



PSHE Intent



To provide **all** students with the life skills they need for a happy, healthy and fulfilling future.

<p>‘Being PRS’ in PSHE: our curriculum intent</p>	<p>Positive Understanding</p>	<p>Responsible Ownership</p>	<p>Successful Impact</p>
<p>Self</p>	<ul style="list-style-type: none"> - I know and value my unique self - I can understand and name different feelings - I can identify physical and mental health challenges - I understand how to live healthily - I understand the changes we go through at different stages in life - I know how to set SMART targets - I can say where to go for help if needed -resilience!! 	<ul style="list-style-type: none"> - I follow and develop my interests and values - I regularly 'tune in' to my feelings - I regularly try self regulation strategies - I reflect on my own physical and mental state - I try strategies to help me manage the physical and emotional transition into adulthood - I set myself SMART targets to live better - I seek help from others when things are difficult 	<ul style="list-style-type: none"> - I confidently pursue my personal growth and development - I know how I feel and can express myself - I can self regulate in a variety of situations - I embrace life's changes and thrive - I overcome setbacks - I live healthily and make wise choices - I use a variety of resources and people for support when needed - I am kind to myself
<p>Others</p>	<ul style="list-style-type: none"> - I understand a range of different relationships - I can identify healthy/unhealthy relationships including sexual relationships - I can describe how to set boundaries - I consider how my actions affect others - I know the steps of problem solving and conflict resolution - I can describe features of good communication such as active listening and understanding others' perspectives 	<ul style="list-style-type: none"> - I work on my relationships - I set boundaries and show respect for others - I take responsibility for my actions - I actively seek to problem solve - I try to apologise, and forgive others - I try to listen actively and understand others' perspectives 	<ul style="list-style-type: none"> - I build and maintain positive relationships in all aspects of my life - I have clear boundaries that keep me safe - I show empathy and kindness towards others in my community (not just my friends) - I am an upstander who actively promotes kindness and equality - I can restore rifts in relationships, and know when to move on
<p>World</p>	<ul style="list-style-type: none"> - I can describe risky behaviour, both online and in the 'real world' - I can explain how to stay safe - I can describe the law, rights and responsibilities and protected characteristics - I can explain the importance of inclusion and equality - I recognise the qualities needed to achieve success in working life 	<ul style="list-style-type: none"> - I make careful choices and manage risk by considering and evaluating situations - I act legally and responsibly - I show respect for the rights of others, and seek to understand the perspective of those who are different from me - I develop the qualities needed to achieve success in working life 	<ul style="list-style-type: none"> - I am safe - I am independent - I am a critical thinker - I contribute positively to my community - I actively promote diversity and include others who are different from me - I achieve success in working life

