

Hunton & Arrathorne Community Primary School

Curriculum Document: PSHE & S.R.E



INTENT - The PSHE Curriculum

We recognise and value the importance of PSHE and SRE in helping our children become the best versions of themselves – preparing them as citizens of the future, equipped to deal with the ever-changing wider world whilst maintaining positive emotional health. As part of their Personal, Social, Health and Citizenship studies our pupils are prepared for the next stage in their journey and for adult life. Through our whole school approach to PSHE we ensure that the subject is given the importance it deserves and that it is valued by all pupils and staff.

Through PSHE, but not exclusively, we consider our pupil's cultural capital needs and explore and exploit these where appropriate. There is a high importance placed on mental wellbeing and emotional health and this underpins all of the work we do at Hunton & Arrathorne School.



IMPLEMENTATION – Progression in PSHE

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Healthy Lifestyles | Learn and practise skills for maintaining hygiene. Learn about different food type- some healthy, some not. Aware that we need to drink, exercise and sleep to keep healthy. To speak to adults/ peers if they are worried. | Maintain a healthy body. Maintain my personal hygiene. Develop simple skills to help prevent diseases spreading. | Make healthy choices. Describe my feelings to others. Use simple strategies for managing my feelings. | Eat a balanced diet. Identify habits and why they can be hard to change. | Make choices to make a balanced lifestyle. Keep myself safe around commonly available substances and drugs. Follow simple routines to reduce the spread of bacteria and viruses. | Recognise what positively and negatively affects health and wellbeing. Make informed choices. Maintain and explain a healthy lifestyle. Recognise what might influence my choices. | Recognise how images in the media do not always reflect reality. Recognise images in the media can affect how people feel about themselves. Identify the risks and effects of drugs. |
| Growing & Changing | Name parts of the body, linked to their learning. Understand the idea of growing from young to old. | Recognise and celebrate my strengths and set simple but challenging goals. Explain change and loss and the associated feelings. | Recognise what I am good at. Set goals. Name the main parts of the body and explain how these change over time. | Recognise what I am good at and set goals. Describe my feelings. Recognise conflicting feelings and manage them. | Recognise what I am good at and set goals. Reflect on changes that happen in life and identify the feelings associated with change. | Reflect on and celebrate my achievements. Identify my strengths and areas for improvement. Set high aspirations and goals. Recognise feelings and explain their range and intensity to others. Listen to and overcome conflicting emotions. Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement. | Reflect on and celebrate my achievements. Confidently identify my strengths. Accurately identify areas for improvement. Set high aspirations and goals. |

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| Keeping Safe | <p>Make simple choices between activities, foods, etc. Know when I feel well or unwell. Identify dangers in pictures e.g. around the home. Shows awareness of keeping safe within the indoor and outdoor classroom.</p> | <p>Make sure I am safe from household products, including medicines. Recognise people who look after me, my family networks, who to go to if I am worried and how to attract their attention. Help the people who look after me to more easily protect me. Know how to ask for help if I am worried about something. Keep myself safe and others safe. I know that I do not need to keep secrets.</p> | <p>Keep safe in different situations. Ask for help if I am worried about something. Keep things private and respect others' privacy.</p> | <p>Follow school rules about health and safety. Follow basic emergency procedures. Find people to help me stay healthy and safe.</p> | <p>Keep safe in my local area and online. Protect my personal information. Explain what is appropriate to ask for or share. Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.</p> | <p>Keep physically and emotionally safe including road safety and safety in the environment. Keep safe online. Protect my personal information. Use mobile phones responsibly, including safe keeping and safe user habits.</p> | <p>Differentiate between risk, danger and hazard. Recognise, predict and assess risks in different situations and decide how to manage them responsibility. Undertake increasing responsibility. Resist pressures linked to behaving in unacceptable, unhealthy or risky ways. Recognise when I need to ask for help. Explain my right to protect my body and the law linked to contact and abuse. Recognise people who are responsible for keeping me healthy and safe and how help them with this.</p> |
| Feelings & Emotions | <p>Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. Show understanding that their actions can affect others and how they feel.</p> | <p>Recognise feelings in myself and in others. Share my feelings.</p> | <p>Recognise what is fair and unfair, kind and unkind, and right and wrong. Respond correctly when people are being unkind to me or others. Recognise when my body or feelings are hurt or when others are hurt.</p> | <p>Recognise feelings in others. Respond to how others are feeling.</p> | <p>Explain when I should not agree to keep something confidential or a secret. Recognise and manage dares.</p> | <p>Recognise and respond appropriately to a wider range of feelings in others.</p> | <p>Understand confidentiality. I know when to break a confidence. Manage dares.</p> |

