



**PROUD** to be **FOREFIELD**: Passion, Respect,  
Opportunity, Unique, Determined



**Subject Leader Report: PSHE (Personal, Social and Health Education) and RSHE (Relationship, Sex and Health Education)**

**Context/Background:**

PSHE stands for Personal, Social, Health and Economic education. It is an important part of every child's national curriculum learning.

Forefield Juniors has an important part to play in helping children become well-rounded individuals.

**Personal, social and health and economic education, or PSHE**, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

PSHE continues to be a non-statutory subject in primary schools. However, in recent years, The Government undertook a complete review of PSHE, and announced that **relationships education and health education was to become compulsory in state primary schools** (*with schools being able to choose whether they cover lessons in sex education – see below for more information*).

Schools will have to have a policy for these subjects and publish it online so parents can see how they will approach PSHE.

Relationships and health education (for primary, with RHSE at secondary including sex education) became statutory in September 2020, with a grace period offered to schools because of the additional challenges faced after two terms of lockdown disruption. A year on, it was expected that all schools should be implementing the DfE's statutory guidance, which includes providing curriculum and policy information on their websites.

There was, and continues to be questions over how (or even if) RHE differs from PSHE, and whether schools already teaching PSHE would have to change their curriculum. There has also been uncertainty about what schools actually have to teach, especially if primary schools opt (as many do) to deliver, or continue to deliver, sex education.

Sex education is optional for primary schools and schools can decide what is included in their sex education programme (*in addition to that delivered through Science*). Sex education at primary level is teaching about conception, usually in Year 6. Anything to do with puberty, periods or non-sexual relationships, comes under Health or Relationships education and **MUST** be taught to all children. Parents can seek permission to withdraw their children from sex education, which is defined by our school and explained in our policy. At Forefield, if parents or carers wish to withdraw a child from the

sex education lessons, they must contact the Head teacher who will then make a written record of their request.

Historically, the non-statutory PSHE curriculum has been largely taught through other subjects. Assemblies have also played a big part in delivering many of the PSHE objectives. Whilst this is certainly still the case, we are now using **1decision**, which directly teaches the new statutory content of RSHE (*see below for more information*). Forefield Juniors has been using 1decision now for a number of years. They were awarded an official *Kitemark* by the PSHE Association for their outstanding work. It is also a resource that is used in Forefield Infants, meaning that as KS1 children move into KS2, they will be familiar with 1decision's lesson format.

### **Meeting the new statutory requirements for RSHE at Forefield Junior School**

***This section of the Subject Leader report was originally put in two years ago in order to explain why 1decision was chosen as a resource. I have decided to leave this in for another year, particularly as I know that this report will be available to parents/carers via the school website. Families are always welcome to contact me if they have any questions regarding the PSHE/RSHE curriculum.***

In order to meet the new statutory requirements for RSHE, I initially contacted Forefield Infants to ask what resource they were using (2019). After learning that the infants were using a company called **1decision**, I decided that it would be useful to also use this resource as this would enable a smooth transition of learning between KS1 and KS2.

Not long after taking on 1decision ourselves, COVID hit and so things were put on 'hold'. The Government also allowed schools some additional time to implement the new curriculum, as long as teaching had begun by the end of the summer term, 2021.

In July, 2021, the week after our OFSTED visit, I led a staff meeting to introduce 1decision to staff and to guide them through the curriculum content. The teaching of 1decision lessons began at the start of the new academic year (September 2021). Since then, the teaching of PSHE/RSHE has been a real success. 1decision are very good at updating their website and resources and are always on hand to answer any questions that schools may have.



## Curriculum Mapping for Years 3-6

IMPORTANT NOTE: If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.									
5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World		Hoax Calling
YEAR 2	Tying Shoelaces	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat or drink?	Petty Arson
		Brushing Teeth	Body Language	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World		Texting Whilst Driving
YEAR 3	Staying Safe	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	Is it safe to play with?	Enya and Deedee Visit the Fire Station
	Leaning Out of Windows								
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		Summative Assessment

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
YEAR 4	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
YEAR 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid Year 5
	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

The illustrations above show the recommended teaching sequence for the 1decision topics from Years 1-6. Having introduced these to staff, I made it clear that we should be flexible when thinking about when to teach each module. For example, In Year 6, we decided to start with **'Alcohol and Illegal drugs'** as this linked in perfectly with our Science topic **'Body Systems'**. The module **'Water Safety'** is taught prior to the children going on their residential visit to Ambleside.

Even though 1decision matches the new RSHE curriculum, schools are being encouraged to add to the site content in order to meet the needs of their own children. Therefore, teachers are encouraged to include additional activities to each module, as and when they feel it would enhance the learning of the children. I have told staff that I would support them with this, should they need to ask for assistance.

