

PHSE + P4C

Intent

At Ashley Hill Multi-Academy Trust, we believe that Personal, Social, and Health Education (PSHE) is a vital part of the curriculum to prepare our pupils for their next stage of education as responsible, respectful and safe citizens. Our curriculum covers topics relating to relationships education and mental and physical health and wellbeing. The concepts covered aim to support our children to: manage their feelings and emotions; build positive and respectful relationships; manage conflict positively; stay safe both online and in their environment and to make informed choices about their physical and mental health and well-being.

PSHE is taught throughout the school from EYFS to Year 6 and is enriched through outside visitors, for example, from road safety experts and the fire service. Concepts taught through PSHE are also embedded through collective worship, P4C and our Space Makers programme, where children have time to reflect on their mental health, relationships and friendships through exercises in stilling, noticing, dwelling, mending and blessing.

At AHMAT, through Philosophy for Children (P4C) children are also given opportunities to engage in discussions about ethical and philosophical questions that develop critical thinking, communication, and listening skills. P4C encourages the exploration of complex concepts such as fairness, identity, and responsibility in a respectful, facilitated environment. The goal is to foster a community of enquiry, improve confidence, and develop children into active, thoughtful citizens.

PSHE

Implementation

At AHMAT, relationships education is delivered through the Lovewise primary school programme 'Relationships Matter'. There are five units covered throughout the year, with lessons tailored for key stage 1 and key stage 2.

The units delivered through Relationships Matter are:

Unit 1: Families and people who care for me.

Pupils will find out what is meant by family and look at how different families care for and support one another. They will develop their understanding of characteristics of a healthy family and the importance of love and security.

Unit 2: Caring friendships.

Pupils will understand the importance and characteristics of good friendships. They will think about working through difficulties in a friendship. They will learn about sharing experiences with friends and not making others feel lonely or excluded.

Unit 3: Respectful relationships.

Pupils will learn about self-respect and respecting others. They will understand the conventions of courtesy and manners. They will think about the impact of bullying and how to get help. They will also learn about stereotypes, prejudice and discrimination as well as understanding the dangers of stereotyping others.

Unit 4: Online Relationships.

Pupils will learn the principles of keeping safe online. They will learn the importance of treating people with respect when online. They will learn about social media and the associated risks and will understand that they should never share personal information with someone they have never met.

Unit 5: Being safe.

Pupils will learn about keeping healthy and safe. They will begin to understand the concept of privacy and about safe, unsafe and inappropriate contact with others. They will learn the dangers of keeping secrets and where to get help from a trusted adult.

PSHE

Implementation

At AHMAT, all aspects of health education, including puberty and menstrual well-being, are covered alongside relevant content across the wider curriculum, for example, within science, PE and Design & Technology.

PSHE concepts are threaded throughout the wider curriculum, and school life as a whole. This provides a multitude of opportunities to refine and develop these skills as our pupils progress from EYFS to Year 6.

Mental Health and Wellbeing is taught using the PSHE association's 'Foundations of Wellbeing' resources.

In each year, pupils learn about five main topics – one per lesson:

- **Lesson 1:** how to notice and name feelings and emotions.
- **Lesson 2:** how to direct attention and manage distractions.
- **Lesson 3:** how to manage negativity bias and develop more positive thinking habits.
- **Lesson 4:** how to manage worries and rumination.
- **Lesson 5:** how to manage stress, tension and reactivity.

The lessons revisit and expand upon each topic yearly, as part of a spiral curriculum that consolidates and builds pupils' knowledge, understanding and skills.

Philosophy for Children (P4C) sessions allow for additional opportunities for pupils to reflect upon how they can maintain good mental health by following the '5 ways to wellbeing' approach and exploring key questions around these.

The five ways to wellbeing and example P4C questions:

- **Take Notice** - Does music need to be created by humans?
- **Connect** - What makes a good team? And when is it better to work alone?
- **Learn** - Is it worse to fail at something or never attempt it in the first place?
- **Stay Active** - Is it more important to move our bodies or rest our bodies?
- **Give** - Is it always easy to be generous?

PSHE

Impact

At AHMAT, our pupils showcase, share, celebrate and publish their work and this supports us to show the impact of our curriculum. We also look for evidence through reviewing pupil's knowledge and skills through regular discussions with the pupils. Formative assessment of PSHE is completed by teachers and learning assistants throughout lessons to assess students' strengths and areas for development against the lesson objectives. As children prepare to move onto their next stage in education, we expect that they will be confident, resilient, and respectful individuals who are well prepared for the next stage of their education and life beyond school. Through high-quality statutory Relationships and Sex Education (RSE) and Health Education, pupils can build and maintain positive relationships, understand how to keep themselves physically and mentally healthy, and recognise how to keep themselves safe, both offline and online. They are able to manage their emotions, cope with challenges, and seek help when needed, demonstrating empathy, kindness, and respect for diversity. Our pupils understand their rights and responsibilities, can make informed choices, and have the skills and knowledge to support their own wellbeing and that of others, providing a strong foundation for lifelong learning, wellbeing, and active citizenship.