Overview of lessons



Year 7 PSHE overview



Autumn Term

Spring Term

Summer Term

7.1 Coping with change: self care

7.2 Being PRS: time management

7.3 Puberty: physical changes



Journal 1

7.4 My Mind: Attention

7.5 My Mind: Steadying

7.6 My Mind: Thoughts



Journal 2

7.7 Self reflection

7.8 Healthy sleep

7.9 Puberty: healthy feelings



Journal 3

7.10 Belonging

7.11 Friends & family

7.12 Standing up for others



Journal 4

7.13 AI & social media

7.14 What is real?

7.15 Managing risk



Journal 5

7.16 Boundaries

7.17 Puberty: consent

7.18 Conflict resolution



Journal 6



Year 8 PSHE overview



Autumn Term

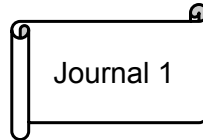
Spring Term

Summer Term

8.1 A fresh start

8.2 Good mental health

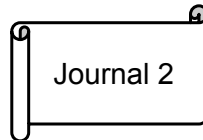
8.3 My body



8.4 Identity

8.5 Bucks PSHE survey

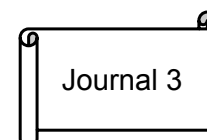
8.6 Social media and me



8.7 Healthy living

8.8 Healthy relationships

8.9 Forgiveness



8.10 Challenging stereotypes

8.11 Overcoming conflict

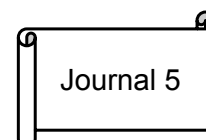
8.12 Being an upstander



8.13 Media literacy

8.14 Staying safe online

8.15 Money and
mental health



8.16 Vaccination

8.17 Smoking and vaping

8.18 Alcohol and
drugs





Year 9 PSHE overview



Autumn Term

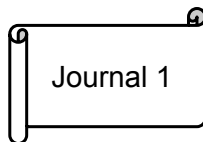
Spring Term

Summer Term

9.1 A fresh start

9.2 Good mental health

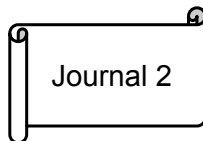
9.3 Safe sex



9.4 Discrimination

9.5 Identity

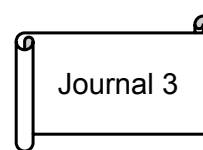
9.6 Body image



9.7 Options

9.8 A Balanced Life

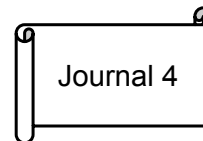
9.9 Healthy Coping



9.10 Recognising Strengths

9.11 Relationships & Conflict

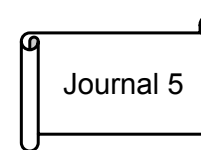
9.12 Making Choices



9.13 Critical Thinking

9.14 Sex & Consent Online

9.15 Peer Pressure



9.16 Risky Behaviour

9.17 Drugs

9.18 TBC





Year 10 PSHE overview



Autumn Term

Spring Term

Summer Term

10.1 A fresh start: goal setting

10.2 Good mental health

10.3 Healthy relationships

Journal 1

10.4 Understanding pornography

10.5 PSHE survey

10.6 Romantic relationships

Journal 2

10.7 R&P How to argue well

10.8 R&P Belief in God

10.9 R&P Moral decisions

Journal 3

10.10 Upstanders

10.11 People's perspectives

10.12 Developing my identity

Journal 4

10.13 Sexuality & identity

10.14 Changing relationships

10.15 Navigating conflict

Journal 5

10.16 Managing risks

10.17 Gambling & mental health

10.18 Work experience preparation

Journal 6

Features of PSHE lessons

PSHE at PRS



personal



social



health



economic



Fun and accessible lessons	Chromebooks, mini whiteboards, movement, and discussion - designed to engage all
Student voice in every lesson	Google forms are 'baked in' to lessons. Results displayed to spark discussion: every voice is heard and valued
High expectations of everyone	Work is exported into spreadsheets and reviewed regularly to celebrate thoughtful responses and ensure accountability
Mindfulness and neuroscience	All students are taught about neuroscience and mindfulness by a specialist in Y7, followed by self regulation in Y8,9 & 10
Dedicated team of teachers	PSHE at PRS is taught by a team of teachers with passion for and experience in the subject - it's not a 'doss subject'
Relevant and dynamic curriculum	Students give feedback every lesson - curriculum is data informed and continuously adapted to changing needs



What's the point of PSHE?



To help you develop life skills you need for a happy, healthy and fulfilling future.

Who decides what you learn?

Your school, your government and YOU

Our curriculum is constantly under review, and adapted to meet your needs

Please tell us what you want to know!





Student Voice



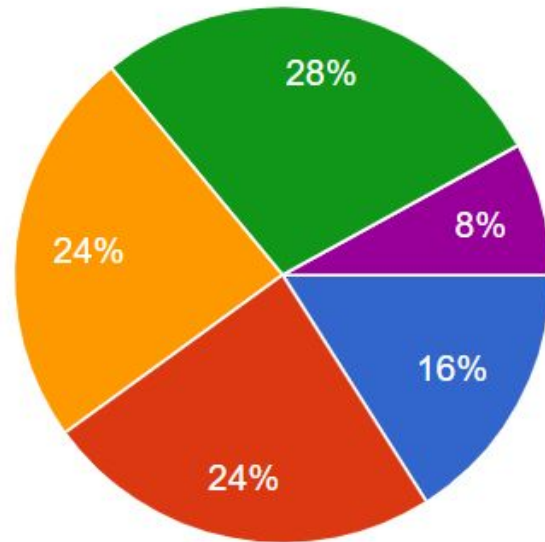
Built into **every** PSHE lesson
Tell your teacher what you think!



Lesson 1 - Coping with Change

How do you feel about starting a new school?

