simple family tree.
- Invite an older member of your community into school as a 'special visitor'. Children can prepare some questions for that person to find out about what life was like for them when they were young. Have some refreshments available afterwards. Afterwards children can write a letter to say thank you.

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- Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (*for example by playing and working with friends or classmates*). They can identify and respect differences and similarities between people,

Hopefully your school will have an effective buddying scheme. I have seen the following ideas in schools:

- Playground buddies
- A special bench in the playground where children can sit if they want to talk through an issue with a buddy.
- Strong school council groups who have been trained in peer mentoring.

Your school should have a clear anti-bullying policy which all children are aware of. Children should know about different kinds of bullying and how to get help.

See 'Making friends' on the Welltown page

<http://www.welltown.gov.uk/school/newpupil01.htm>

- and can explain different ways that family and friends should care for one another (*for example telling a friend that they like them, showing concern for a family member who is unwell*).
- This could be another circle time theme.
- Children could make a friendship card:
 - Everyone takes a name from a tub containing the names of everyone in the class including the staff!
 - Everyone designs a card and then writes a positive message to that person inside.

e.g:

You have a great smile

I like it when you laugh

I liked playing with you today

Thank you for helping me today

Etc.

The cards are given out at the end of the day (Friday is a good day to ensure that everyone has a positive start to the weekend)

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Key stage 2

- These are the topics that can be found on the Wired for Health website for pupils in KS2: <http://www.wiredforhealth.gov.uk/>

The programme is called *Galaxy* and has problem solving, information and simple assessment activities for pupils to do individually, in pairs or as a smaller group with an interactive smartboard.

| TOPIC AREAS COVERED | | |
|---------------------|--|--|
| Meet the team | <u>Meet the team</u> | Mental health and relationships |
| Learning zone | <u>New building</u> | Healthy schools |
| | <u>School meals</u> | Healthy eating |
| | <u>Playground</u> | Physical activity |
| Transportation zone | <u>Visit to planet clean</u> | Personal hygiene |
| | <u>Holiday to earth</u> | Road safety Car safety |
| Recreation zone | <u>Agony robot</u> | Mental health and relationships |
| | <u>Your body and activity</u> | Physical activity |
| | <u>Visit the greenhouse zone</u> | Sun safety |
| | <u>Hazard jump</u> | Avoiding everyday hazards |
| Home zone | <u>Mac's family tree</u> <u>Meet the team</u> | Mental health and relationships Smoking |
| | <u>Mum's worklab</u> | Drugs Alcohol Accidents Risk taking |
| | <u>Letter from Aunt Shelly</u> | Smoking |
| | <u>Cousin James comes to stay</u> | Mental health and relationships |
| Arrivals zone | <u>New arrivals</u> | Health conditions and diseases |

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- Children can demonstrate that they recognise their own worth and that of others (*for example by making positive comments about themselves and classmates*). They can express their views confidently and listen to and show respect for the views of others.

They can identify positive ways to face new challenges (*for example the transition to secondary school*).

- Many schools encourage children to keep a log book leading up to transition. It can include details of any visits made to their new school.
- What they are looking forward to.
- What they may be worried about. Sharing solutions
- Explore the new school's website for information

They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.

- The 'Living and Growing' series is another excellent resource being used in many primary schools. It may be borrowed from the Health Promotion library for pre-viewing. There are some aspects of this resource which sometimes cause concern. However, there are some very good film clips and lovely photocopiable materials. I would suggest using a 'dip in' approach.
- All children by the end of Y6 should have had an opportunity to find out about the changes that will happen as they go through puberty. This is usually covered as part of the science curriculum in 'Life Processes', and is therefore a statutory requirement. Ideally it should be taught as part of a PSHE programme which explores emotional changes and relationships.
- If you enroll the assistance of a school health visitor it is important to follow strict visitor guidelines. See attached.
- You can find information about policy writing for SRE specifically on the Cornwall Healthy Schools website:

http://www.healthpromcornwall.org/Healthy_Schools/CHSS/Policies_SRE.asp

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- As a simple assessment pupils could draw a poster or design a leaflet using ICT skills which summarizes what they have learned and understood about puberty.
 - They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
- Check out: The World of Work on the on:
<http://www.primaryresources.co.uk> website -
http://www.primaryresources.co.uk/pshe/powerpoint/people_and_their_work.ppt - for Y3
- http://www.primaryresources.co.uk/pshe/powerpoint/the_world_of_work.ppt - for Y6

These are simple power point presentations which gets pupils thinking about skills for the workplace.

