



SUMMARY OF APPROACH TO PSHE NEW END PRIMARY SCHOOL



Intent

Our curriculum aims to give children the knowledge, skills and attitudes that will prove effective in their lives, now and in the future. It covers key areas to support the making of informed choices around their health, safety, wellbeing, relationships, and financial matters.

We cover the statutory Relationships and Health Education guidance as defined by the Department for Education, including the non-statutory sex education that we incorporate into our scheme of work for children in Year 6. Our provision covers wider PSHE learning in line with the requirement that schools “make provision for personal, social, health and economic education (PSHE), as set out in the National Curriculum (2014).

As set out in the Ofsted Inspection Framework, schools have a duty to promote the four fundamental British values which reflect life in modern Britain: democracy; rule of law; respect and tolerance; individual liberty. Our scheme of work ensures a significant contribution to the children’s personal development as they progress through their school years.

We expect the following key skills to be developed for all children at New End:

- Valuing families and different family structures
- Creating and maintaining positive friendships
- Developing safe and respectful relationships
- Understanding the changes that take place during puberty
- Promoting good health and carrying out first aid
- Learning to make independent choices and not to be influenced by others
- Operating safely in a digital world

Implementation

Our aims as described above are translated into a progressive, effective curriculum that is based on the scheme designed by Kapow Primary, which is a whole school approach that consists of five areas of learning:

- **Families and relationships**
- **Health and wellbeing**
- **Safety and the changing body**
- **Citizenship**
- **Economic wellbeing**

The curriculum is spiral in design, meaning that children will systematically build on prior learning as each of the five areas are planned for and re-visited every year. Within each area, lessons are delivered progressively.

Lessons use a range of teaching and learning activities to ensure inclusivity: introductory lessons to introduce ground rules; differentiation for stretch and support; use of real-life stories, scenarios and video clips; and role-play activities. Cross-curricular links with Science and Computing, in particular, are various.

The requirements of the Equality Act are met through planned teaching and learning about, for example, different families, stereotyping, etc.

(Appendix 1: An overview of each year's curriculum for Years 1 to 6)



Impact

Teaching the full scheme ensures that by the end of Year 6, children in New End will have met the statutory objectives within the Relationships and Health Education guidance.


By the time they leave New End, we expect the PSHE curriculum to help our children to become healthy, independent and responsible members of society. It will help them tackle many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Assessment of how well children have learnt the key skills, including: dealing with friendship issues, of being resilient, making healthy choices, and knowing where and how to access help; are built into the design of the lessons, with key questions available to help teachers identify who has met, exceeded or not met learning objectives.

Assessment quizzes accompany all units of work. These can be used at both the beginning of units (to inform planning) and at the end of units (to measure progress). 'Knowledge catchers', containing open-ended questions, are also available to allow children to show their progress.

	<h1>PSED Progression of Skills: EYFS</h1>						
Early Learning Goal 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.							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	Throughout the year children will learn: <ul style="list-style-type: none">• To speak with confidence to new adults and friends• To share toys with others• To play alongside others• Classroom routines and rules• To develop relationships with other people• To make new friends• To take turns• How to deal with our emotions appropriately• To develop confidence during carpet and circle times• To express their feelings and interests• To care for each other and animals• To understand others needs and feelings• To deal with changes in a positive way						
Reception	Families and relationships <ul style="list-style-type: none">• Introduction to a new setting• Class boundaries and routines.• Feelings of self as part of a class, school, family and community.	Health and Wellbeing <ul style="list-style-type: none">• Healthy eating and looking after your teeth• Making relationships.• Sharing and taking turns.• Feelings of self as part of the wider	Citizenship/ Economic wellbeing <ul style="list-style-type: none">• Managing feelings and behaviour.• Awareness of needs of others and resolving conflicts.• Respect for own culture and the culture of others.	Safety and the changing body <ul style="list-style-type: none">• Managing feelings and behaviour.• Knowing how to care for others and living things.• Talk about their own and others behaviour and its consequences.	Health and wellbeing <ul style="list-style-type: none">• Managing feelings and behaviour.• Understanding how to deal with strong feelings. E.g. how to calm down when angry.	Families and Relationships <ul style="list-style-type: none">• Forming good relationships with my new teachers.• Preparation for the transition into year 1	