25 responses



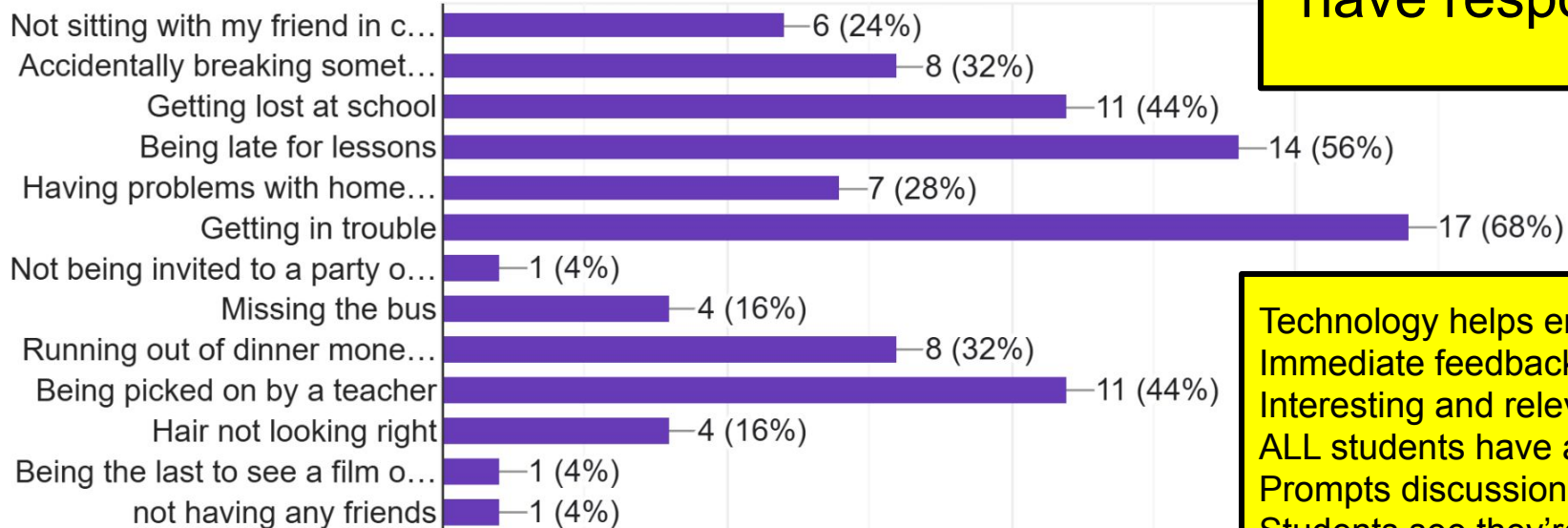
- Very excited
- A bit excited
- Same as normal
- A bit stressed
- Very stressed

Starter questions
designed to be
relevant and spark
discussion

PSHE lessons start with Google forms - results shared straight away!

Which worries are biggest for YOU? You can choose more than one.

25 responses



See how others
in your class
have responded

Technology helps engagement
Immediate feedback
Interesting and relevant
ALL students have a voice
Prompts discussion
Students see they're not alone
Normalises experiences

Reflecting on today's lesson

End of lesson: student feedback

A chance to evaluate **every** lesson

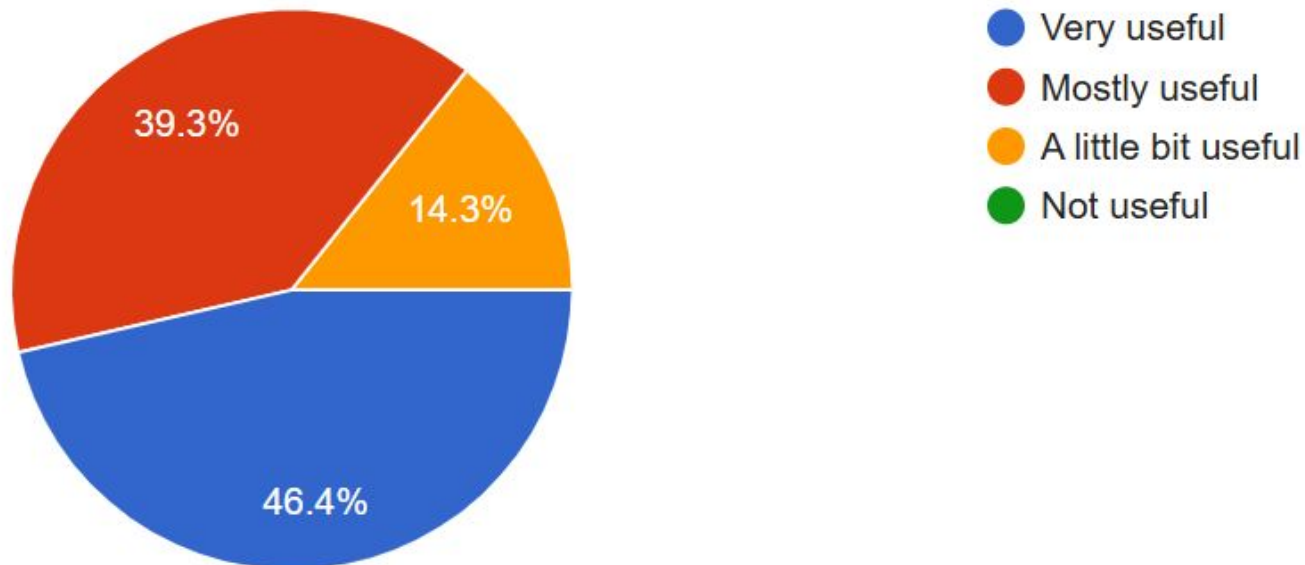
Option to suggest improvements or make comments

