

PSHE

Intent

Our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how to play a positive and successful role within our society, both as a child and as an adult within the future. It is our aim to prepare our pupils for life beyond school and a good understanding of how to keep physically and emotionally safe both on and off line.

Our aim is to provide pupils with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up within this. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Moreover, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We challenge all of our pupils to look for opportunities to show the school values and seek leadership opportunities within the school gates and their local community.

Each topic in the scheme incorporates activities to establish the starting point of learners and assess progress. The topics included are:

- Careers
- Drug, alcohol and tobacco education
- Financial capability and economic wellbeing
- Keeping safe and managing risk
- Mental health and emotional wellbeing

Implementation

Our overall curriculum, along with our Values ethos, is designed to directly support the pastoral education of our pupils as well as the academic outcomes that the school aims for. We use the PSHE Association Scheme of Work as a basis for our planning.

PSHE is timetabled weekly across school and is supplemented with assemblies and wellbeing events throughout the year.

We make PSHE links in other subjects. Therefore our history aims to link knowledge of Britain's past to the diverse and democratic country that we live in today through areas such immigration, refugees and parliamentary debate. Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school gates linking to topics such as Fairtrade and Water Aid. Within our Science, we link the learning to environmental issues and areas of disability. Whilst within computing pupils are taught first to be safe responsible online citizens before being shown the tools needed.

In addition to weekly PSHE lessons, we use events such as Anti-bullying Week, Children's Mental Health Week and Safer Internet Day to ensure that our pupils have a well-rounded PHSE education that bespoke meets the needs of our pupils.

Implementation

Our teaching approach to PHSE places emphasis upon collaboration and cooperation and which enable our children to achieve success together.

Promoting PSHE and pupil wellbeing is part of daily life at South Stoke Primary. Throughout the school children are celebrated and encouraged emotional literacy through displays (our Wellbeing Board and RSE display. We recognise special days such as Mental Health Day to raise awareness of wellbeing and the importance of talking about their thoughts, ideas and beliefs.

Our pupils are more aware of global issues, through our assemblies and PSHE class activities, and how to use their responsibilities as rights holders to make a difference locally and globally.

Impact

The breadth of our provision means that a range of measures are used to assess children:

- Reflections in books, art work and on SeeSaw (our online platform).
- Pupil conferencing and discussion.
- Participation in extra-curricular activity both in school and beyond celebrated
- Pupil Voice Surveys are used to assess knowledge of how to stay safe and emotionally confident within the school.
- Levels of volunteering both within the school and within the community

The impact that we aim to have through PSHE is to create more thoughtful, spiritual, co-operative, compassionate generation of citizens who are skilful at resolving social, environmental, economic and political world problems. We aim to develop the whole child so they can be enterprising, resilient, creative problem solvers who can make a positive contribution to society.

SMSC Links

Spiritual

- In PSHE, we help pupils to consider and respond to questions of meaning and purpose in life.
- To consider and respond to questions about the nature of values in society.

Moral

- In PSHE, we help pupils to consider aspects of morality by using discussion and critical thinking.
- We enable pupils to make responsible and informed judgments about moral issues.

Social

- PSHE helps our pupils to develop their sense of identity and belonging by preparing them for life as responsible citizens in an increasingly diverse world.

Cultural

- PSHE helps to foster our pupils' awareness and understanding of the range of beliefs and practices in the community and the wider world, and by exploring issues within and between faiths. This will develop mutual respect and tolerance of the world that they live in.

British Values Links

PSHE and British Values link naturally. Through our PSHE curriculum we enable students to develop their self-knowledge, self-esteem and self-confidence enable students to distinguish right from wrong and to respect the civil and criminal law of England. Through PSHE and our school values we encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely enable students to acquire a broad general knowledge of and respect for public institutions and services in England.

PSHE is used to develop further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures encourage respect for other people, and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Relationships, Sex and Health Education

We believe that the teaching of Relationships Education, Relationships and Sex Education (RSHE) and Health Education represents an opportunity to enable and equip our pupils to make informed decisions about their wellbeing, health and relationships. It will give them the knowledge and skills to make sound decisions when facing risks, challenges and complex contexts.

We know that everyone faces difficult situations in their lives. The teaching of these subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Today's children are growing up in an increasingly complex world and live their lives seamlessly on and offline. We acknowledge that this presents many positive and exciting opportunities, but also challenges and risks. We firmly believe that young people need to know how to be safe and healthy, and how to manage their lives in a positive way online and in real life.

We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will be complemented by the development of personal attributes including kindness, integrity, generosity and honesty, in line with our values ethos.

Teaching about mental wellbeing is central and we aim to give children the knowledge and capability to take care of themselves and receive support if problems arise. We aim to help to foster pupil wellbeing and to develop resilience. These life skills are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This subject area represents a huge opportunity to help our children to develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help our children to become successful and happy adults who make a meaningful contribution to society.

See our RSE curriculum plan for further details.