	<ul style="list-style-type: none"> Self-confidence and self-awareness 	<p>world Anti-bullying week. Odd Sock day.</p> <ul style="list-style-type: none"> The importance of hand washing Celebrate diverse cultural activities 	<ul style="list-style-type: none"> The pets we have at home and how to look after them. Red Nose Day – looking at differences Discussion about money. 	<ul style="list-style-type: none"> Cross the road safely Learn about sun safety Celebrate diverse cultures 	<ul style="list-style-type: none"> Ideas about how to organise activities and accept change in routines. 	
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	RSE & PSHE Curriculum					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships 	<ul style="list-style-type: none"> Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change 	<ul style="list-style-type: none"> Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping 	<ul style="list-style-type: none"> Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 	<ul style="list-style-type: none"> Build a friend Resolving conflict Respecting myself Family life Bullying 	<ul style="list-style-type: none"> Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	<ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help 	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact 	<ul style="list-style-type: none"> Basic first aid Communicating safely online Online safety Fake emails 	<ul style="list-style-type: none"> Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online 	<ul style="list-style-type: none"> Online friendships Identifying online dangers The changing adolescent body 	<ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers Social media

	<ul style="list-style-type: none"> • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • Road safety • Drug education 	<ul style="list-style-type: none"> • Drugs, alcohol & tobacco • Keeping safe out and about 		(puberty, including menstruation) <ul style="list-style-type: none"> • First aid • Drug education 	<ul style="list-style-type: none"> • The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health
Citizenship	Responsibility <ul style="list-style-type: none"> • Rules • Caring for others: Animals • The needs of others Community <ul style="list-style-type: none"> • Similar, yet different • Belonging Democracy <ul style="list-style-type: none"> • Democratic decisions 	Responsibility <ul style="list-style-type: none"> • Rules beyond school • Our school environment • Our local environment Community <ul style="list-style-type: none"> • Job roles in our local community • Similar yet different: My local community Democracy <ul style="list-style-type: none"> • School Council • Giving my opinion 	Responsibility <ul style="list-style-type: none"> • Rights of the child • Rights and responsibilities • Recycling Community <ul style="list-style-type: none"> • Local community groups • Charity Democracy <ul style="list-style-type: none"> • Local democracy • Rules 	Responsibility <ul style="list-style-type: none"> • What are human rights? • Caring for the environment Community <ul style="list-style-type: none"> • Community groups • Contributing • Diverse communities Democracy <ul style="list-style-type: none"> • Local councillors 	Responsibility <ul style="list-style-type: none"> • Breaking the law • Rights and responsibilities • Protecting the planet Community <ul style="list-style-type: none"> • Contributing to the community • Pressure groups Democracy <ul style="list-style-type: none"> • Parliament 	Responsibility <ul style="list-style-type: none"> • Human rights • Food choices and the environment • Caring for others Community <ul style="list-style-type: none"> • Prejudice and discrimination • Valuing diversity Democracy <ul style="list-style-type: none"> • National democracy
Economic wellbeing	Money <ul style="list-style-type: none"> • Introduction to money • Looking after money 	Money <ul style="list-style-type: none"> • Where money comes from • Needs and wants • Wants and needs 	Money <ul style="list-style-type: none"> • Ways of paying • Budgeting • How spending affects others 	Money <ul style="list-style-type: none"> • Spending choices/ value for money • Keeping track of money 	Money <ul style="list-style-type: none"> • Borrowing • Income and expenditure • Risks with money 	Money <ul style="list-style-type: none"> • Attitudes to money • Keeping money safe • Gambling Career and aspirations

	<ul style="list-style-type: none">• Banks and building societies• Saving and spending Career and aspirations <ul style="list-style-type: none">• Jobs in school	<ul style="list-style-type: none">• Looking after money Career and aspirations <ul style="list-style-type: none">• Jobs	<ul style="list-style-type: none">• Impact of spending Career and aspirations <ul style="list-style-type: none">• Jobs and careers• Gender and careers	<ul style="list-style-type: none">• Looking after money Career and aspirations <ul style="list-style-type: none">• Influences on career choices• Jobs for me	<ul style="list-style-type: none">• Prioritising spending Career and aspirations <ul style="list-style-type: none">• Stereotypes in the workplace	<ul style="list-style-type: none">• What jobs are available• Career routes
Identity						<ul style="list-style-type: none">• What is identity• Gender identity• Identity and body image