Teachers continue to adapt to engage all learners

PSHE curriculum design is informed by student voice

How useful was today's lesson?

28 responses



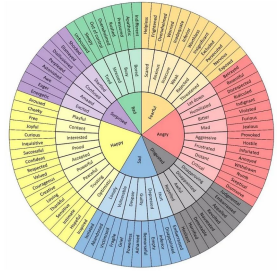
Reflect on your learning

How useful was today's lesson? ▾	What did you learn today? Answer the big questions. ▾
Very useful	Change can be challenging but if you get yourself around the right people, they can help you adapt. Do the things that you love, be confident. Do things that relax you like: listening to music or take deep breaths.
Very useful	this was really helpfull beacuse i really struggle to get calm when i am angry and i genrelly get really upset or do things i might regret like breaking things that i really like and although my parents try to help me it is nice to understand a teachers perspective and the teacher has children so she might understand how it work and also i can never listen to my parents when im in the red zone my parents dont help because i dont listen to them when im angry but fully understanding what to do when im stressed really helps so thank you
Mostly useful	you can do something that helps to make u calmer or anything that helps you feel better for me that might be going for a warm bath playing with my dog or going on a walk. when im stressed i get kinda fidgety and i get really angry to calm me down i take deep breaths and try to hit something to get my anger out
Very useful	i think i respond quite well and i know all the things that we discuss usually helps me with problems at home. I usually sit with my animals and enjoy the quiet with animals as they are a quiet playful calming creature that is always there when we need them. I have a bunny called honey i use her to comfort me she comes and lays on my chest and snuggles which never fails to calm me down or forget what i was ever actually stressed about. I sometimes get a bit stressed when it comes to a big change as when it comes to that i get stressed and then wanting help and more food. I look after myself by making sure i get plenty of fresh air or going for a walk.Usually it is quite hard to get my attention when i am stressed and sad.
Very useful	i learnt that i need to look after my self and lot of things I can do to take away my stress like deep breaths and playing with puppy's or other animals or a hobby you have or try and learn a hobby or colouring i now have lots of stuff I can do sleeping is very good because the nexed day I can forget the problem

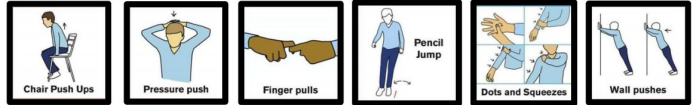
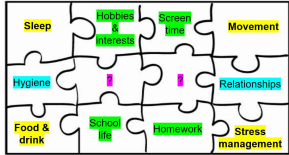
Looking after your mental health

Looking after yourself and your mental health:

1. Self aware



2. Self care



3. Self regulate



4. Seek support



Mindfulness at PRS

Mindfulness: Possibilities in Education

Zettie Taylor, Head of PSHE, PRS



Jon Kabat-Zinn on Mindfulness in Education



“ *We do not know what specific knowledge our children are going to need ten or twenty or even five years from now because the world and their work, when they come to it, will be so different from ours.*

What we do know is that they will need to know how to pay attention, how to focus and concentrate, how to listen and how to learn, and how to be in wise relationship with themselves – including their thoughts and emotions – and with others. ”



PRS students talk to politicians in Westminster



Mindfulness in Education event
November 2024



www.themindfulnessinitiative.org





Weebles wobble...
but they don't fall down!