### Sex Education lessons at Forefield: RSHE

As a school, we have decided to keep teaching those lessons that focus on sex education. These lessons take place in Year 6 and cover conception. Parents/carers are able to withdraw their children from these lessons should they wish to. In a letter that goes out to families prior to the start of these lessons, details of the protocol for withdrawing their own child are clearly set out.

## PSHE/RSHE lessons:

Since September 2021, a weekly PSHE lesson was timetabled for each class. Although teachers are encouraged to make use of this weekly lesson, there is some flexibility as to when lessons are taught. For e.g., a year group may decide to put two lessons together and do PSHE for an entire afternoon, rather than do two shorter lessons.

In addition to the school curriculum, our Pupil Guarantee aims to ensure that **every** child finds their passion through:

- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*
- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

It is certainly my intention to help staff develop our PHSE/RSHE curriculum further in order to support our pupil guarantee through developing curiosity and extending learning through visits and visitors. At Forefield, we offer so many opportunities for children that are linked to the above statements. The last statement mentions a Year 6 residential visit to Ambleside. In the last two years, the chance of going on a residential has now been extended to the Year 4 children, who are invited to go on a short residential visit to **Robinwood Activity Centre**, based in Todmorden, Lancashire.

## **British Values:**

Our PSHE/RSHE lessons are an ideal opportunity to reinforce the British Values of: Democracy, Law, Liberty, Mutual Respect and Tolerance.

Throughout so many of the topics taught, right across Year 3-6, learning about the importance of mutual respect and tolerance of other people's choices, views and opinions is an integral part of lessons.

One of the Year 6 modules specifically focuses on British Values. (See photograph on the right.)

**British Values**  
Learning Outcomes

By the end of the lesson, you should be able to:

- understand that there are a wide range of religions and beliefs in the UK
- explain each of the British values
- create a range of values for your educational setting
- explain how all religions can live in cohesion

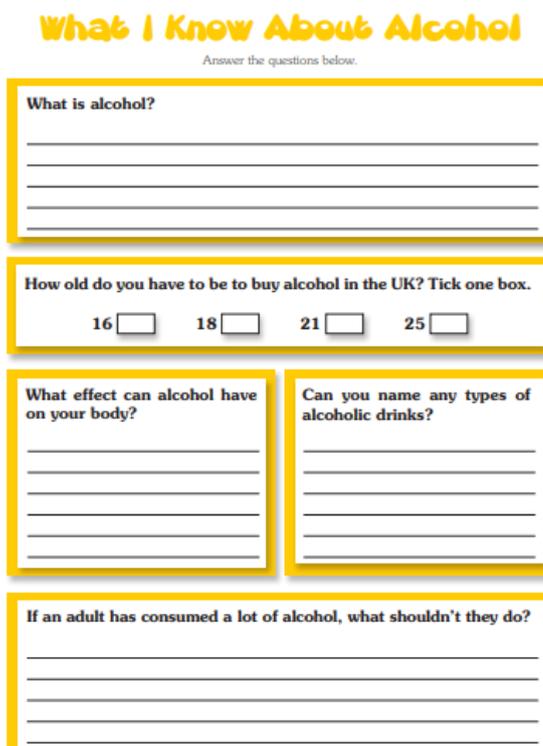
A World Without Judgement Module

decision  
British Values

### Assessment:

Assessment of PSHE/RSHE has mainly been, up to now through formative assessment during lessons. The resources from 1decision are very good at allowing time for individual reflection, paired work or group/class discussion. Through our many forms of questioning, teachers are able to quickly gain a good understanding of the levels of response from the children in their class. We also encourage the use of whiteboards as a way of recording and 'showing' responses. We don't use a 'hands up' approach at Forefield, as this tends to mean that the same children give all the 'answers'.

From the start of the new academic year, (2024-2025), the assessment of PSHE is changing to be more in line with assessment of other subject areas. As lead in PSHE, I decided that a pre-learning task was not really required in each topic. However, in the majority of topics delivered by 1decision, there is an activity at the start that requires the children to write down their initial ideas of 'what they know'. For example, when teaching the topic, '**In-App Purchases**', the children are asked about their knowledge of *money-related terms*. When teaching about '**Alcohol**', the children are given a worksheet to record '*What I know about Alcohol*'. (See photographs below.)