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| Values & Differences | <p>Recognise that you are unique.</p> <p>Express your own likes, dislikes and preferences</p> <p>Understands that we have lots of similarities and differences. Appreciate that others might think differently to us or believe in different things.</p> <p>Understand that bullying is something that happens again and again; and that it is not acceptable.</p> | <p>Respect similarities and differences in others.</p> <p>Share my views and ideas.</p> | <p>Respect similarities and differences in others.</p> <p>Share my views and ideas with individuals and with the whole class.</p> | <p>Recognise discrimination, teasing, bullying and aggressive behaviours.</p> <p>Get help if I experience or witness teasing or bullying.</p> | <p>Listen and respond respectfully to a wide range of people. Be confident enough to raise my own concerns</p> <p>Recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.</p> | <p>Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately.</p> <p>Recognise and care about other people's feelings and respond to them appropriately. Try to see, respect and if necessary constructively challenge, their points of view regularly.</p> | <p>Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Try to see, respect and if necessary constructively challenge, their points of view regularly.</p> <p>Recognise and challenge stereotypes. Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms.</p> |
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| Healthy Relationships | <p>Say why someone is special to me. Recognise ways in which my family/carer is special. Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say "thank you" and "sorry".</p> | <p>Identify my special people and explain what makes them special. Care for others.</p> | <p>Listen to other people and play and work cooperatively. Resolve simple arguments. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Get help if I experience or witness teasing or bullying.</p> | <p>Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.</p> | <p>Judge what kind of physical contact is acceptable or unacceptable and I know how to respond. Develop strategies to solve disputes and conflict through negotiation and appropriate compromise. Begin to give rich and constructive feedback. Understand how my body will, and that my emotions may, change as I approach and move through puberty.</p> | <p>Recognise how my actions affect themselves and others and begin to consider my actions as a result. Work collaboratively towards shared goals. Solve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to benefit others as well as myself.</p> | <p>Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships. Judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise and respect personal boundaries and everyone's right to privacy. Identify how my body and emotions may change through puberty. Explain human reproduction.</p> |
| Rights & Responsibilities | <p>Can take turns. Understand classroom rules and routines. Learn about some of the school rules, including medicines in school. Understand that we have different roles within school including being in charge of our tidy up areas. Take ownership of own learning and which areas learn.</p> | <p>Contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules. Recognise ways in which I am unique and understand that there has never been and will never be another 'me'. Explain the ways in which we are the same as all other people and what we have in common with everyone else.</p> | <p>Respect my needs and the needs of others. I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.</p> | <p>Discuss and debate health and wellbeing issues. Contribute to the community. Recognise the roles of people in the community.</p> | <p>Appreciate difference and diversity in the UK and around the world.</p> | <p>Research, discuss and debate topical issues, problems and events that are important to me. Explain rules and laws and understand why different rules are needed in different situations. Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> | <p>Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations. Understand human rights and children's rights. Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing. Explore and critique how the media present information. Critically examine what is presented to me in the media and explain why it</p> |

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| | | | | | | | | is important to do so. Be careful online and in relation to the information I pass on and understand how information can be misinterpreted. |
| Environment | We take care of our class environment. We show care and concern for our school environment. Recycle paper and plastic in my classroom. | Develop strategies and skills needed to care for environments (including conserving energy). | Look after the local environment (including conserving energy). | Exercise my responsibilities, rights and duties in the community and towards the environment. | Discuss how resources are allocated and the effect of allocation. Understand sustainability of the environment. | Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment. | | Explain resource allocation and the impact of these choices at an individual, community and global level. |
| Money | I understand that everything cost money so we need to look after our resources. | Understand money, including the concepts of spending and saving. Understand the difference between spending and saving money. | Save and spend money. Make choices and keep track of money spent/saved. | Develop enterprise skills. | Explain the role of money. Manage money, including saving and budgeting. Develop my understanding of interest and loans. | Recognise the role money plays in my own and others' lives. Manage my money. Be a critical consumer. Discuss loans, interest, debt and tax. | | Develop my enterprising skills. |

