

Our PSHE curriculum intent

To equip our children with the skills they need to thrive in modern Britain, we strive to teach the fundamental building blocks and characteristics of positive relationships and lifestyles in our wider world, including SMSC (spiritual, moral, social and cultural) and British values. The United Nations Global Goals work alongside our school STAR values as a common thread throughout our PSHE curriculum. We have embedded inspiring role models, stories and issues within our curriculum that actively promote the challenge of stereotypes, break barriers and explore 'big' questions.

Our PSHE curriculum implementation

Most of our PSHE lessons are taught through a children's book or media clip. Our lessons happen weekly with the class teacher. The class learning journeys evidencing class discussions, tasks and learning in their PSHE books.

RSE (Relationships and Sex Education) will be taught from Year 2 upwards in Spring 1 term to ensure that all children get educated about their physical, emotional and mental development according to their age before they leave our school. All parents are invited into school prior to the teaching of this unit to see our resources and curriculum content.

E-safety is supported by both the PSHE and Computing curriculum. And is a recurrent theme for lessons throughout the year.

2021-2022 Action Plan:

- Relevant texts collected for each aspect.
- Our Scheme of Work, SCARF and ELSA resources considerably used to support the intent of our PHSE curriculum.
- Learning can be seen around our school as each year group has a celebration wall displaying the books linked to their lessons.
- Weekly Key Stage Assemblies related to PHSE area to be led by a member of SLT.

Beyond 2022 – GRT Celebration week.

The main aspects of our PSHE are:

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| Rights and responsibilities | Feelings and friendships | Money and economics | Safety and risk | Health (including Relationships & Sex) | Identity & equality, including SMSC | Norton C of E's expectations & behaviour |
|------------------------------------|---------------------------------|----------------------------|------------------------|---|--|---|

Norton C of E Primary School

Our PSHE curriculum progression

| PSHE | | | | | | |
|---------------------------|---|---|---|---|---|--|
| Rights & Responsibilities | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>To understand responsibility and what can happen when it is not shared</p> <p>To begin to understand and respect the democratic process</p> <p>To understand how the importance of teamwork and being fair</p> | <p>To understand the process of democracy and understand the role of 'councillor'</p> <p>To share views about school improvement and contribute to decision making</p> <p>To vote for our class representatives to create democracy</p> | <p>To understand the role of the Queen in our country and it's rule of law</p> <p>To understand 'responsibility' and act responsibly i.e. duties at home, school, in the community and towards the environment</p> <p>To vote for our class representatives to create democracy</p> | <p>To understand the role of the Queen in our country and it's rule of law</p> <p>To understand 'responsibility' and act responsibly i.e. duties at home, school, in the community and towards the environment</p> <p>To vote for our class representatives to create democracy</p> | <p>To understand the process of democracy and that understand that universal rights are there to protect everyone</p> <p>To understand that everyone has human rights, and that children have special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To understand the role of 'councillor' and share views about school improvement and contribute to decision making</p> | <p>To learn what democracy is and about the basic institutions that support it locally and nationally</p> <p>To recognise and care about others' feelings and constructively challenge others' points of view</p> <p>To understand the role of 'councillor'</p> <p>To share views about school improvement and contribute to decision making</p> |

PSHE

Feelings & Friendships

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|--|---|---|--|--|--|
| | <p>To recognise the qualities of a good friend</p> <p>To understand why we sometimes fall out with our friends</p> <p>To recognise anger and explore ways to calm myself down</p> <p>To know what it feels like and looks like to be worried</p> | <p>To learn about truth and lies</p> <p>To be able to describe characteristics of a good friend</p> <p>To recognise what is fair, unfair, kind, unkind and right and wrong</p> <p>To agree on consequences of anti-social and aggressive behaviours</p> | <p>To develop self-awareness and understand that our feelings and bodies can be hurt by others</p> <p>To be able to judge what kind of physical contact is acceptable, comfortable and know how to respond when it is not, including who to tell and how</p> <p>To understand what a healthy, positive relationship looks like and how to maintain them</p> <p>To recognise ways in which relationships can be unhealthy and know where to get support</p> <p>To reflect on the year I have had</p> <p>To celebrate moving on with my new teacher (moving up day)</p> | <p>To think about how it feels to lose someone</p> <p>To be able to identify who can help them with difficult feelings</p> <p>To be able to identify good and not good feelings/ moods and be able to express these</p> <p>To judge what kind of physical contact is acceptable and how to respond</p> | <p>To learn about change in families including separation, divorce and bereavement</p> <p>To be aware of some of the problems that families/parents can face</p> | <p>To recognise who to trust and who not to trust</p> <p>To understand trust in a relationship or friendship and what to do if trust is broken</p> |