At the end of each topic, as in other subject areas across the school, it will be the expectation for each year group to provide an assessment activity that evidences each pupil's knowledge and understanding of a particular topic. This could be done through the completion of a mind-map, a SeeSaw activity or a written test. I have already started to model this with the Year 6 classes (September 2024). At the end of teaching '**In-App Purchases**', I looked back at the objectives specific to this topic (*1decision always shows the objectives to the children at the start of a topic*), and then I put together a series of questions to assess their understanding of the topic. (See photo below)

**In-App Purchases**  
End of topic assessment

1) Match the money-related terms to their definition

Bank account	The money you are paid by your employer.
Wages	An amount of money that you borrow and have to pay back.
Tax	This can be a positive (when saving money) or negative (when paying money back) thing.
Credit card	An amount of money that you owe to something or someone.
Loan	This card allows the customer to buy an item and pay for it in the future, with interest.
Debit card	An amount of money that you pay the Government to help pay for public services.
Debt	An arrangement that allows you to keep your own money in the bank.
Interest	A small plastic card that allows the owner to spend their own money on goods or services. It comes out of your account straight away.

2) What does the term in-app purchase mean?

a) Extra content or subscriptions that you buy inside an app

b) An app that pays you money for playing/using

c) An app that you have to buy to be able to use

3) Sam is playing one of his favourite games but is stuck on a difficult level. He knows that he could easily buy some 'crystals' that would help him out. What advice would you give Sam, before deciding to make a purchase?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4) How could Sam's family be affected if he keeps buying crystals without anyone knowing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5) Can you name 3 things that adults spend their monthly budget on?

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

6) Name 2 things that you could do to help your family save money on their monthly budget:

1: \_\_\_\_\_

2: \_\_\_\_\_

7) Can you name some ways in which we can spend money via technology?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

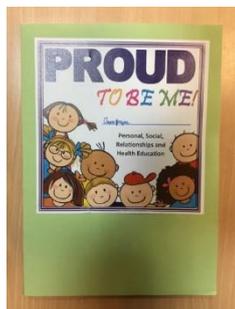


At the end of each term, staff will now record their assessments for each topic taught, using our online tracking system. When reporting to parents/carers at the end of the academic year 2024-2025, it should be very easy to make a final overall assessment for PSHE.

**Pupil Voice/Book Scrutiny:**

I often dip into classes and look at the work in the children's books to gauge quality and check coverage. I also look for evidence of assessments taking place.

Pupil Voice is also a priority to find out the thoughts and opinions of children across the school. I will ensure that I question a range of abilities from across each year group.



**Photo Evidence:**

Below is a selection of photographs that I have taken, showing some examples of work from the children's books.

**Age Restrictions**  
Do you know how old you have to be to use the app below?

WhatsApp	13	13	13	13	13
Twitter X (X)	16	13	13	13	13
WhatsApp	16	13	13	13	13
Facebook	16	13	13	13	13
Nintendo	12	13	13	13	13

Below are some gaming consoles. How old do you think you have to be to join their online chat rooms?

Xbox: 12, 13  
Playstation: 12, 13  
Nintendo: 9, 13

**What's That App?**  
Do you know what app is it? Write in the box next to the app icon.

Email	Message
Twitter X (X)	Instagram
WhatsApp	YouTube
Facebook	TikTok
Facebook	Snapchat
Xbox	Playstation
Nintendo	Nintendo Switch

Anger

Count to 10 or 5

Self-talk

Hiding under my covers

Deep breaths

Sleeping

Walking away

Thinking happy thoughts

Screaming into a pillow

Disturb yourself

Talking to someone

**Is This Stealing?**

Look at the images and read the descriptions. Is it stealing or not? Colour the traffic lights to show your decision. Green = No this is not stealing. Amber = Yes it is. Red = Yes this is stealing.

Taking money from a parent's purse without asking	Eating Dad's Easter eggs because it has been in the fridge for ages
Borrowing a friend's mobile phone charger and not putting it back when you're finished	Taking a jumper from your sibling's wardrobe
Taking a novel from the book 'n' shelf in the library and taking it home before you leave	Taking a friend's bike without asking them if you could use it

## Enrichment Opportunities:

Teaching staff have completed online training to deliver the 1Decision PHSE curriculum, including: **'Why teach RSHE, Creating a Safe Learning Environment, and Assessment'**.

## Year 3 support:

As part of one of the Year 3 lessons, I have continued to support the Year 3 teachers by producing a letter to send home to parents/carers, informing them of the content of a particular lesson on the topic of **'touch'**. The purpose of this letter is to inform parents about the vocabulary that will be used during the lesson. This will help families talk to their children after the lesson and ensure that they are aware of what learning has taken place.

## First Aid:

One of the statutory requirements for the new RSHE curriculum was 'First Aid'. (See below)

### **Basic first aid**

Pupils should know:

- 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.