IMPLEMENTATION PSHE Long Term Plan

Please refer to the CORAM SCARF units of work.

| | Autumn 1 Me and My Relationships | Autumn 2 Valuing Difference | Spring 1 Keeping Safe | Spring 2 Rights & Respect | Summer 1 Being my Best | Summer 2 Growing & Changing |
|----------------------|--|---|--|--|--|--|
| Reception | All about me What makes me special Me and my special people Who can help me? My feelings | I'm special, you're special Same and different Same and different families Same and different homes I am a caring friend | What's safe to go in my body? Safe indoors and outdoors Listening to my feelings Keeping safe online People who keep me safe | Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money 1 Looking after money 2 | Bouncing back when things go wrong Yes, I can Healthy eating My healthy mind A good night's sleep | Seasons Life stages: human life stages Where do babies come from? Getting bigger Me and my body – girls and boys |
| Year 1 / 2 Year A | Why we have classroom rules How are you listening? Thinking about feelings Our feelings Good friends | Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? | Super sleep Who can help? Good or bad touches Sharing pictures What could Harold do? | Harold has a bad day Taking care of something Harold's money – How we look after money Basic first aid | I can eat a rainbow Eat well Harold's wash and brush up Catch it, bin it, kill it Harold learns to ride his bike | Healthy me Then and now Taking care of a baby Surprises and secrets Keeping privates private |
| Year 1 / 2 Year B | Our ideal classroom 1 How are you feeling today? Let's all be happy Being a good friend Unkind, tease or bully? Types of bullying | What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness | Harold's picnic How safe would you feel? What should Harold say? I don't like that! Should I tell? Fun or not? | Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special | You can do it My day Harold's postcard – helping us keep clean What does my body do? Basic First Aid | A helping hand Sam moves away My body, your body Respect and privacy Some secrets should never be kept |

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| Year 3 | As a rule Looking after our special people Tangram Team Challenge Friends are special Thunks My Special Pet | Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb | Safe or unsafe? Danger or risk? Help or harm? Alcohol and cigarettes: the facts Raisin challenge | Helping each other to stay safe Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! | Poorly Harold Top talents Getting on with your nerves Body team work For or against? | Relationship tree Body space None of your business Secret or surprise? My changing body Basic first aid |
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| Year 4/5 Year A | Collaboration challenge Give and take How good a friend are you? Relationship cake Being assertive | Qualities of friendship Kind conversations Happy being me Is it true? The Land of the Red People Stop, start stereotypes | Spot bullying Play, like, share Decision dilemmas Vaping: healthy or unhealthy? Would you risk it? | What's the story? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! | It all adds up Different skills Independence and responsibility Star qualities Basic First Aid (Including Sepsis) | How are they feeling? Dear Ash Growing up and changing bodies Changing bodies and feelings Help, I'm a teenager! |
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| Year 4/5 Year B | Human machines OK or not OK? 1 OK or not OK? 2 An email from Harold Different feelings | Can you sort it? What would I do? The people we share our world with That is such a stereotype Friend or acquaintance | Danger, risk or hazard? How dare you! Keeping ourselves safe Picture wise Medicines: check the label | Who helps us stay healthy and safe? It's your right How do we make a difference? In the news Our emotional needs Safety in numbers | What makes me ME! Harold's Seven R's My school community Basic First Aid Volunteering is cool | Moving house My feelings are all over the place Preparing for changes at puberty Secret or surprise Together |
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| Year 6 | Working together Solve the friendship problem Behave yourself Don't force me Acting appropriately | OK to be different We have more in common than not Respecting differences Tolerance and respect for others Boys will be boys? Challenging gender stereotypes | Think before you click To share or not to share What sort of drug is... Drugs: it's the law Alcohol: what is normal? | Facebook friends What's it worth? Jobs and taxes Happy shoppers – caring for the environment Action stations | This will be your life Our recommendations What's the risk? 1 What's the risk? 2 Basic First Aid (including Sepsis) Ways to Wellbeing | I look great Media manipulation Pressure online Helpful or unhelpful Is this normal? Making babies |

Sex education units will be taught in line with the school SRE policy and delivered separately from the weekly PSHE lesson, with parents given the right to withdrawal from the sex education aspects. Relationships aspects are taught as above.

