



## Feedback from Upper Key Stage 2 children about PSHE (June 2022)

### General questions about PSHE

*Children from Upper Key Stage 2 have feedback on PSHE. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages*

<b>What is PSHE about?</b>
<ul style="list-style-type: none"> <li>• Personal, social, health education – discussed about 'E' standing for economic.</li> <li>• What to do in certain situations.</li> <li>• What to do if you are in danger.</li> </ul>
<b>Why is PSHE important?</b>
<ul style="list-style-type: none"> <li>• So we know what to do when we are in certain situations such as financial, emotional, social, environmental and physical problems.</li> <li>• So we know what to do to help ourselves and other people.</li> <li>• It will help us with interviews when we need a job in the future.</li> </ul>
<b>Tell me about your favourite piece of work in PSHE and tell me why you enjoyed learning about this</b>
<ul style="list-style-type: none"> <li>• How can we avoid making people feel uncomfortable - We looked at different scenarios with people and we had to think about how it would make us feel and our body language. Now I can understand how people are feeling if I do something wrong – if they don't like it I will stop.</li> <li>• A scenario about parents arguing – lots parents fight and argue a lot so I now know how to handle this at home.</li> <li>• Making a money advice poster – I like making posters and I've learned how to save money and not always spend it.</li> </ul>
<b>Are there any areas in PSHE that you are still unsure about?</b>
<ul style="list-style-type: none"> <li>• Children were unable to identify any areas they were unsure about.</li> </ul>
<b>How do you know if you are doing well in PSHE?</b>
<ul style="list-style-type: none"> <li>• I am able to answer the questions that the teachers are asking.</li> <li>• The teachers will tell me I am doing well.</li> <li>• I feel confident about what I have learned in the lesson.</li> </ul>
<b>What happens if you are finding work difficult in PSHE?</b>
<ul style="list-style-type: none"> <li>• Tell the teacher that I don't understand and they will come over and help.</li> </ul>
<b>What do you need to do to improve your learning in PSHE?</b>
<ul style="list-style-type: none"> <li>• Make more reflections about what this means for me going forward in everyday life.</li> </ul>
<b>In March, you completed some work on first aid in PSHE, what can you tell me about it?</b>
<ul style="list-style-type: none"> <li>• It's what you would do if somebody gets hurt and how you would react and help them.</li> <li>• There are different types of first aid you can do if the injury is worse.</li> <li>• Less serious injuries– cleaning a cut and adding a plaster. You may need to put an ice pack on someone's head.</li> <li>• If it is a serious injury you would call 999.</li> <li>• In school you would ask a teacher to help.</li> </ul>
<b>If you were to complete this work again, what would you do differently?</b>
<ul style="list-style-type: none"> <li>• Practical lessons with a dummy learning how to do CPR and other first aid.</li> </ul>
<b>Can you explain what some of this PSHE vocabulary means?</b>
<ul style="list-style-type: none"> <li>• CPR – pressing on someone's chest and helping them to breath – <b>partially correct</b>, we discussed this means Cardiopulmonary resuscitation.</li> <li>• Influence – encouraging somebody to do something – <b>correct</b>.</li> <li>• Marketing – advertising – <b>correct</b>.</li> <li>• Manipulate – making something smaller like when a company makes the price smaller – <b>incorrect</b>.</li> <li>• Illegal – against the law to do something – <b>correct</b>.</li> <li>• Puberty – growing up and our body is changing – <b>correct</b>.</li> </ul>
<b>Can you think where this learning link to things that you have learned before in PSHE with a different teacher?</b>
<ul style="list-style-type: none"> <li>• Last year we learned about learned about relationships and money.</li> <li>• We learned about physical and mental health which links things that affect your mental health this year.</li> </ul>