Bullying, in particular

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|--|--|--|---|---|--|--|
| | <p>To understand the definition of bullying</p> <p>To recognise when people are being unkind</p> <p>To know who to ask for help if I am being bullied</p> <p>To recognise and deal with emotions</p> <p>To recognise different types of teasing and bullying</p> | <p>To understand the definition of bullying</p> <p>To recognise when people are being unkind</p> <p>To know who to ask for help if I am being bullied</p> <p>To recognise and deal with emotions</p> <p>To recognise different types of teasing and bullying</p> | <p>To understand the definition of bullying</p> <p>To be able to talk about feelings</p> <p>To recognise and deal with emotions</p> <p>To understand what positively and negatively affects their physical, mental and emotional health (including the media)</p> | <p>To understand the definition of bullying</p> <p>To be able to talk about feelings</p> <p>To recognise and deal with emotions</p> <p>To understand what positively and negatively affects their physical, mental and emotional health (including the media)</p> | <p>To learn how to deal with bullies</p> <p>To know where to get help in dealing with bullying, including the role of the bystander</p> <p>To use role play to demonstrate how to handle bullying scenarios</p> <p>To understand how it feels to be excluded</p> <p>To be able to identify discriminative behaviours</p> <p>To empathise with how it feels to be excluded/bullied/discriminated against</p> <p>To realise the nature and consequences of use of prejudice based language (spastic, gay, retard, mong).</p> | <p>To learn about how to deal with conflict</p> <p>To understand the difference between passive, assertive and aggressive behaviour</p> <p>To be able to recognise and manage 'dares'</p> <p>To be able to recognise how 'peer acceptance' may be influential in their actions and behaviours</p> <p>To be able to handle moral dilemmas and know when to tell</p> |
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Money & economics

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|---|---|---|---|--|--|
| | <p>To learn about money and spending To role play simple financial transactions</p> <p>Add links from Maths</p> | <p>To learn about money and spending To role play simple financial transactions</p> <p>Add links from Maths</p> | <p>To understand the value of money To learn how to budget, save and spend To understand emotional responses to financial scenarios</p> <p>Add links from Maths</p> | <p>To understand the value of money To learn how to budget, save and spend To understand emotional responses to financial scenarios</p> <p>Add links from Maths</p> | <p>To understand the value of money To learn how to budget, save and spend To understand emotional responses to financial scenarios To recognise that with increasing independence comes increased responsibility to keep themselves and others safe</p> <p>Add links from Maths</p> | <p>To understand the value of money To learn how to budget, save and spend To understand emotional responses to financial scenarios To learn about the role money plays in their own and others' lives, including how to manage money and being a critical consumer To understand that resources can be allocated in different ways and these economic choices affect individuals, communities and the sustainability of the environment To learn about enterprise and the skills that make someone 'enterprising' To develop an initial understanding of the concepts of 'interest', 'tax', 'loan' and 'debt'</p> <p>Add links from Maths</p> |