IMPLEMENTATION PSHE Sticky Knowledge

Please refer to the CORAM SCARF units of work.

| | Autumn 1 Me and My Relationships | Autumn 2 Valuing Difference | Spring 1 Keeping Safe | Spring 2 Rights & Respect | Summer 1 Being my Best | Summer 2 Growing & Changing |
|------------------------------|--|---|---|---|---|--|
| Reception | I know which people to speak to if I am worried I am not safe. I can recognise ways in which I am unique. | I can say how I am the same and different to someone else. I know what it means to be a caring friend. | I know some things which are safe to go into my body and some things which are not safe. I can name three people who help keep me safe. I can name some things which are not safe in my house and some things which are not safe outside. | I understand that everything costs money. I understand two ways we can help look after the environment (recycling etc) | I can name some different feelings or emotions. I can choose some healthy foods and drinks. I know why sleep is important. | I can name parts of the body. I understand the idea of growing from young to old. |
| Year 1 / 2 Year A | I can identify different feelings I know why having rules is important. I know qualities which make a good friend. | I can tell the difference between being unkind and being a bully. I can name three special people to me. I can use STOP to explain what bullying is. | I know what makes a good bedtime routine. I know the difference between good and bad touches. I know that parts are private. I know that sharing pictures online can be dangerous. | I understand the difference between spending and saving. I can recognise three ways of caring for the environment. I know why it is important to care for the environment. | I know why eating fruit and vegetables is important. I know what a morning routine includes. I know how illnesses can spread. I know how my morning routine can help keep me healthy. | I can explain why privates are private. I know some things a baby needs to be healthy. I know the difference between a surprise and a secret. |
| Year 1 / 2 Year B | I know the different types of bullying. I know why it is important we follow rules. I can explain some rules we have in our school and our country (Rule of Law). | I can explain how my actions can make others feel. I can tell the difference between something which is fun and something which is not. I can explain how we are 'all different, but all equal'. | I can explain the online SMART rules. I know that I have the right to say no if I feel uncomfortable. I can explain what consent means. | I know some strategies I can use when I feel angry. I understand that saving money means I can buy special things. I can recognise some things which make me feel angry. | I can explain some ways I keep my body cleaning. I know how to make a clear call to emergency services. I know that vaccinations can keep me safe when I go on holiday. | I understand how bodies change as we grow. I know the difference between a secret which should or shouldn't be kept. I understand how emotions change as we grow. |

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| Year 3 | <p>I understand who special people to me are.</p> <p>I can identify ways to solve a problem.</p> <p>I know why friends are special to me.</p> | <p>I understand how I am part of my wider community.</p> <p>I can differentiate between friends and neighbours.</p> <p>I know how others can be different to me and why it is important to celebrate this.</p> | <p>I can name 5 ways in which I can keep myself safe.</p> <p>I know the difference between a danger and a risk</p> <p>I know that all drugs, including medicines, can be harmful.</p> | <p>I know who special people are in my community and how to contact them.</p> <p>I know what a volunteer does.</p> | <p>I know what a balanced diet consists of.</p> <p>I know important ways to maintain hygiene.</p> <p>I can name some of my achievements.</p> | <p>I can recognise what I am good at.</p> <p>I can set goals.</p> <p>I can name the main parts of the body and explain how these change over time.</p> |
| Year 4/5 Year A | <p>I know what collaboration is.</p> <p>I know what being assertive means.</p> <p>I understand how compromise can help to solve a problem.</p> | <p>I can identify a quality of a good friend.</p> <p>I can identify reasons to be positive about being myself.</p> <p>I can identify 2 qualities which make a good friendship.</p> | <p>I know the difference between bullying and cyber-bullying.</p> <p>I can name one benefit and one risk of the internet.</p> <p>I can explain whether I think vaping is healthy or unhealthy.</p> <p>I can name three benefits and three risks of the internet.</p> | <p>I know the difference between a right and responsibility.</p> <p>I make a positive difference to my community.</p> <p>I can exercise my rights, responsibilities and duties.</p> | <p>I know the importance of sleep, water, food and oxygen.</p> <p>I know who has a responsibility to keep me safe.</p> <p>I know some actions which could help me to improve something.</p> | <p>I can recognise what I am good at and set goals.</p> <p>I can reflect on changes that happen in life.</p> <p>I can identify the feelings associated with change.</p> |
| Year 4/5 Year B | <p>I know some qualities that make effective teamwork.</p> <p>I know what is meant by a positive healthy relationship.</p> <p>I can recognise that different people can have different feelings in the same situation.</p> | <p>I understand what is meant by compromise.</p> <p>I can list some ways people are different (using protected characteristics).</p> <p>I know what a stereotype is.</p> | <p>I know the difference between a danger and a risk.</p> <p>I understand what is meant by a 'dare'.</p> <p>I can identify images which are safe / unsafe to share online.</p> | <p>I know that humans have rights and responsibilities.</p> <p>I understand that the media can influence the way we think about a topic.</p> <p>I understand what is meant by a bystander.</p> | <p>I can identify ways in which everyone is unique.</p> <p>I can understand how the seven R's help us to care for the environment.</p> <p>I can name different people who support the school community.</p> | <p>I can name some positive and negative feelings.</p> <p>I know some parts of the body which males and females have in common and some which are different.</p> <p>I know that marriage is a commitment to be entered freely and not against your will.</p> |
| Year 6 | <p>I know how working together can help to solve friendship issues.</p> <p>I know why I should not allow others to force me to do something I do not want to do.</p> <p>I know the difference between appropriate / inappropriate behaviour.</p> | <p>I can identify things I have in common with others and things which make me different.</p> <p>I understand why it is important to have tolerance and respect for those who are different to me.</p> <p>I know how to challenge a stereotype.</p> | <p>I know that information shared online can't always be taken back.</p> <p>I know there are dangers when I share information online.</p> <p>I know the difference between something being legal and illegal.</p> | <p>I can explore and identify what is shown to me in the media.</p> <p>I can recognise the role money plays in my own and others' lives.</p> | <p>I know what makes an aspirational goal and appropriate actions to achieve it.</p> <p>I can identify things that can affect my health and wellbeing in a negative way.</p> | <p>I know some ways which the media can manipulate images.</p> <p>I can describe some ways people can feel pressure us.</p> <p>I know that babies are conceived through sexual intercourse.</p> |

