

PSHE

Intent:

Our PSHE curriculum is designed to encourage children to become more aware of themselves, how to treat themselves and others with respect and dignity and to understand what constitutes healthy relationships and to help them to understand their place within the wider world and local community.

Our Christian values of dignity, community, wisdom, hope and love are demonstrated throughout our teaching of PSHE. These values, as well as being Biblical, are pivotal to the teaching in PSHE as they are skills for life that help build a strong community in Britain.

Implement:

The acquisition of knowledge and the understanding of their role in society and how children develop sound, wholesome and mutually beneficial relationships is an integral part of our PSHE lessons. Linked knowledge organisers, which include help and key vocabulary, enable pupils to learn and retain the important, useful and powerful vocabulary and knowledge contained within each unit.

At Linby cum Papplewick C of E Primary, teachers create a positive attitude to PSHE learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards and of being kind, respectful and physically and emotionally healthy.

Our whole school approach to the teaching and learning of PSHE involves the following:

Our PSHE lessons are taught over a number of weeks to allow children to acquire a wealth of substantive knowledge and understanding. Our curriculum is progressive. We build upon the learning development of the previous years, which is tested through our 'start of unit quizzes' where teachers can identify misconceptions that need addressing.

New vocabulary and challenging ideas are introduced through direct teaching. This is developed through the years, in keeping with the topics.

EYFS:

PSHE in the foundation stage is crucial. It underpins and supports children in learning how to make positive relationships, choices and negotiate through play. EYFS teachers will encourage children and take every opportunity to explore how to keep safe, be a good steward of our environment and how to keep well through planned circle times and lessons.

Assessment and Recording of Learning:

Assessment in PSHE is carried out by teachers through a variety of formative and summative methods. Start of unit quizzes allow teachers to identify misconceptions prior to the lesson input. End of unit quizzes allow teachers to assess pupil's progress and attainment. Knowledge organisers are used during every PSHE lesson to aid knowledge retention.

Learning in PSHE is recorded in books in KS2 and in floor books in the EYFS and KS1.

Impact:

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem

Key Concepts in PSHE



Physical and emotional wellbeing

Every child needs to understand what they can do to support their own and others physical and emotional wellbeing. Children are encouraged to seek help when they experience a range of emotions and when something makes them unhappy. Children will know that their actions can impact the physical and emotional wellbeing of others.



Relationships

At Linby, relationships are at the heart of everything we do. This belief is encapsulated in our Key Scripture: *May love and kindness be the motivation behind all that you do.* Children will learn that relationships, like families, can differ. Some relationships are positive and some are not. Children are encouraged to think about how they can develop positive relationships and what to do if they are exposed to negative relationships.



Stewardship (looking after money and the environment)

The Bible encourages us to be good stewards of all that we have. We are blessed to live and work in a beautiful world. The children will learn that there are only finite resources in our world, and that they can take an active part in protecting what we have for future generations.

PSHE: Mapping of Units of Study

Cycle A

Class	Autumn	Spring	Summer
	Families and Friendships Safe Relationships +Say no to Bullying	Keeping Safe inc E-Safety Think Positive	Physical and Mental well-being Growing and Changing
Ash	Roles of different people; families; feeling cared for. My body belongs to me; Pants Rules. Feelings and accessing help.	Why do we have rules and how age restrictions help us, keeping safe online and who to tell. How to help, making good choices, having gratitude.	Keeping healthy; food and exercise; hygiene routines; sun safety Recognising what makes us unique and special; feelings; managing when things go wrong
Elm (Y1, Y2)	Making friends; feeling lonely and getting help, positive play, falling out Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Safety in different environments; risk and safety at home; emergencies	Why sleep is important; medicines and keeping healthy; managing feelings and asking for help Growing older; naming body parts; moving class or year
Fir (Y3, Y4)	What makes a family; features of family life: Positive friendships, including online Personal boundaries. Safely responding to others, the impact of hurtful behaviour, managing confidentiality	Risks and hazards; safety in the local environment and unfamiliar places, Medicines and house-hold products; drugs common to everyday life	Healthy choices and habits; Maintaining a balanced life-style; oral hygiene and dental care Personal strengths and achievements; managing and reframing setbacks;
Oak (Y5, Y6)	Managing friendships and peer influence. Attraction to others; romantic relationships; civil partnership and marriage Physical contact and feeling safe: Recognising and managing pressure; consent in different situations	Keeping safe in different situations, including responding in emergencies, first aid and Keeping personal information safe. DAART	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Managing change, loss and bereavement; managing time online Growing Up, Growing Wise Human reproduction and birth, increasing independence; managing transitions