**'Never settle for less than your best'**

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*



## Feedback from Upper Key Stage 2 children about PSHE (June 2022)

### Subject specific questions about PSHE

*Children from Upper Key Stage 2 have feedback on PSHE. Some of the questions asked may have been slightly re-worded so they were accessible to children of all ages*

<p><b>What did you learn from the everything human rights workshop?</b></p> <ul style="list-style-type: none"> <li>• Everyone should be treated the same because it's unfair to treat somebody by how they are, how they look or their religion.</li> <li>• We learned about racism, it's unfair to treat somebody because of the way they look and their skin colour.</li> <li>• No matter who you are or where you come from you are still just as good as everyone else. Everyone should be treated equally.</li> </ul>
<p><b>How has this affected your actions in everyday life?</b></p> <ul style="list-style-type: none"> <li>• I think about how it makes other people feel when people are racist so I know I should never do this to anyone.</li> <li>• I won't treat anybody different because of their skin colour.</li> <li>• If I didn't learn about racism I wouldn't have known what it is or that it is a bad thing. Now I would know when somebody is being racist.</li> <li>• I would stick up for somebody who is being picked on with racist behaviour and comments by someone else.</li> </ul>
<p><b>What can you tell me about puberty?</b></p> <ul style="list-style-type: none"> <li>• Our bodies physically change.</li> <li>• Boys voices go lower.</li> <li>• Boys create sperm.</li> <li>• Girls get periods. If it happens in school you need to go to a teacher.</li> <li>• You grow pubic hair in certain places.</li> <li>• Our emotions change. We get mood swings because we get testosterone and oestrogen. That explains why I sometimes feel angry and frustrated.</li> </ul>
<p><b>Can you tell me what you would say on a call to the emergency services?</b></p> <p>Somebody is having an asthma attack</p> <ul style="list-style-type: none"> <li>• Call 999</li> <li>• Somebody is having an asthma attack. I need an ambulance. I would tell them my address.</li> </ul> <p><i>*Each child practised. We discussed the difficulties of doing this 'in the moment' of an emergency and having busy surroundings.</i></p> <p><i>*Children appeared confident but when noise/distractions were introduced children were less confident.</i></p>
<p><b>Why should we not discriminate because of their sexual orientation and relationship with others?</b></p> <ul style="list-style-type: none"> <li>• Everyone should be treated the same.</li> <li>• Somebody might discriminate a couple because they are gay or they are different races.</li> <li>• It doesn't matter on the gender of the couple, as long they feel comfortable.</li> <li>• Bisexual means you like girls and boys.</li> <li>• Transgender means if you were a boy and you wanted be a girl you could change your body.</li> </ul>
<p><b>Why should we not share everything on social media?</b></p> <ul style="list-style-type: none"> <li>• It could be personal to you. If you posted a picture in front of your house they will see your door number and know where you live. People might come to your house that you don't know.</li> <li>• You should not take a picture in your school uniform because strangers will know what school you go to.</li> <li>• You shouldn't post pictures of other people because it's their decision if they want it to be posted.</li> <li>• It could be dangerous.</li> </ul>
<p><b>How can you recognise unsafe or suspicious content online and what should you do about it?</b></p> <ul style="list-style-type: none"> <li>• If somebody is asking you lots of questions e.g. name, age, school, where you live.</li> <li>• If somebody that you don't know gives their address online.</li> <li>• If somebody asks you to meet them somewhere.</li> <li>• If I saw something I would screenshot it, block the person, tell a grown up or if it's really bad tell the police.</li> </ul>

### Action to take as a result of Pupil Feedback on PSHE

<ul style="list-style-type: none"> <li>• Include practical elements to first aid lessons to practice skills.</li> <li>• Use role play to act out various scenarios to give experience to apply skills and knowledge e.g. emergency calls with background noise/distractions and challenging racist or discriminatory behaviour.</li> <li>• Continuing to reinforce vocabulary.</li> </ul>
<p><b>Next Pupil Feedback review: Spring Term 2023</b></p>

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