Sex education units will be taught in line with the school SRE policy and delivered separately from the weekly PSHE lesson, with parents given the right to withdrawal from the sex education aspects. Relationships aspects are taught as above.

IMPLEMENTATION PSHE IN EYFS

Why do we teach PSHE? Why do we teach it the way we do?

At Hunton & Arrathorne Primary our PSHE Curriculum helps children to build their confidence, resilience and self-esteem and to identify and manage risk. It enables children to respect themselves, others and to celebrate diversity whilst managing their emotions and communicating effectively. Developing an understanding of themselves, empathy and the ability to collaborate with others helps our children to form and maintain good relationships.

What do we teach? What does this look like?

At our school, the Reception PSHE is supported by the 'Golden Rules'. The children are encouraged to follow rules for behaviour and learning. We promote the 'Golden Rules' daily and throughout whole-school assemblies. We also use Dojos in our school to reward positive behaviour. Throughout half termly topics such as Ourselves, Celebrations, Healthy Life Styles and Animals the children explore and express their ideas and feelings about different experiences they have encountered. In Reception we have adopted the weekly CORAM SCARF PSHE scheme, as we believe it integrates emotional literacy, self-regulation of behaviour, social skills and spiritual development. Alongside continuous PSHE provision, pupils have one dedicated PSHE lesson per week.

What will this look like? By the time children leave our EYFS they will be able to:

Communication and Language

- Hold conversations when engaged in back-and-forth exchanges with their teachers and peers.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.

Understanding the World

- Talk about the lives of people around them and their roles in society.

IMPLEMENTATION - PSHE

PSHE is taught each week using SCARF Coram Education program of study in Years 1 to 6, and during the summer term in Reception. The SCARF program of study is very comprehensive and yet flexible, enabling teachers to select and adapt lessons which best meet the local circumstances of our school and a particular cohort of children. SCARF allows pupils to develop skills under several umbrellas – Safety, Caring, Achievement, Resilience and Friendship. Lessons cover all of the DfE's statutory requirements for Sex and Relationships Education and the PSHE Association's Programme of Study's recommended learning opportunities.

PSHE consists of many elements: health and wellbeing: both mental and physical, relationships: understanding ourselves and others



around us and living in the wider world: building a respect and understanding of those around us.

By its nature, PSHE involves much discussion and collaboration. The use of 'circle time', where children agree a set of rules for their discussions, is a core concept in the majority of lessons where children speak confidently about their views, ideas and opinions.

