

PSHE

INTENT

The PSHE curriculum aims to give pupils the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the wider community. The curriculum covers key areas which will support children to make informed choices, now and in the future, around their health, safety, wellbeing, relationships and finances and will support them in becoming confident individuals and active members of society. This includes both the statutory and non-statutory Relationships and Health Education (RHE) as published by the Department for Education. Quality PSHE and RHE teaching is an important element in safeguarding children and the curriculum ensures that pupils are taught about safeguarding including online safety. Using the 'Taking Care' programme, SCARF and other resources, the curriculum introduces and revisits ideas of personal boundaries, consent and communicating our boundaries with others to prepare pupils for the challenges and responsibilities they will face in the future.

IMPLEMENTATION

End of EYFS	End of Key Stage 1	End of Key Stage 2
<p>Families and relationships</p> <ul style="list-style-type: none">• Talk about people who hold a special place in my life.• Develop strategies to share with others and understand sharing as inclusive.• Explore what makes a good friend. Explore the differences between us that make us each unique.• Learn to work as part of a team.	<p>Families and relationships</p> <ul style="list-style-type: none">• Understand ways to show respect for different families.• Understand difficulties in friendships and discuss possible resolutions.• Understand some stereotypes.• Explore the conventions of manners in different situations.• Explore how loss and change can affect us.	<p>Families and relationships</p> <ul style="list-style-type: none">• Identify ways families might make people feel unhappy or unsafe.• Identify ways to resolve conflict through negotiation and compromise.• Discuss how and why respect is an important part of relationships.• Identify ways to challenge stereotypes.• Explore the process of grief and understand that it is different for different people.

Health and wellbeing

- Discuss different ways to keep healthy.
- Explore how exercise affects different parts of the body.
- Identify and express their own feelings and how others might be feeling.
- Explore coping strategies to help regulate emotions.
- Explore different facial expressions and identify the different feelings they can represent.
- Explore ways to moderate behaviour; socially and emotionally.
- Cope with challenge when problem solving.

Health and wellbeing

- Learn correct hand washing and how to prevent the spread of germs.
- Learn how to deal with an allergic reaction.
- Explore the affect food and drink have on teeth.
- Explore the benefits of a balanced diet.
- Suggest how to improve an unbalanced meal.
- Explore strategies to manage different emotions.
- Develop empathy.
- Explore the need for perseverance and developing a growth mindset.

Health and wellbeing

- Discuss ways to prevent illness.
- Identify some actions to take when worried about their health or the health of a friend/relative.
- Set achievable goals for a healthy lifestyle including understanding the importance of sleep, exercise and diet.
- Develop strategies for being resilient in challenging situations.
- Take responsibility for their own feelings and actions.

Safety and the changing body

- Consider why it is important to follow rules.
- Begin to understand road safety.
- Begin to use accurate names for body parts.
- Know that they are still growing and they have changed from infants to toddlers to children.
- Begin to understand simple consent.

Safety and the changing body

- Discuss the concept of privacy.
- Explore ways to stay safe online.
- Explore what people can do to feel better when they are ill.
- Learn how to be safe around medicines.
- Practice making an emergency telephone call.
- Know what the emergency services are and that an emergency is when someone is very ill, has been injured or there has been a serious accident.

Safety and the changing body

- Exploring online relationships including dealing with problems.
- Learn how to make 'for' and 'against' arguments to help with decision making.
- Discuss why adults may or may not drink alcohol and the associated risks.
- Discuss issues that may be encountered during puberty and use knowledge to help.
- Identify reliable sources of information about puberty.
- Know simple First Aid steps such as the recovery position and DRSABC.

<p>Citizenship</p> <ul style="list-style-type: none"> • Know our rules and understand simply, why our rules are important in school. • Begin exploring the differences between people. • Begin to understand that all people have different beliefs and values. • Begin to understand our school values. 	<p>Citizenship</p> <ul style="list-style-type: none"> • Explain why rules are in place. • Explain some the different rules in different places. • Begin to explore the difference between rules and laws. • Learn how to discuss issues of concern and how to listen to different points of view. • Begin to understand that everyone has similarities and differences. 	<p>Citizenship</p> <ul style="list-style-type: none"> • Develop an understanding of how parliament and Government work. • Discuss how education and other human rights protect us. • Discuss how people can influence what happens in parliament. • Discuss ways to challenge prejudice and discrimination. • Identify appropriate ways to share views and ideas with others.
	<p>Economic wellbeing</p> <ul style="list-style-type: none"> • Identify the difference between needs and wants. • Recognise that people make choices about how to spend money. 	<p>Economic wellbeing</p> <ul style="list-style-type: none"> • Discuss risks associated with money. • Identify negative and positive influences that can affect our career choices. • Identify jobs which might be suitable.
		<p>Identity</p> <ul style="list-style-type: none"> • Know that identity is how we see ourselves and also how other people see us. • Explore how the media might influence our identity.

IMPACT

Pupil Voice	
Subject Monitoring	