

PSHE

The PSHE curriculum aims to ensure that all pupils:

- Are prepared for adult life, by supporting their physical, emotional and moral development.
- Gain accurate knowledge, develop their own values and attitudes, and develop the skills that they need to grow into happy, confident and successful adults.
- Are able to listen, discuss, and share opinions freely without judgement, knowing everyone has a right to their opinion.
- Develop an understanding of the skills, concepts and attitudes necessary in order to become active and productive citizens of the local and global community.

Intent

What are we trying to achieve for our children in PSHE?

- We want our children to be able to understand themselves, respect others and form and sustain healthy relationships.
- We want our children to be able to solve problems in a manner that is fair to all.
- We want our children to acquire the skills so that they ultimately become active and productive citizens of the local and global community.
- We want our children to learn about local and global issues and how they affect them.
- Through the skills acquired in PSHE lessons the children will be able to form and sustain healthy relationships.

We will ensure that pupils are offered a balanced programme by providing a programme of PSHE education that is informed both by relevant data and also by the identified needs of the whole school community.

Implementation

How is the PSHE curriculum delivered?

- We use the PSHE Association's Scheme of Work.
- We deliver the PSHE programme through half- termly topics that are taken from the three Core Themes contained in the SOW. These topics are repeated each year via a spiral curriculum.
- We also teach 'No Outsiders', which can be delivered as part of our PSHE programme. Staff have flexibility as to whether they teach 'No Outsiders' in PSHE or Literacy lessons.
- PSHE lessons take place on a weekly basis.

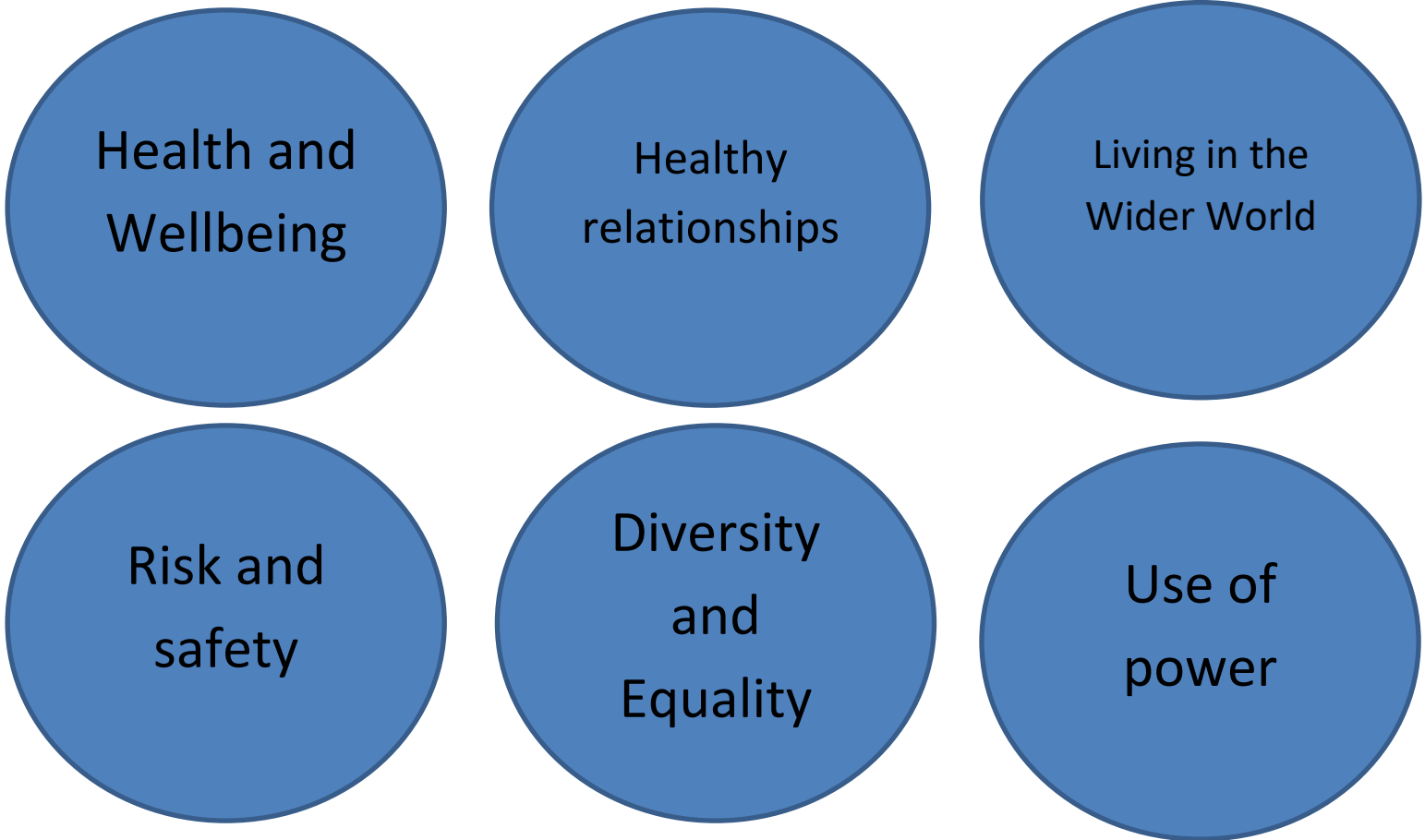
- Staff use the Circle Time model to deliver PSHE lessons.
- In the EYFS, PSHE is delivered through the PSED descriptors in 'Development Matters'.