Developing responsible citizens is also interwoven within other curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for all members of the public and visit leaders listening and showing appreciation for their time, understanding and respecting the Laws of England. Cross-curricular links are made where appropriate, such as in PE: discussions about healthy lifestyles; computing: applying

knowledge of keeping ourselves safe online and RE: developing an understanding and respect for all religious beliefs.

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In conjunction with RE, PSHE makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and to their emotional wellbeing. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk; make informed choices and understand what influences their decisions. It enables children to recognise, accept and shape their identities; to understand and accommodate difference and change; to manage emotions and to communicate constructively in a variety of settings. Children grow an understanding of themselves, learning how to empathise and work with others. This helps pupils to form and maintain good relationships, develop the essential skills for future employability, enabling them to enjoy and manage their lives.

Each pupil has a PSHE Passport which follows them from Reception – Year 6. You will find a PSHE Big Book in each classroom.

British Values

Our British Values are integrated throughout our PSHE curriculum and are embedded into the ethos of our school. We cover our British Values through weekly worships, weekly news assemblies, stories and during PSHE lessons. For further information on how British Values are linked to all aspects of our school curriculum, please see the separate document on our school website under the PSHE and British Values pages.

No Outsiders

An important aspect of our PSHE work and wider school life, is our subscription to the 'No Outsiders' scheme. This scheme uses pictures, news articles and picture books to open our pupil's eyes into diverse cultures, relationships, people and aspects of life in Modern Britain. 'No Outsiders' lessons are taught half termly and followed up with weekly Key Stage assemblies which are stimulated by 'No Outsiders' resources. Further details of key 'No Outsiders' texts can be found below.

IMPLEMENTATION – What a PSHE lesson looks like

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| <p>A retrieval activity focussed on prior learning.</p>  | <p>An activity which specifically teaches the key vocabulary from the front sheet.</p>  | <p>Looking at the front sheet and placing the lesson in the sequence.</p>  |
| <p>Teach the lesson following the CORAM SCARF scheme of work.</p>  | <p>Reflection activity – work is recorded in big books and should showcase a sample of all pupils' work.</p>  | |

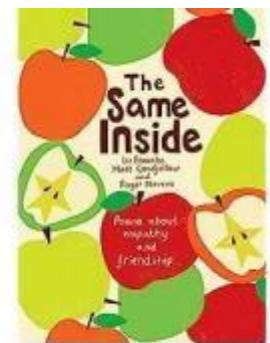
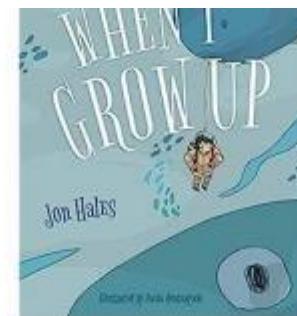
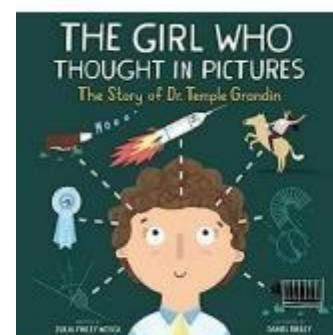
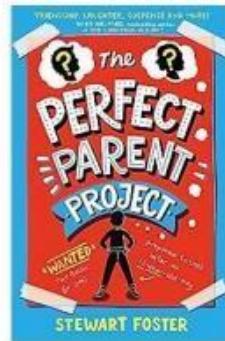
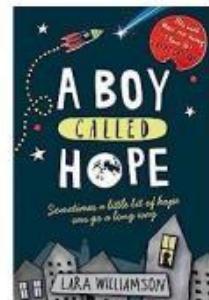
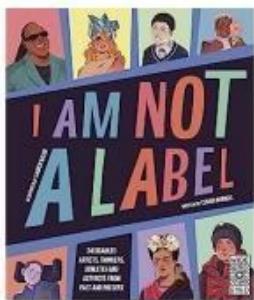
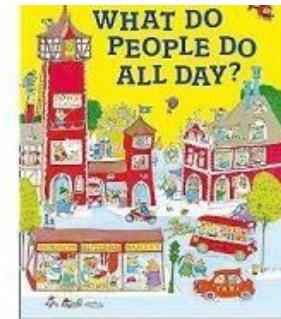
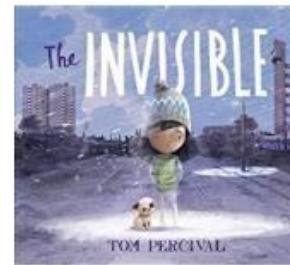
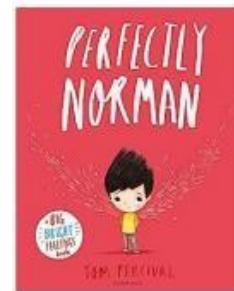
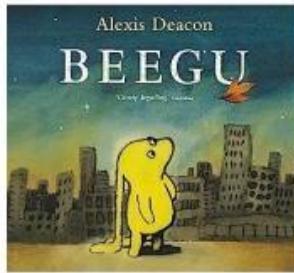
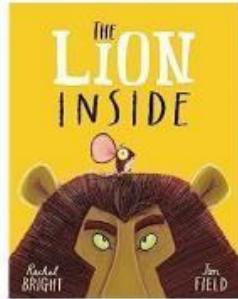
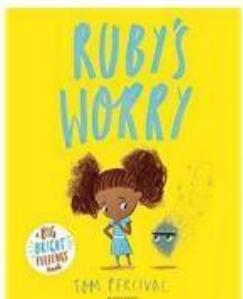
IMPLEMENTATION - No Outsiders