| PSHE | | | | | | |
|--|--|---|--|--|--|--|
| Safety & risk | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Understand how to stay safe when meeting someone new (Relevant to any offsite visit) | Understand how to stay safe when meeting someone new (Relevant to any offsite visit) | Understand how to stay safe when away from school (Relevant to any offsite visit) | Identify outdoor risks Understand consequences associated with different types of behaviour | To learn about outdoor places and how to behave responsibly To identify risks in the environment To develop strategies for keeping physically safe, including road safety | To learn about outdoor places and how to behave responsibly To identify risks in the environment To develop strategies for keeping physically safe, including road safety |
| Internet/ online safety, in particular | | | | | | |
| To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources | To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources | To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources E safety-knowledge organisers | To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources | To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources | To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources | To know the risks of online activity and social media To know the benefits of rationing time spent on electronic devices Understand how to stay safe when away from school (Relevant to any offsite visit) link with 2019 computing resources |

| PSHE | | | | | | |
|------------------------|--------|---|--|--|---|---|
| Health (excluding RSE) | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | | <p>HRSE rules and respect</p> <p>To understand and respect the differences and similarities between people</p> <p>To learn about the biological differences between male and female animals and their role in the life cycle</p> <p>To learn the biological differences between male and female children</p> <p>To learn about growing from young to old and that they are growing and changing</p> <p>To learn that everybody needs to be cared for and way in which they care for others Learning about different types of family and how their home-life is special</p> <p>Add science links</p> | <p>To understand school rules about safety, basic emergency procedures and where/how to get help</p> <p>To understand what bacteria and viruses are and that they affect health and to identify ways to behave that reduce the spread of bacteria</p> <p>Add science links</p> | <p>To understand what food is healthy and why</p> <p>To recognise opportunities to make their own choices about food and what might influence their choices</p> <p>To design a healthy menu and compare with lunch menu offered in school</p> <p>To understand the benefits of a eating a balanced diet and think about how to make informed choices (choices can have positive, negative and neutral consequences)</p> <p>Add science links</p> | <p>To recognise early signs of illness</p> <p>To learn about science relating to allergies, immunisations and vaccinations</p> <p>Add science links</p> | <p>To know basic concepts of first aid</p> <p>To demonstrate how to treat basic injuries</p> <p>Add science links</p> |
| Growth Mind-set | | | | | | |
| | | <p>To recognise and celebrate my own strengths</p> <p>To learn from my own experiences (Growth Mind-set) and set simple but challenging goals</p> | <p>To know what growth mind set is</p> <p>To think of how I can use growth mind set in my learning</p> | <p>To know the difference between a growth and fixed mind-set</p> <p>To think of how I can use growth mind set in my learning</p> | <p>To know the difference between a growth and fixed mind-set</p> <p>To set my own growth mind-set goals/ produce a personal plan</p> | <p>To know the difference between a growth and fixed mind-set</p> <p>To understand the science behind growth mind-set</p> |

Identity & equality , including SMSC (spiritual, moral, social and cultural)

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|--|---|--|---|--|---|
| | <p>To recognise discrimination and appreciating everyone's value</p> <p>To explore the issue of equality through a story.</p> <p>To appreciate deaf awareness week</p> | <p>To recognise discrimination and accept everyone's value</p> <p>To debate a current topical issue and offer recommendations about equality</p> <p>To appreciate deaf awareness week</p> | <p>To learn about extended families</p> <p>To discuss issues for families living overseas and understand why families seek refuge/ migrate/ seek asylum</p> <p>To appreciate deaf awareness week</p> | <p>To learn about different types of relationships, including friends and families, civil partnerships and marriage</p> <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of a commitment made between 2 people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>To understand that there are many different types of relationships of equal value</p> | <p>To explore gender stereotypes</p> <p>To understand that the differences and similarities between people arise from a number of factors, including family, culture, ethnicity, race, religion, age, sex, gender identity, sexual orientation and disability (see protected characteristics in Equality Act 2010)</p> <p>To challenge stereotypes</p> <p>To learn about the lives of people living in other places, with different values and customs</p> | <p>To understand the history of Stone Wall</p> <p>To understand what LGBTQ+ is and means</p> <p>To understand the impact bullying can have on communities</p> <p>How does it fit in our behaviour policy at Norton C of E?</p> <p>To think of my own slogan, similar to Stonewall's</p> |

Refer to Glos Relationship and Sex Education for RSE details.