

# PSHE

## Government Guidelines

PSHE is a non-statutory subject. However, the National Curriculum Framework states that: All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The government states that - To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

In addition to PSHE, The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

## Intent

PSHE at Richard Avenue aims to support pupils in developing the knowledge, skills and attributes they need to manage their lives, now and in the future. It supports children to stay healthy and safe, while preparing them to make the most of life and work. In PSHE we aim to develop the whole child through carefully planned lessons that develop the knowledge, skills and attributes children need to support all elements of their wellbeing. Through our curriculum, the children will learn how to stay safe and healthy, build and maintain successful relationships and become responsible members of **communities**.

PSHE education at RAPS offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. In PSHE children will develop their **communication** skills by learning how to express themselves clearly, confidently and with consideration for others. Throughout our curriculum we have developed lots of opportunities to support the children in staying safe in a wide range of situations. We aim to give our children the tools and skills they need should they find themselves in an unsafe situation of any kind and understand how to get help and from whom. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their **communities**. We promote respect for all and equality within PSHE so the children develop an understanding and appreciation of our diverse society and become a more conscious global citizen, thus challenging stereotypes, prejudice, bullying, inequality, discrimination and racism. Our PSHE curriculum has our curriculum drivers of SMSC and British Values woven into the syllabus and are key to promoting a broad, balanced and coherent curriculum. We aim to provide a safe and inclusive environment in all PSHE lessons where children learn to use appropriate **vocabulary** and feel they can be open and honest, **sharing** their thoughts, feelings and opinions confidently. We think it is important in PSHE for everyone to listen to each other and be sensitive and non-judgemental in order for the children to get the most from their learning.

At RAPS we believe we provide the first level of education in preparing pupils for the challenges, opportunities and responsibilities of life. We believe PSHE plays an important role in shaping our pupils to be kind, considerate and safe members of society and throughout all aspects of their lives moving on from primary education.

## Implementation

The Government provides funding to various bodies, principally the PSHE Association, to support the teaching of PSHE. On the whole, we follow the guidance set out by the PSHE Association for our teaching of PSHE. The long term plan was written using the guidance of the 'PROGRAMME BUILDERS FOR PSHE EDUCATION KEY STAGES 1-2: Thematic model' and the suggested plans have been adapted to reflect the makeup of our pupils and local **community**.

Although the Programme Builders organise content under different headings from those used in the content grids of the Department for Education's statutory guidance on Relationships Education, RSE and Health education, each Programme Builder covers all of the statutory requirements for their phase, within a comprehensive PSHE education programme. And although each takes a slightly different approach, they each cover all of the Programme of Study learning opportunities for their phase as well. The Long Term and Medium Term planning of PSHE identifies links for SMSC and British Values.

PSHE falls under 3 topics. Each of these themes are broken down into 3 smaller topics:

Topic 1: Relationships – 1.1.Families and friendships, 1.2.Safe relationships and 1.3.Respecting ourselves and others.

Topic 2: Living in the wider world – 2.1.Belonging to a community, 2.2.Media literacy and digital resilience and 2.3. Money and work

Topic 3: Health and wellbeing – 3.1.Physical health and mental wellbeing, 3.2.Growing and changing and 3.3. Keeping safe.

Each topic is taught at the same time from year 1 to 6. Autumn – relationships, Spring – living in the wider world, Summer – health and wellbeing.

To further integrate the new 9 topics, we have also linked them through the collective worship rota. The 9 topics are present as themes throughout the year and each year group will get a focus question, linked to each topic, to explore during their class assembly time and record their ideas if necessary in their class floor book. These questions are evident within the medium term plans also.

Our PSHE education usually takes place weekly as one hour lessons for each year group. Often this time may be blocked into an afternoon if necessary. Links to PSHE may be evident throughout other curriculum areas such as Science, Computing and RE. PSHE is also evident within our school through our collective worship rota and class assembly time, focus days (such as during Anti-Bullying week), through visits or in workshops delivered by visitors and throughout charity events.

All lessons have key questions in line with the lesson objectives to provoke **discussion, debate and deeper thinking**. We have provided lots of opportunities for discussion throughout our PSHE curriculum as we feel this is a key way to develop a good knowledge and understanding in this area.

## Impact

We believe our curriculum will provide children with a secure knowledge and understanding of our 9 topics and thus provide children with an effective curriculum for wellbeing. Children will develop the vocabulary, skills and confidence needed to clearly **articulate** their thoughts and feelings in a climate of openness, trust and respect, and know how they can get the support of others.

They will apply their knowledge of **communities** to their **communication** both within school and in the **wider community** they are part of. All children will have a secure understanding of all elements of wellbeing and have tools to support their own and other people's wellbeing needs. Our PSHE lessons will have given pupils the knowledge of staying safe in a wide range of situations and how they can seek help.

Our curriculum will prepare our children to move on from Primary Education as kind, considerate pupils who have respect and an appreciation and understanding of our **diverse world** we live in. The children will have learnt the importance of equality and leave our school being respectful of all, regardless of their characteristics or beliefs. They will have developed their own values but learnt how to express themselves and their opinions in a considerate manner.

Our PSHE curriculum will have a positive impact upon the whole child and develop their personal qualities of confidence, self-esteem, resilience and respect for themselves and others. We believe our PSHE curriculum will also positively impact safeguarding, SMSC and British Values outcomes and give the children the knowledge, skills and attributes they need to succeed in school and the **wider world**.

