

PSHE rationale

'PSHE' stands for Personal, Social, Health and Economic education. It is an important part of your child's national curriculum learning. Schools have an important part to play in helping kids become well-rounded individuals. Personal, social and health and economic education, or PSHE, aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

"PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives." (PSHE association 2017).

The six learning areas for PSHE

There are six areas to be taught throughout the year that are designed to progress in sequence from the start of each academic year:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

The whole school works on the same area at the same time, meaning that each theme can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way. The purpose for this is so as a whole school, we can promote each individual theme in depth. As well as this, there will be opportunities for weekly celebrations as

a whole school with peers and teachers choosing children who have showed progression in that week's chosen focus.

PSHE is also taught across the curriculum.

In science, for instance, the National Curriculum states that pupils must be taught about how bodies change as people grow and age.

In geography, they might do a survey of their local area and count how many pieces of litter they find.

In ICT, they might discuss the risks that they may face online, and come up with rules for internet safety.

In PE, they'll learn different ways of keeping fit and active. They might reflect on how their bodies feel after physical activity, for example by taking their pulse or discussing how their breathing has changed.

The six theme's objectives

Each theme covers a range of learning objectives, which aim to build on prior knowledge and extend further into the next year group:

Being me in my world

Foundation Stage-

- Self-identity
- Understanding feelings
- Being in a classroom
- Being gentle
- Rights and responsibilities

KS1

- Feeling special and safe
- Being part of a class
- Rights and responsibilities
- Rewards and feeling proud
- Consequences and Owing the Learning Charter
- Hopes and fears for the year
- Rights and responsibilities
- Rewards and consequences
- Safe and fair learning environment

- Valuing contributions
- Choices
- Recognising feelings

KS2-

- Setting personal goals
- Self-identity and worth
- Positivity in challenges
- Rules, rights and responsibilities
- Rewards and consequences
- Responsible choices and seeing things from others' perspectives
- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice and what motivates behaviour
- Planning the forthcoming year
- Being a citizen
- Rights and responsibilities
- Rewards and consequences
- How behaviour affects groups
- Democracy, having a voice and participating
- Identifying goals for the year
- Global citizenship
- Children's universal rights
- Feeling welcome and valued Choices
- consequences and rewards
- Group dynamics
- Democracy
- having a voice
- Anti-social behaviour
- Role-modelling

Celebrating differences

Foundation stage:

- Identifying talents

- Being special
- Families
- Where we live
- Making friends
- Standing up for yourself

KS1:

- Similarities and differences
- Understanding bullying and knowing how to deal with it
- Making new friends
- Celebrating the differences in everyone
- Assumptions and stereotypes about gender
- Understanding bullying
- Standing up for self and others
- Making new friends
- Gender diversity
- Celebrating difference
- remaining friends

KS2:

- Families and their differences
- Family conflict and how to manage it (child-centred)
- Witnessing bullying and how to solve it
- Recognising how words can be hurtful
- Giving and receiving compliments
- Challenging assumptions
- Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving
- Identifying how special and unique everyone is
- First impressions
- Cultural differences and how they can cause conflict
- Racism, Rumours and name-calling
- Types of bullying
- Material wealth and happiness

- Enjoying and respecting other cultures
- Perceptions of normality
- Understanding disability
- Power struggles
- Understanding bullying
- Inclusion/exclusion
- Differences as conflict, difference as celebration
- Empathy

Dreams and goals

Foundation stage:

- Challenges Perseverance
- Goal-setting
- Overcoming obstacles
- Seeking help
- Jobs
- Achieving goals

KS1-

- Setting goals
- Identifying successes and achievements
- Learning styles
- Working well and celebrating achievement with a partner
- Tackling new challenges
- Identifying and overcoming obstacles
- Feelings of success
- Achieving realistic goals
- Perseverance
- Learning strengths
- Learning with others
- Group co-operation
- Contributing to and sharing success

KS2:

- Difficult challenges and achieving success
- Dreams and ambitions
- New challenges