Cycle B

Class	Autumn	Spring	Summer
	Respecting ourselves and others Money and Work	Media and digital resilience inc E-Safety Belonging to a community	Britain One World
Ash	How behaviour affects others; being polite and respectful. Strengths and interests; jobs in the community	Using the internet and digital devices; communicating online What rules are; caring for others' needs; looking after the environment	Special people, homes, environment, living in Britain Similarities and differences between Britain and other countries
Elm (Y1, Y2)	Recognising things in common and differences; playing and working co-operatively; sharing opinions What money is; needs and wants; looking after money	The internet in every-day life; content and information. Belonging to a group; roles and responsibilities; being the same and different in the community.	Special people, homes, how to be a good neighbour, living in Britain. Similarities and differences between Britain and other countries; climate change
Fir (Y3, Y4)	Recognising respectful behaviour; self-respect; courtesy and being polite. Respecting differences and similarities. Different jobs and skills; stereotypes; setting personal goals. Using and keeping money safe	How the internet is used; assessing information online. (Y4) How data is used and shared. The values of rules and laws; rights, freedoms and responsibilities.	Rules, liberty, democracy and rights Similarities and differences in opinions, expressing opinions, inequality, climate change
Oak (Y5, Y6)	Responding respectfully to people; recognising prejudice and discrimination. Identifying job interests and aspirations; what influences career choices. Influences and attitudes to money; money and financial risks.	How information online is targeted; different media types, their role and impact. Evaluating media sources. Valuing diversity; challenging discrimination and stereotypes	Faiths and ethnicities, local and national government, charities and voluntary groups. Archbishop's Leadership Award Global warming, biodiversity, global citizenship. Sustainability

PSHE: Physical and Emotional Wellbeing



Year 6

- To know that physical and emotional changes take place as they go through puberty.
- To know that taking legal and illegal drugs can impact on health.
- To know that they can face new challenges in positive ways.
- To know that it is normal to experience strong emotions and know ways of managing these positively.

Year 5

- To know that their bodies change as they approach puberty.
- To know that good personal hygiene can prevent the spread of illness.
- To know that there are strategies for keeping physically and emotionally safe.

Vocabulary:

Allergies, Heat stroke, Recover, Immune Prescribed dose, Puberty, Sweat, Period, Personal hygiene, Sleeping habit / routines, Hormones, Testicles, Penis, Scrotum, Ovary, Vagina, Egg, Consent, Age ratings, Informed choice Failure, Success, Achievement, Growth Mindset, Grief, Reliable

Substance abuse, Resistance, Types of illegal drug, e.g cannabis, Bacteria, Insulin EpiPen, Diabetes, Eczema, Asthma, Immunisation, Sun exposure, Skin damage, Transition,

Erections, Uterus, Fallopian Tube, Cervix Testosterone, Progesterone, Oestrogen, Menstrual Cycle, Placenta, Fertilisation, Sperm, Embryo, Amniotic fluid, Umbilical cord,

Consent, Compliance, Positive risks, Negative risks, Morals, Cognitive, Mindful techniques, Bereavement, Positivity



Year 4

- To know that medicines and household products can pose risks to them.
- To know that there are ways to prevent the spread of illnesses and ways to keep their bodies healthy.
- To know that mental well-being can be impacted by different things.
- To know that there are ways to overcome and reframe setbacks.

Year 3

- To know that it is important to have a healthy lifestyle.
- To know that the spread of illness can be prevented.
- To know that different things can affect emotional (or mental) health and well-being.
- To know that they experience a range of feelings and know how to access support with these.

Vocabulary:

Danger, Risk, Balanced diet, Words associated with illness – cough/splutter Floss, Teeth names, Harmful, Oral hygiene, Exercise, Protein, Vaccine, Muscles, Disease, Infection, Positive attitude, Negative thoughts, Chemicals, Strategies, Nervous, Anxious, Habits, Achievement, Self-esteem.

Drug, Caffeine, Hazard, Poisonous, Antibiotics, Physically fit, Contagious, Immunisation, Hydrate, Saturated, Vitamins, Minerals,

Mental wellbeing, Endorphins, Distract, Shame, Guilt, Mindfulness, Resilience, Reframe.



Year 2

- To know that the choices they make can impact their physical and health and well-being.
- To know that some products and medicines can be harmful.
- To know that there are ways to get help in an emergency.
- To know that emotions have different names.