# *Richard Avenue Primary School*

## *Long Term Plan – PSHE*

	<i><b>AUTUMN</b></i>	<i><b>SPRING</b></i>	<i><b>SUMMER</b></i>
<p><b><i>EYFS</i></b> <b><i>(Nur + Rec)</i></b></p> <p><b>EYFS Subject areas/age bands links</b></p>	<p><b>Families and friendships</b> PSED: Making relationships UW: People and communities</p> <p><b>Safe relationships</b> PSED: Making relationships UW: People and communities</p> <p><b>Respecting ourselves and others</b> PSED: Making relationships UW: People and communities PSED: Managing feelings and behaviour</p>	<p><b>Belonging to a community</b> UW: People and communities UW: The world</p> <p><b>Media literacy and digital resilience</b> UW: Technology</p> <p><b>Money and work</b> Mathematics: Shape, space and measures UW: People and communities PSED: Self-confidence and awareness</p>	<p><b>Physical health and Mental wellbeing</b> PD: Health and self-care PD: Moving and handling PSED: Managing feelings and behaviour</p> <p><b>Growing and changing</b> PSED: Self-confidence and awareness PSED: Managing feelings and behaviour UW: The world UW: People and communities</p> <p><b>Keeping safe</b> PD: Moving and handling PSED: Self-confidence and awareness PSED: Managing feelings and behaviour</p>
<p><b><i>Year 1</i></b></p>	<p><b>Families and friendships</b> Roles of different people; families; feeling cared for</p> <p><b>Safe relationships</b> Recognising privacy; staying safe; seeking permission</p> <p><b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful</p>	<p><b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment</p> <p><b>Media literacy and digital resilience</b> Using the internet and digital devices; communicating online</p> <p><b>Money and work</b> Strengths and interests; jobs in the community</p>	<p><b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><b>Keeping safe</b> How rules and age restrictions help us; keeping safe online</p>
<p><b><i>Year 2</i></b></p>	<p><b>Families and friendships</b> Making friends; feeling lonely and getting help</p> <p><b>Safe relationships</b> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p><b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>Media literacy and digital resilience</b> The internet in everyday life; online content and information</p> <p><b>Money and work</b> What money is; needs and wants; looking after money</p>	<p><b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>Growing and changing</b> Growing older; naming body parts; moving class or year</p> <p><b>Keeping safe</b> Safety in different environments; risk and safety at home; emergencies</p>

<p><b>Year 3</b></p>	<p><b>Families and friendships</b> What makes a family; features of family life</p> <p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>	<p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>Media literacy and digital resilience</b> How the internet is used; assessing information online</p> <p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p>	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>
<p><b>Year 4</b></p>	<p><b>Families and friendships</b> Positive friendships, including online</p> <p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively</p>	<p><b>Belonging to a community</b> What makes a community; shared responsibilities</p> <p><b>Media literacy and digital resilience</b> How data is shared and used</p> <p><b>Money and work</b> Making decisions about money; using and keeping money safe</p>	<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life</p>
<p><b>Year 5</b></p>	<p><b>Families and friendships</b> Managing friendships and peer influence</p> <p><b>Safe relationships</b> Physical contact and feeling safe</p> <p><b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>	<p><b>Belonging to a community</b> Protecting the environment; compassion towards others</p> <p><b>Media literacy and digital resilience</b> How information online is targeted; different media types, their role and impact</p> <p><b>Money and work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p><b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing</p> <p><b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid</p>
<p><b>Year 6</b></p>	<p><b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage</p> <p><b>Safe relationships</b> Recognising and managing pressure; consent in different situations</p> <p><b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p><b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes</p> <p><b>Media literacy and digital resilience</b> Evaluating media sources; sharing things online</p> <p><b>Money and work</b> Influences and attitudes to money; money and financial risks</p>	<p><b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b>Growing and changing</b> Increasing independence; managing transition</p> <p><b>Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>

**PSHE progression of learning and topics across Y1-Y6**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn term - Relationships</b>	<b>Families and friendships</b>	Roles of different people; families; feeling cared for	Making friends; feeling lonely and getting help	What makes a family; features of family life	Positive friendships, including online	Managing friendships and peer influence	Attraction to others; romantic relationships; civil partnership and marriage
	<b>Safe relationships</b>	Recognising privacy; staying safe; seeking permission	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Physical contact and feeling safe	Recognising and managing pressure; consent in different situations
	<b>Respecting ourselves and others</b>	How behaviour affects others; being polite and respectful	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Respecting differences and similarities; discussing difference sensitively	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Expressing opinions and respecting other points of view, including discussing topical issues
<b>Spring term – Living in the wider world</b>	<b>Belonging to a community</b>	What rules are; caring for others' needs; looking after the environment	Belonging to a group; roles and responsibilities; being the same and different in the community	The value of rules and laws; rights, freedoms and responsibilities	What makes a community; shared responsibilities	Protecting the environment; compassion towards others	Valuing diversity; challenging discrimination and stereotypes
	<b>Media literacy and digital resilience</b>	Using the internet and digital devices; communicating online	The internet in everyday life; online content and information	How the internet is used; assessing information online	How data is shared and used	How information online is targeted; different media types, their role and impact	Evaluating media sources; sharing things online
	<b>Money and work</b>	Strengths and interests; jobs in the community	What money is; needs and wants; looking after money	Different jobs and skills; job stereotypes; setting personal goals	Making decisions about money; using and keeping money safe	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Influences and attitudes to money; money and financial risks