Even though the teaching of First Aid is a module offered by 1decision, as subject lead, I felt that staff would benefit from outside expertise. Therefore, I got in contact with two companies **'I Can Save a Life'** and **'Rescue Rangers'**. After consulting closely with both companies, I decided to go with the 'I Can Save a Life', who were offering a two-day course for all the children at school.

The course is a progressive model and will happen on a rolling process over the next four years. Each year, as the children move up a year, they will learn a new set of skills. At the end of each two-day course, all children receive a certificate to take home. Forefield also receives a certificate to display in school. (See photos below)

**icansavealife AFTER WE VISIT...**

Answer these questions after your visit from I Can Save A Life. Look at how much your knowledge has improved in such a short amount of time!

1. If someone is bleeding how would you protect yourself from infection?

2. How many abdominal thrusts should you give a choking person?

3. What does the 'D' stand for in DRABC?

4. How many backslaps should you give a choking person?  
 2    5    10    20

5. How should you treat someone who has burnt themselves?  
 Put some cream on it    Put it under cold water    Put a bandage on it    Put a plaster on it

6. How long should you place a burn under a tap for?  
 2 minutes    5 minutes    10 minutes    20 minutes

**CERTIFICATE OF ACHIEVEMENT**  
I CAN SAVE A LIFE SILVER AWARD - ENTRY

**AWARDED TO:**

WELL DONE ON ACHIEVING YOUR SILVER AWARD - ENTRY CERTIFICATE. YOU DID AMAZING!

Wayne Pickersgill  
Instructor

DATE \_\_\_\_\_

**icansavealife**

**icansavealife AFTER WE VISIT...**

Answer these questions after your visit from I Can Save A Life. Look at how much your knowledge has improved in such a short amount of time!

1. How does anaphylaxis become life-threatening?

2. An auto injector is used to treat anaphylaxis, but what do you do with it?

3. If somebody is choking, when should an ambulance be called?

4. How do you check for breathing when someone is lying unconscious?

5. Give an example of how you could check for dangers in DRABC.

6. Which of the following are suitable to treat someone suffering an asthma attack?  
 Sit them upright    Give them a hot drink    Give them an inhaler    Lie them down and measure

**CERTIFICATE OF ACHIEVEMENT**  
I CAN SAVE A LIFE GOLD AWARD - ENTRY

**AWARDED TO:**

WELL DONE ON ACHIEVING YOUR GOLD AWARD - ENTRY CERTIFICATE. YOU DID AMAZING!

Wayne Pickersgill  
Instructor

DATE \_\_\_\_\_

**icansavealife**



As PSHE lead, I can confidently state that the lesson content and delivery style of the staff at 'I can Save a Life' is outstanding and I hope that they will continue to visit Forefield for many years to come. The two lead members of staff have always commented on how well-behaved the children are at Forefield and how much they enjoy coming to our school.

### **Careers Carousel:**

As part of our PSHE teaching at Forefield, three years ago, I organised a careers day for our Year 6 children. With three **Careers Carousel** events now having taken place, they are certainly a regular feature of the school year. In April, I send out a letter to parents and carers, inviting them to give up an afternoon of their time to come and talk to our children about their job/career choices. The afternoon begins at 1:15pm and concludes at 3:30pm. I am already looking forward to hosting the **Careers Carousel – 2026!**

I also provide an online activity which gives the children the chance of using the iPads to search for online careers.

The photographs below show just a few of our wonderful parents/carers. They have all given up their time to support this yearly event.



### Next Steps:

PSHE/RSHE is a vast subject and a very important one. It is also hugely enjoyable to teach: 1decision has certainly played a big part in this. By the end of next year, I want to make sure that the assessments that have been made by teachers are evidenced through appropriate tasks, either on SeeSaw (*online platform*) or in books. If there are any concerns at this point, these can easily be addressed.

One other area that needs revisiting as a staff, is agreeing on the *amount of work* that should appear in children's workbooks. Some lessons do not necessarily lend themselves to a piece of written work needing to be produced. Where this is the case, what other methods are we using to evidence the work being done in class? E.g. photographs stored on a teacher's iPad.

As mentioned in a previous report, I would also like to work more closely with our School Governor PSHE/RSHE so that we can meet up throughout the year in order to discuss developments in this curriculum area.

There is a new PSHE lead in Forefield Infants. I have already met up with her this year, but want to arrange further meetings so that we can ensure that all of the PSHE/RSHE outcomes across KS1 and 2 are being covered. There is the possibility of some topics being overlapped as the children head into the juniors and I want to make sure that nothing is missed out.

**Mark Croot**

**PSHE/RSHE lead**