Impact

What difference is the curriculum making?

- There is evidence across the school that the children respect themselves and each other. Many children have developed in resilience and self-belief.
- Through pupil voice, there is evidence that children enjoy PSHE lessons.
- Through staff voice, there is evidence that the curriculum structure makes lessons straightforward to plan and deliver.

Threshold Concepts



Health and Wellbeing

Healthy relationships

Living in the Wider World

Risk and safety

Diversity and Equality

Use of power

| Threshold concept | Milestone 1: Years 1 and 2 | Milestone 2: Years 3 and 4 | Milestone 3: Years 5 and 6 |
|------------------------|---|---|--|
| Healthy and Wellbeing | Growing and changing: Change, loss and getting older; names of main body parts (including external genitalia); personal identity: likes; choices; strengths | Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief | Growing and changing: aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6) |
| Healthy Relationships | Healthy Relationships: secrets and surprises; working together; boundaries and relationships. | Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict | Healthy relationships: understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation |
| Risk and Safety | Keeping safe: What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe | Keeping safe: Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe | Keeping safe: keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs |
| Diversity and Equality | Valuing difference: Attributes: kindness/fairness; sharing and respecting opinions; recognising and respecting similarities and differences | Valuing difference: Recognising stereotypes; different types of relationships; respecting similarities and differences; bullying and discrimination; respecting others' feelings and opinions | Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice |
| Use of Power | Power in Relationships resolving conflict; teasing and bullying. Online safety – keeping safe on and offline. | Power in Relationships physical boundaries within different relationships; working together; behaviour; resolving conflict Pressure from peers and the media. Online safety – keeping safe on and offline. | Power in Relationships how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation Pressure from peers and the media. Bullying, discrimination and prejudice. Online safety – keeping physically and emotionally safe on and offline. |

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| <p>Living in the Wider World</p> | <p>Rights and responsibilities: contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups</p> <p>Taking care of the environment: improvements and harm to local environments; ways of looking after local environments</p> <p>Money matters: sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it safe; choices about spending; influences on spending choices</p> | <p>Rights and responsibilities: issues concerning health and wellbeing; the purpose of rules and laws; human rights; different cultures, customs and traditions of people living in the UK; anti-social behaviours and their consequences; difference between rights and responsibilities; resolving differences; critiquing media information</p> <p>Taking care of the environment: taking care of the environment; our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities</p> <p>Money matters: the role that money plays in their lives; borrowing, debt and interest; enterprise</p> | <p>Rights and responsibilities: topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment: responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences</p> <p>Money matters: finance; earning money and deductions; enterprise</p> |
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