- Motivation and enthusiasm
- Recognising and trying to overcome obstacles
- Evaluating learning processes
- Managing feelings
- Simple budgeting
- Hopes and dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group
- Celebrating contributions
- Resilience
- Positive attitudes
- Future dreams
- The importance of money
- Jobs and careers
- Dream job and how to get there
- Goals in different cultures
- Supporting others (charity)
- Motivation
- Personal learning goals, in and out of school
- Emotions in success
- Making a difference in the world
- Recognising achievements
- Compliments

Healthy me

Foundation stage:

- Exercising bodies
- Physical activity
- Healthy food
- Sleep
- Keeping clean
- Safety

KS1:

- Keeping myself healthy
- Healthier lifestyle choices
- Keeping clean
- Being safe
- Medicine safety/safety with household items
- Road safety
- Linking health and happiness
- Motivation
- Healthier choices
- Relaxation
- Healthy eating and nutrition
- Healthier snacks and sharing food

KS2:

- Exercise
- Fitness challenges
- Food labelling and healthy swaps
- Attitudes towards drugs
- Keeping safe and why it's important online and off line scenarios
- Respect for myself and others
- Healthy and safe choices
- Healthier friendships
- Group dynamics
- Smoking
- Peer pressure
- Celebrating inner strength
- Smoking, including vaping
- Alcohol
- Alcohol and anti-social behaviour
- Emergency aid
- Body image
- Relationships with food
- Healthy choices
- Motivation and behaviour
- Taking personal responsibility
- How substances affect the body
- Exploitation, including 'county lines' and gang culture

- Emotional and mental health
- Managing stress

Relationships

Foundation stage:

- Family life
- Friendships
- Breaking friendships
- Falling out
- Dealing with bullying
- Being a good friend

KS1:

- Belonging to a family
- Making friends/being a good friend
- Physical contact preferences
- People who help us
- Qualities as a friend and person
- Self-acknowledgement
- Being a good friend to myself
- Celebrating special relationships
- Different types of family
- Physical contact boundaries
- Friendship and conflict
- Secrets
- Trust and appreciation
- Expressing appreciation for special relationships

KS2:

- Family roles and responsibilities
- Friendship and negotiation
- Keeping safe online and who to go to for help
- Being a global citizen
- Being aware of how my choices affect others
- Awareness of how other children have different lives
- Expressing appreciation for family and friends

- Jealousy
- Love and loss
- Memories of loved ones
- Getting on and Falling Out
- Girlfriends and boyfriends
- Showing appreciation to people and animals
- Self-recognition and self-worth
- Building self-esteem
- Safer online communities
- Rights and responsibilities online
- Online gaming and gambling
- Reducing screen time
- Dangers of online grooming
- SMARRT internet safety rules
- Mental health
- Identifying mental health worries and sources of support
- Managing feelings
- Power and control
- Technology safety
- Take responsibility with technology use

Changing me

Foundation stage:

- Bodies
- Respecting my body
- Growing up
- Growth and change
- Fun and fears
- Celebrations

KS1:

- Life cycles – animal and human
- Changes in me
- Changes since being a baby
- Differences between female and male bodies (correct terminology)
- Linking growing and learning
- Coping with change

- Life cycles in nature
- Growing from young to old
- Increasing independence

KS2:

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Being unique
- Having a baby
- Girls and puberty
- Confidence in change
- Accepting change
- Environmental change
- Self- and body image
- Influence of online and media on body image
- Puberty for girls
- Puberty for boys
- Conception (including IVF)
- Growing responsibility
- Coping with change
- Puberty and feelings
- Conception to birth
- Reflections about change
- Physical attraction
- Respect and consent
- Boyfriends/girlfriends
- Sexting

'Sex Education'

The DFE statutory guidance (England 2019) expects schools to deliver work on puberty. The following will be taught to children prior to leaving primary school:

- a) They see that puberty needs to happen to enable them to have babies in adulthood
- b) This knowledge helps to safeguard them.