- Young Enterprise offer an excellent Primary Programme which gives a practical experience of work and enterprise and brings local employers into school:

'The programme helps to foster positive working relationships between business and education as well as allowing children to understand and prepare for the world of work.'

check out the website for further details:

<http://www.young-enterprise.org.uk/programmes/primary.asp>

Local organizers are: Maria Gomez and Katie Vage -

katie.vage@yesw.org.uk

There is a charge for their programmes but do have a look as the resources are very well thought out, colourful and interactive; children of all ages really enjoy their experiences as do staff.

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- Children can make choices about how to develop healthy lifestyles (*for example by knowing the importance of a healthy diet and regular exercise*).

See information on Galaxy webpage - <http://www.galaxy-h.gov.uk/>

<http://www.foodafactoflife.org.uk/section.aspx?siteId=3§ionId=37>

Interactive games - identifying food groups

The following web sites also have some useful information:

<http://www.ncaction.org.uk/search/index.htm>

<http://www.kidshealth.org/>

They can identify some factors that affect emotional health and well-being (*for example exercise or dealing with emotions*).

- A follow on activity from KS1 where pupils continue to build on their vocabulary and therefore have the language necessary to explain how they are feeling.
- Other activities are available on the websites already mentioned.
- An assessment could be a mini project on an activity they enjoy doing which helps them to forget about any worries they might have. They could share this with others in the class.
 - They can make judgments and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.
- Role play activities are a useful tool. Children can practice saying 'no' to something they do not want to be involved in. They are empowered by having the right language once again.

Remember that pupils should not be made to act out their role plays in front of the class but just to the class teacher.

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- The National Grid for Learning has one or two useful activities linking into this topic and includes a quiz based on what they have learned.
<http://www.ngfl.gov.uk/feelgood/quiz.php?q=3>

They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.

- Please refer to your CHESS materials. You can find more information on the Cornwall Healthy Schools website.
- Pupils could again produce posters about the different types of drugs to demonstrate their learning.
- Activity on the Galaxy website relates to smoking.
http://www.galaxy-h.gov.uk/letter_01.html

➤ They can identify and explain how to manage the risks in different familiar situations (*for example discussing issues connected to personal safety*).

- Look at the websites already mentioned especially
http://www.galaxy-h.gov.uk/teacher_worklab.html

- Invite your local beat officer into school if possible/desirable.

http://news.bbc.co.uk/cbbcnews/hi/quiz/newsid_1899000/1899646.stm

- This is a link to the Milly Dowler personal safety site which includes a quiz on what children know and understand.

<http://www.suzylamplugh.org/npsd2007/primaryquiz.pdf>

This is a quiz which can be downloaded and used in the classroom.

<http://www.kented.org.uk/ngfl/ict/safety.htm>

Some great PC games to play which highlight internet safety.

- Children can explain how their actions have consequences for themselves and others.
- They can describe the nature and consequences of bullying, and can express ways of responding to it.
- Useful materials and activities as already mentioned. on sites already mentioned.

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- Pupils should be able to describe the different ways in which people bully others, possible reasons why they bully and the best ways of dealing with bullies.
- Hopefully your school will already have a peer mentoring scheme.
- ABC is an anti bullying support organization who may be able to assist with training for peer support groups.

Contact: **FURTHER INFORMATION IS AVAILABLE FROM SALLY PIPER (VICTIM SUPPORT CORNWALL) ON 01872 263464 OR MICHAEL RUTTER (CHILDREN'S SERVICES AUTHORITY) ON 01872 322408**

- They can identify different types of relationship (*for example marriage or friendships*), and can show ways to maintain good relationships (*for example listening, supporting, caring*).
 - They can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.
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- This could link in to the R.E. curriculum where the children will be learning about different faith communities.
 - There is a link to racial bullying and prejudice.
 - A piece of written assessment work could be to imagine what it would be like to go to live in a country where no-one spoke your language, looked different and followed different customs. How would you feel? How could other children make your life easier?
 - To find out about disability there is an excellent website:
www.justlikeus.org.uk
 - This site includes some useful assessment tools which can be downloaded for use in the classroom.

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