Mindfulness techniques
can give us a stable base
when we're feeling wobbly

Ding the bell!



How long can you
keep your attention
focussed on the sound?

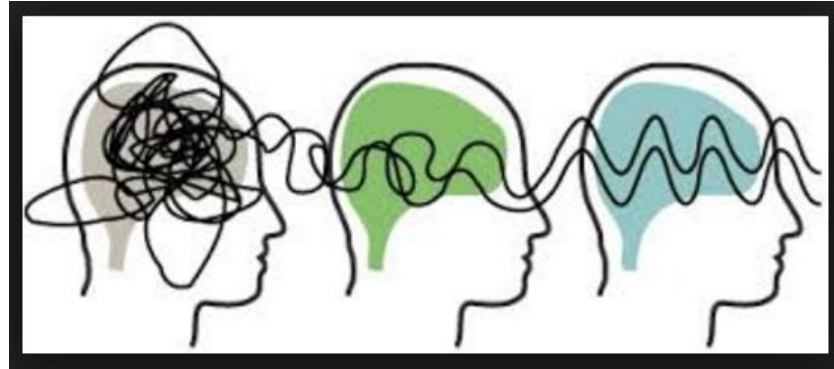
what is that?



oh,
just my mind

Mindfulness

Paying attention to the present moment with acceptance



Appropriate response



MiSP
MINDFULNESS
in SCHOOLS
PROJECT




An Introduction to Mindfulness - taught in Y7 PSHE curriculum



b Lesson One
Our Amazing Brain
Let's explore our amazing brain!



b Lesson Two
Making Choices
Being aware of the choices we make



b Lesson Three
Puppy Training
Playing with our attention



b Lesson Four
Everyday Mindfulness
Choosing to be present




b Lesson Five
Noticing The Wobble
What happens when we wobble?




b Lesson Six
Finding A Steady Place
Grounding ourselves when we wobble



b Lesson Seven
Working With Difficulty
Getting to know your amygdala




b Lesson Eight
Choosing Your Path
React or Respond?



b Lesson Nine
The Storytelling Mind
Recognising the power of thoughts




b Lesson Ten
Stepping Back
Seeing thoughts clearly



b Lesson Eleven
Growing Happiness
Choosing to nurture ourselves and others



b Lesson Twelve
The Yum Factor
Noticing the good stuff



An Introduction to Mindfulness - taught in Y7 PSHE curriculum




Lesson One
b **Our Amazing Brain**
Let's explore our amazing brain!



Neuroplasticity

Lesson Two
b **Making Choices**
Being aware of the choices



Lesson Three
b **Puppy Training**
Playing with our attention




Lesson Four
b **Everyday Mindfulness**
Choosing to be present



Training your attention

Lesson Five
b **Noticing The Wobble**
What happens when we wobble?



Emotional regulation

Lesson Six
b **Finding A Steady Place**
Grounding




Lesson Seven
b **Working With Difficulty**
Getting to know your amygdala



Reducing reactivity

Lesson Eight
b **Choosing Your Path**
React or Respond



Lesson Nine
b **The Storytelling Mind**
Recognising the power of thoughts



CBT: thoughts

Lesson Ten
b **Stepping Back**
Seeing thoughts clearly




Lesson Eleven
b **Growing Happiness**
Choosing to nurture ourselves and others



Gratitude & positivity

Lesson Twelve
b **The Yum Factor**
Noticing the good stuff





Mindful Five

Mindful Five: a toolkit of 'brain hacks'

5 mindful practices:

- Tummy & chest breathing
- Paws Be
- Finger breathing
- FOFBOC (feet on floor, bum on chair)
- Petal practice

They may help with:

- focus, concentrating
- exams, tests, homework
- sleep, relaxation
- sport, performing arts
- solving problems
- anger, arguments
- worrying, anxiety
- growing happiness