Year 1

- To know that people grow and change from young to old.
- To know that there are ways to keep themselves healthy.
- To know that everyone has a range of emotions.

Vocabulary:

Teeth, Dentist, Hygiene, Young, Old, Feelings, Unhappy, Opinions, Emotions, Thankful, Goal, Calm.

Dental Health, Life cycle, Opportunity, Responsibility, Concerns, Cautious, Balance, Online, Offline, Vaccine, Allergies, Harmful, Medicine, Emergency

Lonely, Positive, Choices, Decisions, Achieve, Anger, Scared, Thrilled, Furious, Terrified, Exhausted, Overjoyed, Distressed.



EYFS

- To know that there are ways of keeping clean and can name the main parts of the body, including those that are private.
- To know that they may have good and not so good feelings.
- To know that it is good to talk when things go wrong.

Vocabulary:

Hurt, Private, Parts of body, Hug / cuddle

Kiss, Tickle, Clean, Healthy / unhealthy,

Sun cream, Grow and change, Happy, Sad,

Help, Thankful, Feelings, Wrong

PSHE: Relationships



Year 6

- To know that diversity is important and know that others can choose to live their lives in different ways.
- To know that there are ways to assertively challenge prejudice and discrimination.
- To know that there are differences between positive and negative relationships.
- To know that the pressure placed on them by peers can influence them to do the wrong thing and know ways to challenge this.

Year 5

- To know that there are strategies to respond to, or challenge, negative behaviours such as stereotyping and aggression.
- To know that there are different beliefs and values in society and know ways to show respect and tolerance towards people who are different from themselves.
- To know that there are different types of relationship and know what to do if these relationships are unhealthy.
- To know that friendships can experience challenges and can talk about ways to resolve conflicts.

Vocabulary:

diversity, difference, value, assertive, bystander, upstander, prejudice, discrimination, protected characteristics, peer pressure, aggression stereotypes, tolerance,



Year 4

- To know that everyone has a right to be treated, and to treat others, with respect.
- To know that there are ways to resolve conflict respectfully.
- To know that there are differences between bullying behaviour and teasing.
- To know that they should seek help when they see or experience bullying or teasing. .

Year 3

- To know that differences may come from other types of family, culture, gender, race and faiths.
- To know that differences and similarities should be valued and respected.
- To know that there are ways to encourage and support one another.
- To know that there are consequences of negative behaviour.

Vocabulary:

rights, responsibility, respect, resolution, conflict bullying, banter, teasing, upstander, bystander, culture, gender, race, consequences



Year 2

- To know that other people are different to them and value their differences.
- To know that bullying is wrong.
- To know that there are ways to resolve conflicts with their friends.
- To know that it is important to communicate their feelings to others.

Year 1

- To know that people share similarities and differences.
- To know that hurtful and unkind behaviour is wrong and know some ways to get help dealing with it.

Vocabulary:

same, different, kind, unkind, right, wrong, hurt, help, values, good, support, talk, communicate, difference, conflict, argue, resolve. Bullying, repeated, several purpose, accident, deliberate



EYFS

- To know what is fair/unfair, kind/unkind, right/wrong.
- To know that there are different ways that family and friends care for them.

Vocabulary:

fair/unfair, kind/unkind, right/wrong
Family, mum, dad, grandma, mama, granddad, grandpa, brother, sister, step-

PSHE: Stewardship



Year 6

- To know that democracy and human rights are for everyone and that these can impact the lives of others.
- To know that there are different possible routes to different careers and be able to set goals towards these.

Year 5

- To know that they can play a part in the community, at home and school and that they can make a difference to the environment.
- To know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Vocabulary:

democracy, human rights, community, steward, champion, inclusion, environmental, activist, pollution, sustainability careers.



Year 4

- To know that there are different kinds of rights, responsibilities and duties at home, at school, in the community and towards the environment.
- To know that there is a positive impact of looking after money.

Year 3

- To know that they are part of a community.
- To know that there are events happening now that can impact the environment.
- To know that money plays a role in their lives and that it is important to budget.

Vocabulary:

rights, responsibility, duty, care, money, impact, budget, world, environment, pollution



Year 2

- To know that different things improve and harm their local environment and know some ways people look after it.
- To know that money comes from different sources and can be used for different purposes.

Year 1

- To know that they belong to different groups.
- To know that they can help their community and the environment

Vocabulary:

money, pounds, notes, savings, account, environment, litter, waste, reuse, reduce, recycle

EYFS

EYFS

- To know that people and other living things have needs and that they have responsibilities to meet them.

Vocabulary:

Living things, care, look after