



## PSHCE Whole School Curriculum Overview

Personal, Social, Health and Economic (PSHE) education is a school subject through which our children develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help our children to stay healthy, safe and prepare them for life and work in modern Britain. PSHE education helps children to achieve their academic potential, and leave school equipped with skills they will need throughout later life enabling them to, in line with our vision **love, learn and thrive**.



















Our PSHE curriculum is based on a scheme called 'You Me PSHE' that is quality marked by the national PSHCE association. It provides primary schools with a clear and progressive PSHE curriculum. Like many primary schemes it is written for schools with single year group classes. We have adapted the scheme to fit into mixed age classes retaining all the core elements and the progressions.

The curriculum in PSHE is taught through 7 different strands:

Sex and relationship education
Drug, alcohol and tobacco education
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Careers, financial capability and economic wellbeing
Identity, society and equality

### Principles;

- Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).
- Where possible we have aligned themes so the whole are studying the same 'theme' at the same time. This has multiple benefits including be able to incorporate and reference themes into whole school occasions such as worship time as well as helping the subject leader review progression in learning.
- The more challenging concepts and ideas associated with sex and relationships and drugs education are taught in the summer term when children have established trusting relationships with adults and peers as well as being older than they are in the autumn term.

Cycle A – 2020/2021 Cycle B – 2019/2020							
	Single Cycle	Annual Cycle A	Annual Cycle B	Annual Cycle A	Annual Cycle B	Annual Cycle A	Annual Cycle B
	Early Years	Years 1&2	Years 1&2	Years 3&4	Years 3&4	Years 5&6	Years 5&6
Autumn 1	<p><b>Health and self-care:</b> children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self-confidence and self-awareness:</b> children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	Physical health and wellbeing Fun times	Identity, society and equality Me and others	Physical health and wellbeing What helps me choose?	Identity, society and equality Celebrating difference	Physical health and wellbeing In the media	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)
Autumn 2		Physical health and wellbeing What keeps me healthy?	Careers, financial capability and economic wellbeing My money	Physical health and wellbeing What is important to me?	Identity, society and equality Democracy	Careers, financial capability and economic wellbeing Borrowing and earning money	Identity, society and equality Human rights
Spring 1		Keeping safe and managing risk  Feeling safe	Mental health and emotional wellbeing Feelings	Keeping safe and managing risk  Bullying – see it, say it, stop it	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Keeping safe and managing risk  When things go wrong	Mental health and emotional wellbeing Dealing with feelings
Spring 2		Keeping safe and managing risk  Indoors and outdoors	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk  Playing safe	Mental health and emotional wellbeing Strengths and challenges	Keeping safe and managing risk  Keeping safe - out and about	Mental health and emotional wellbeing  Healthy minds
Summer 1		Sex and relationship education  Boys and girls, families	Drug, alcohol and tobacco education  What do we put into and on to bodies?	Sex and relationship education  Growing up and changing	Drug, alcohol and tobacco education Tobacco is a drug	Sex and relationship education  Healthy relationships / How a baby is made	Drug, alcohol and tobacco education  Different influences
Summer 2		Sex and relationship education  Boys and girls, families	Drug, alcohol and tobacco education  Medicines and me	Sex and relationship education  Growing up and changing	Drug, alcohol and tobacco education  Making choices	Sex and relationship education  Healthy relationships / How a baby is made	Drug, alcohol and tobacco education  Weighing up risk



The red flag demarcates lessons which link directly to safeguarding

**We have mapped below how our curriculum provision meets statutory requirements outlined in – ‘Relationships and Sex Education (RSE)and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers’**