The Mindfulness Toolbox in Education

Self-esteem

Emotional Self-Regulation

Metacognition

Compassion

Coping with Stress

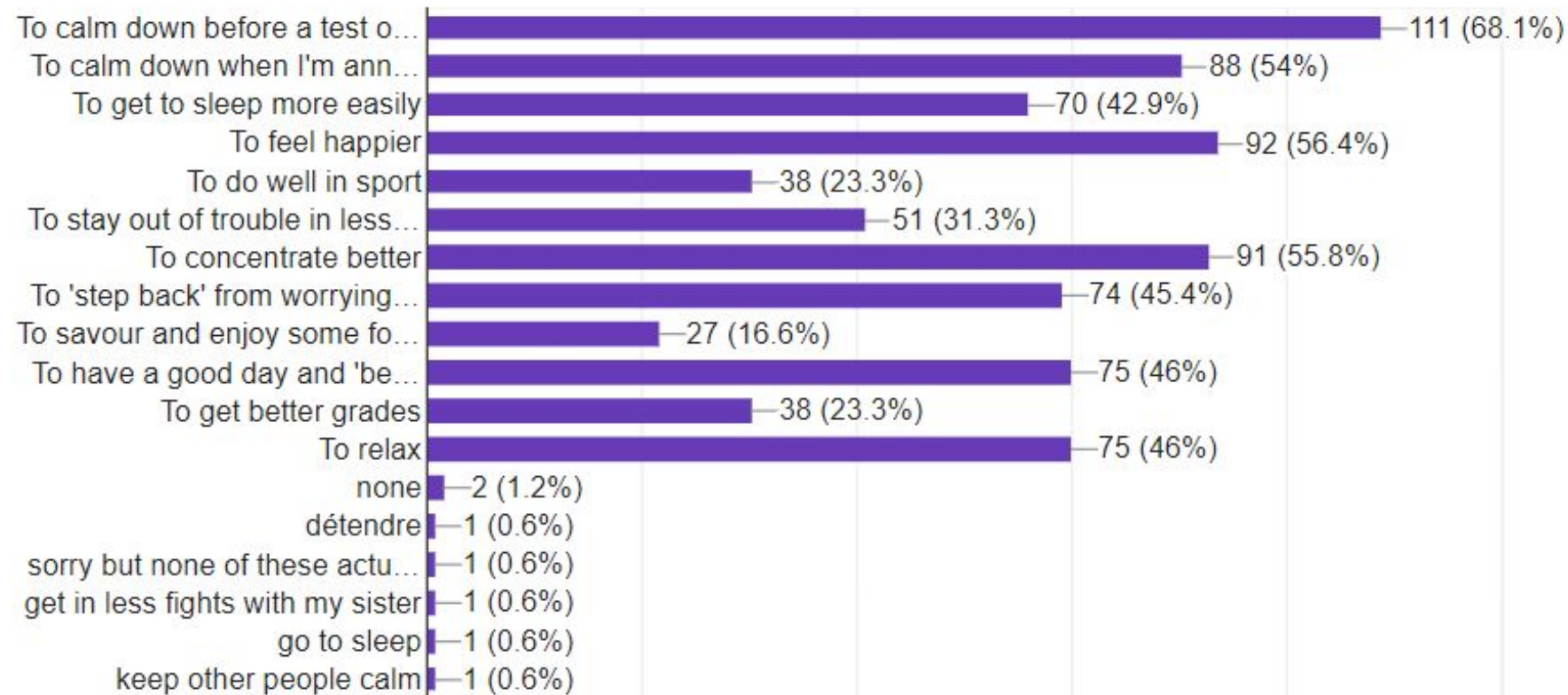
Sense of Wellbeing

Concentration



Look at the examples from some PRS Year 8s. How does mindfulness help YOU? You can tick as MANY or as FEW as you like, and add your own!

163 responses



"We were just about to do a test and because I'm someone who overthinks things I thought I would do better by trying to do a **pause be**. I realised as I did this I felt lighter and my chest felt loose, this really helped by **keeping me calm** and **making me feel better**. When I got my results back they were one of the highest scores I have had in a test."

"I was super stressed as I hadn't done my homework and it was nearly bedtime but then I stopped, realised my amygdala was 'barking' and did a **pause b**. It really helped and **I calmed down**, then got on and **finished my homework.**"

"When I had a lot of homework and a couple were due in the next day I felt quite flustered and panicked. I tried doing the **petal practice** which is one of my favourites. This really helped me because it made me **more focused** on what I was doing and I felt a lot **calmer** as well."

“Me and a friend went to our lockers to get our laptops out for our next lesson and the locker doors would not open. We were trying as hard as we could but the doors were not opening so we went to the office but no one was there - we were freaking out.