EYFS

Personal, social and emotional	
1	<p>Select and use activities and resources with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in a safe context.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like happy, sad, angry, or worried.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>

2	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others,</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> <p>Manage their own personal hygiene needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>
3	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others,</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> <p>Manage their own personal hygiene needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>
4	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others,</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p> <p>Manage their own personal hygiene needs.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p>

5	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right and wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs and understand the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults, and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
6	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right and wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs and understand the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults, and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

	KEY STAGE 1	KEY STAGE 2
1	<p><u>Staying Safe</u> (H28, H29, H30-, H31, H32, H33, H35, H36, R13, R19, R20, R14, R15, R16, R18)</p> <p>Identify ways to stay safe in the home.</p> <p>Identify a range of dangers outside.</p> <p>Explain basic green cross code.</p> <p>Identify personal trusted adults.</p> <p>Explain why they shouldn't take someone else's medicine.</p> <p>Explain the difference between safe secrets, unsafe secrets and surprises.</p>	<p><u>Online safety</u> <u>Health and wellbeing</u> H13, H37, H42.</p> <p><u>Relationships</u> R15, R19, R20, R21, R23, R24, R28.</p> <p><u>Living in the wider world</u> L11, L12, L13, L14, L15, L16.</p>
2	<p><u>Digital Wellbeing</u> (L7, L8, L9, H28, H34, R11, R12, R14, R15)</p> <p>Talk about what we use the internet for and how it helps.</p> <p>Discuss some effects of too much screen time.</p> <p>Explain internet safety rules.</p> <p>Explain how to keep personal information private online.</p> <p>Understand people may behave differently online and explain what to do if something worries them.</p> <p>Discuss examples of false information they may see online. (Link to computing)</p>	<p><u>Together everyone achieves more</u> <u>Health and wellbeing</u> H18, H19, H23, H24, H36</p> <p><u>Relationships</u> R10, R11, R13, R14, R17, R19, R20, R21, R30, R31, R32, R33, R34</p> <p><u>Living in the wider world</u> L1, L4, L5, L6, L30</p>
3	<p><u>Be yourself</u> (H21, H22, H12, H13, H19, H15, H23, H14, H16, H18, H25, H20)</p> <p>Say what makes them an individual.</p> <p>Identify feelings from facial expressions and body language.</p> <p>talk about what they like that makes them feel happy.</p> <p>Explain how to manage feelings of anger or sadness.</p> <p>Describe strategies to explain how change and loss can be dealt with positively.</p> <p>Understand the importance of sharing their thoughts and feelings respectfully.</p> <p>(RE links to belonging)</p>	<p><u>Diverse Britain (LKS2)</u> <u>Health and wellbeing</u> H25</p> <p><u>Relationships</u> R21, R31, R32, R33, R34</p> <p><u>Living in the wider world</u> L1, L2, L3, L4, L6, L7, L8, L9, L10</p>

4	<p><u>One World</u> (R2, R3, R4, L6, L2, L1, L3)</p> <p>Describe how family life in different countries can be the same as and different from their own.</p> <p>Think about what children might do in homes around the world.</p> <p>Describe what it is like to go to school in different countries and identify similarities and differences from theirs.</p> <p>Think about how the environment affects people daily life.</p> <p>Discuss the environmental problems of the overuse and misuse of natural resources.</p> <p>Explain why it is important to care for the earth and discuss ways this can be done.</p> <p>(Geography Links)</p>	<p><u>Diverse Britain (UKS2)</u></p> <p>Health and wellbeing H25</p> <p>Relationships R21, R33,</p> <p>Living in the wider world L1, L2, L3, L4, L5, L6, L7, L8, L9, L10</p>
5	<p><u>TEAM (together, everyone, achieves, more)</u> (R1, R2, R23, L4, R22, R24, R7, R21, R9, R10, R11, R12, R21, H23, L14)</p> <p>Explain how it feels to be part of a team.</p> <p>Demonstrate good listening skills to follow instructions.</p> <p>Create chain of kindness.</p> <p>Discuss ways to deal with teasing or bullying behaviour.</p> <p>Sort thoughts into helpful and not-so helpful categories.</p> <p>Discuss good choices, and the consequences of these.</p> <p>(RE Links to belonging)</p>	<p><u>Money Matters</u></p> <p>Living in the wider world L17, L18, L19, L20, L21, L22, L23, L24, L26, L29, L31, L32</p>
6	<p><u>Aiming High</u> (H21, H24, L14, H23, L17, L16, R23, R25, L15, H20, H21)</p> <p>Identify star qualities in others.</p> <p>Give examples of positive learning attitude statements.</p> <p>Identify attributes they have that would suit them in desired jobs.</p> <p>Challenge stereotypes.</p> <p>Discuss ambitions.</p> <p>Identify ways next year will be different and explain why they think this.</p>	<p><u>Aiming high</u></p> <p>Living in the wider world L9, L25, L26, L28, L29, L30, L31, L32</p> <p>Health and wellbeing H27, H28, H29</p>