<b>Relationships Education (Primary)</b>		
The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.		
<b>Aspect</b>	<b>By the end of Primary School Children should know</b>	<b>When and where taught</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy</li></ul>	<p><b>SRE – Boys and girls and families</b> year 1&amp;2 Summer Term cycle A</p> <p><b>SRE – Growing up and changing</b> Years 3&amp;4 Summer Term cycle A</p> <p><b>SRE – Healthy relationships and how a baby is made.</b> Summer term cycle A</p>
<b>Caring friendships</b>	<ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>	<p><b>Mental Health and emotional wellbeing Units</b></p> <p>Feelings – Yr1&amp;2</p> <p>Friendships – Yr1&amp;2</p> <p>Strengths and Challenges – Year 3&amp;4</p> <p>Dealing with feelings – Year 5&amp;6</p> <p>Healthy Minds – Year 5&amp;6</p>
<b>Respectful relationships</b>	<ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</li><li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>	<p><b>Mental Health and emotional wellbeing Units</b></p> <p>Feelings – Yr1&amp;2</p> <p>Friendships – Yr1&amp;2</p> <p>Strengths and Challenges – Year 3&amp;4</p> <p>Dealing with feelings – Year 5&amp;6</p> <p>Healthy Minds – Year 5&amp;6</p> <p><b>Identify, society and quality Units</b></p> <p>Me and others – Years 1&amp;2</p> <p>Celebrating difference – Year 3&amp;4</p> <p>Democracy – Year 3&amp;4</p> <p>Stereotypes, discrimination and prejudice (including tackling homophobia) – Year 5&amp;6</p> <p>Human Rights – Year 5&amp;6</p>
<b>Online relationships</b>	<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>	<p><b>Keeping Safe and Managing Risk Units</b></p> <p>Playing safe – Year 3&amp;4</p> <p>When things go wrong – Years 5&amp;6</p> <p>Keeping safe out and about – Years 5&amp;6</p>
<b>Being safe</b>	<ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources</li></ul>	<p><b>Keeping Safe and Managing Risk Units</b></p> <p>Feeling Safe – Year 1&amp;2</p> <p>Indoors and Outdoor = Years 1&amp;2</p> <p>Bullying – say it see it stop it – Years 3&amp;4</p> <p>Playing safe – Year 3&amp;4</p> <p>When things go wrong – Years 5&amp;6</p> <p>Keeping safe out and about – Years 5&amp;6</p>

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Physical health and mental wellbeing: Primary

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Aspect	By the end of Primary School Children should know	When and where taught
Mental wellbeing	<ul style="list-style-type: none"><li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>	<b>Mental Health and emotional wellbeing Units</b> Feelings – Yr1&2 Friendships – Yr1&2 Strengths and Challenges – Year 3&4 Dealing with feelings – Year 5&6 Healthy Minds – Year 5&6
Internet safety and harms	<ul style="list-style-type: none"><li>that for most people the internet is an integral part of life and has many benefits.</li><li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>why social media, some computer games and online gaming, for example, are age restricted.</li><li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>where and how to report concerns and get support with issues online.</li></ul>	<b>Keeping Safe and Managing Risk Units</b> Playing safe – Year 3&4 When things go wrong – Years 5&6 Keeping safe out and about – Years 5&6
Physical health and fitness	<ul style="list-style-type: none"><li>the characteristics and mental and physical benefits of an active lifestyle.</li><li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li><li>the risks associated with an inactive lifestyle (including obesity).</li><li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li></ul>	<b>Physical Health and Wellbeing Units</b> Fun Times – year 1&2 What keeps me healthy – Year 1&2 What helps me choose – Year 3&4 What is important to me? Year 3&4 In the Media – Year 5&6
Healthy eating	<ul style="list-style-type: none"><li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>the principles of planning and preparing a range of healthy meals.</li><li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li></ul>	<b>Physical Health and Wellbeing Units</b> Fun Times – year 1&2 What keeps me healthy – Year 1&2 What helps me choose – Year 3&4 What is important to me? Year 3&4 In the Media – Year 5&6
Drugs, alcohol and tobacco	<ul style="list-style-type: none"><li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ul>	<b>Drug Alcohol and tobacco education Units</b> What do we put into our bodies? – Year 1&2 Tobacco is a drub – year 3&4 Making choices – Year 3&4 Different influences – Year 5&6 Weighing up risk – Year 5&6
Health and prevention	<ul style="list-style-type: none"><li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li><li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li><li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li><li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li><li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li><li>the facts and science relating to allergies, immunisation and vaccination.</li></ul>	<b>Physical Health and Wellbeing Units</b> Fun Times – year 1&2 What keeps me healthy – Year 1&2 What helps me choose – Year 3&4 What is important to me? Year 3&4 In the Media – Year 5&6
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>how to make a clear and efficient call to emergency services if necessary.</li><li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>	<b>Drug Alcohol and tobacco education Units</b> What do we put into our bodies? – Year 1&2 <b>Keeping Safe and Managing Risk Units</b> Playing safe – Year 3&4 When things go wrong – Years 5&6 Keeping safe out and about – Years 5&6
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>	<b>SRE</b> – Growing up and changing Years 3&4 Summer Term cycle A  <b>SRE</b> – Healthy relationships and how a baby is made. Summer term cycle A