So we did **petal practice** and **finger breathing** and it worked! Turns out that the key was the wrong way. Our **minds were clear** which meant that we could look at the key a different way.”

“For about a whole week I have been doing **paws be** at least 3 times a day - one when I wake up another midday and finally before I go to sleep. It has **improved my anger and tolerance to people** in my family, and I have **not always rushed everything and relaxed** for a bit.”

Feedback on Mindfulness from Year 7s

Day 1: I feel **calm** after I do it and it helps me focus on other pieces of homework.

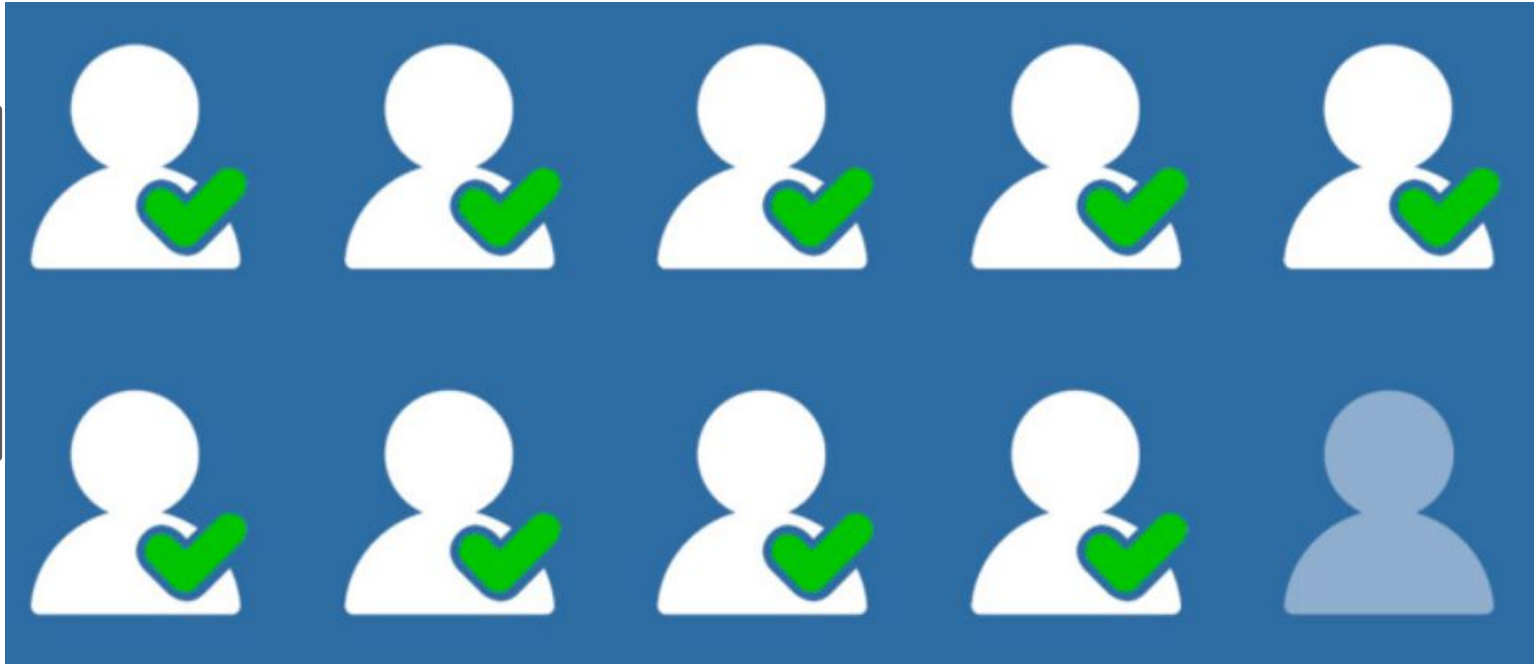
Day 2: It helped me **stop worrying** when I lost something really important.

Day 3: helped me get to **sleep**.

Day 4: helped me **realise** whereabouts my head hurt when my mum asked me.

“I did my **FOFBOC** and after I was extremely **relaxed**. I did this before I went to sleep and **my mind was not busy** but it was **still and calm**. I had a really **good sleep** that night. I also did **tummy and chest breathing** and I just was **zoned out** feeling different sensations in my fingers and toes.”

9 out of 10 PRS students say mindfulness helps



Self regulation strategies