We use 'No Outsiders' to enhance our PSHE offer. Texts are carefully planned to enrich our pupil's cultural capital and experiences.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|--|---|--|---|---|---|
| Reception | Red Rockets & Rainbow Jelly <i>Acceptance</i> | Mommy, Momma and Me <i>Different families</i> | Elmer <i>Race</i> | Ten Little Pirates <i>Gender equality</i> | Hair, It's A Family Affair <i>Race</i> | Blue Chameleon <i>Race</i> |
| Year 1/2 Year A | Great Big of Book of Families <i>Diversity</i> | The First Slodge <i>Diversity</i> | The Odd Egg <i>Different families</i> | Blown Away <i>Race</i> | Two Monsters <i>Problem Solving</i> | All Are Welcome! <i>Belonging</i> |
| Year 1/2 Year B | My World, Your World <i>Diversity</i> | What the Jackdaw Saw <i>Disability</i> | That's Not How You Do It! <i>Celebrating difference</i> | Max the Champion <i>Disability</i> | My Hair <i>Race</i> | Spacegirl Pukes <i>Gender equality</i> |
| Year 3 | The Cow Who Climbed a Tree <i>Assertiveness</i> | Beegu <i>Discrimination</i> | Dogs Don't Do Ballet <i>Self-esteem</i> | We Are All Wonders <i>Disability</i> | Julian is a Mermaid <i>Relationships</i> | My Name is Not Refugee <i>Acceptance</i> |
| Year 4/5 Year A | The Proudest Blue <i>Race</i> | Where the Poppies Grow <i>Individual Liberty</i> | Nen and the Lonely Fisherman <i>Relationships</i> | Leaf <i>Diversity</i> | King of the Sky <i>Discrimination</i> | The Spots and the Dots <i>Racism</i> |
| Year 4/5 Year B | Big Bob, Little Bob <i>Different opinions</i> | This is Our House <i>Discrimination</i> | The Hueys in the New Jumper <i>Self-esteem</i> | The Way Back Home <i>Race</i> | King and King <i>Relationships</i> | Red <i>Self-esteem</i> |
| Year 6 | Dreams of Freedom <i>The Equality Act</i> | Rose Blanche <i>Discrimination</i> | The Island <i>Race / Refugees</i> | When Tango Makes Three <i>Different families</i> | Boys <i>Male mental health</i> | How to Heal a Broken Wing <i>Help</i> |

IMPLEMENTATION – Reading in PSHE...

As Lifelong Readers, we want to inspire our children to read in PSHE. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in PSHE. Please see a sample of our core texts for PSHE below.



IMPACT

We ensure the children:

Children will achieve their academic potential, and leave school equipped with skills they will need throughout later life;

-Children will grow in their self-knowledge, self-esteem and self-confidence

-Our children will learn to distinguish right from wrong and to respect the civil and criminal law of England.

-Learn how to Be Safe.

-Children will take 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.

Our PSHE work is celebrated not just in lessons, but in wider school life. Through weekly 'News Assembly' pupils learn about current issues; pupil leadership is given a high priority with leadership groups running including 'Sports Leaders' and the 'Pupil Leadership Team' who work on improving whole school issues.