

## PSHE Curriculum

### **PHSE aspects will be taught explicitly through:**

#### **Dot.com programme**

This will be the main teaching of PHSE, but will be reinforced across the curriculum. Designated Dot.com leads will teach each class across the whole school. No other adults (except SEN support if required) should be present during these sessions to allow children to speak freely. A session will be held with each class weekly.

#### **Science**

Particular units of work have objectives that cross over with PHSE. It is essential that all of the science and PHSE objectives are included in the planning

#### **Computer science**

The E-safety units have objectives that cross over with PHSE. It is essential that all of the computer science and PHSE objectives are included in the planning

#### **Other**

Particular units of work have objectives that cross over with PHSE. It is essential that all of the subject specific and PHSE objectives are included in the planning

#### **Outside Agencies**

Outside agencies will be invited into school to support PHSE such as; NSPCC, Gangs group, Emergency services, Drop in Bus, Life Education Van etc

### **British Values will be promoted in everything that we do in the school**

- enable students to develop their self-knowledge, self-esteem and self-confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law in England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support and participation in the democratic processes, including respect for the basis on which the law is made and applied in England

### **In addition these areas will be reinforced across the whole curriculum and school:**

- To make choices that improve their health and well-being
- To know what makes a healthy lifestyle, including the benefits of exercise, healthy eating, informed choices
- To think about what may happen before deciding what to do
- To know all actions have a consequence, good or bad, and they are responsible for their own actions

The curriculum objectives are split into year groups, however there are overarching concepts and skills that impact across the year groups.

### Overarching Concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
5. **Diversity and equality** (in all its forms)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

PSHE education makes a significant contribution to the development of a wide range of essential skills.

### Essential Skills

The <b>intrapersonal</b> skills required for self-management	The <b>interpersonal</b> skills required for positive relationships in a wide variety of settings	Skills of <b>enquiry</b>
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the wider world</b>
<ul style="list-style-type: none"> <li>• to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health</li> <li>• to recognise that choices can have good and not so good consequences</li> <li>• to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>• about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>• about change and loss and the associated feelings</li> <li>• that household products, including medicines, can be harmful if not used properly</li> <li>• rules for and ways of keeping physically and emotionally safe (including internet safety, difference between secrets and surprises and understanding not to keep adults' secrets, road safety, safety in the environment eg rail, water, fire)</li> <li>• about people who look after them, family networks, safe people to go to, ways to help people look after them</li> <li>• to recognise that they share a responsibility for keeping themselves and others safe, when to say yes/no/I'll ask/I'll tell</li> <li>• to know that sometimes when people are feeling bad at home or school, it can make them hurt themselves physically, mentally or sabotage friendships</li> <li>• to be aware how hurting themselves can impact on others</li> <li>• to identify strategies for coping or seeking help when they feel they want to hurt themselves</li> <li>• know how other people or situations can make them feel not valued and respected or insecure and unsafe</li> <li>• know that adults can put academic pressure on them, how they can manage this or seek help</li> <li>• to know that if a friend is hurting themselves in some way, then this is not a good secret</li> <li>• to know that there are harmful and safe products, and that medicines are only safe if prescribed by a doctor and the correct dosage is taken</li> <li>• to identify some harmful products: tobacco, alcohol, drugs and know the impact they have on the body</li> <li>• to know that some products are restricted or illegal</li> </ul> <p><b><u>In year 2</u></b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> </ul>	<ul style="list-style-type: none"> <li>• to communicate their feelings to others, to recognise how others show feelings and respond</li> <li>• to recognise how their behaviour affects others</li> <li>• the difference between secrets and surprises and the importance of not keeping adult secrets only surprises</li> <li>• to recognise what is fair/unfair, kind/unkind, right/wrong</li> <li>• to share their opinions on things that matter to them and explain their views through discussions</li> <li>• to listen to other people and play and work cooperatively (including strategies to resolve arguments)</li> <li>• to offer constructive support and feedback to others</li> <li>• to identify and respect the differences and similarities between people</li> <li>• to identify their special people (family, friends, carers), what makes them special and how special people care for one another</li> <li>• to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>• that people's bodies and feelings can be hurt</li> <li>• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>• that there are different types of teasing and bullying, that these are wrong and unacceptable</li> <li>• how to resist teasing and bullying, and what to do if they experience or witness it</li> </ul>	<ul style="list-style-type: none"> <li>• how to contribute to life in the classroom</li> <li>• to help construct and follow, class rules and understand how these rules help them</li> <li>• that people and other living things have needs and that they can have responsibilities to meet them (including taking turns, sharing and understanding the need to return anything borrowed)</li> <li>• that they belong to various groups and communities such as family and school</li> </ul>

<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the wider world</b>
<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle</li> <li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them</li> <li>• about change, including transitions, loss, separation, divorce and bereavement</li> <li>• to differentiate between the terms ‘risk’, ‘danger’ and ‘hazard’</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</li> <li>• to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• that pressures to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>• to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>• what is meant by the term ‘habit’ and why habits can be hard to change</li> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</li> <li>• about people who are responsible for helping them stay healthy and safe and ways that they can help these people</li> <li>• to know that when people are feeling unhappy it may make them want to self-sabotage/self-harm, particularly in situations which are out of their control e.g. divorce, bereavement etc.</li> <li>• to know that self-sabotage and self-harm can take many forms</li> <li>• that self-sabotage and self-harming can have consequences on their physical and</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support</li> <li>• to be aware of the different types of relationship, including those between acquaintances, friends, relatives and families</li> <li>• that their actions affect themselves and others</li> <li>• to judge what kind of physical contact is acceptable/unacceptable and how to respond</li> <li>• the concept of ‘keeping something confidential or secret’, when we should/should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</li> <li>• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about people’s feelings and try to see, respect and if necessary constructively challenge their points of view</li> <li>• to work collaboratively towards shared goals</li> <li>• to develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• that differences and similarities arise from a number of factors: family, cultural, ethnic, race and religious diversity, age, sex, gender identity, sexual orientation and disability</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive bullying (including cyber bullying, prejudice based language, how to</li> </ul>	<ul style="list-style-type: none"> <li>• to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</li> <li>• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>• that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>• to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>• that there are different kinds of responsibilities, rights and duties at home, school, in the community and towards the environment</li> <li>• to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices</li> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the UK</li> <li>• to think about the lives of people living in other places, and people with different values and customs</li> </ul>

<p>mental health, and can impact and affect their family and friends including the physical and mental health of family/friends</p> <ul style="list-style-type: none"> <li>• that a consequence of self-sabotage and self-harm is that they may not be trusted by others, which in turn can make them feel worse and how they can break this cycle</li> <li>• know how other people or situations can make them feel not valued and respected or insecure and unsafe</li> <li>• to consider how to manage parental expectations and why parents might have unrealistic expectations or expectations that are not suitable for them.</li> <li>• to know when and how they can ask for help and how to find their voice</li> <li>• know that a good friend would encourage them to say something if they are self-harming, or would get help for them on their behalf</li> <li>• to know that in life nobody can control or fix everything</li> </ul>	<p>respond and ask for help)</p> <ul style="list-style-type: none"> <li>• to recognise and manage ‘dares’</li> <li>• to recognise and challenge stereotypes</li> <li>• to have the opportunity to recognise bullying and abuse in all its forms (including in person, online and text)</li> </ul>	<ul style="list-style-type: none"> <li>• about the role money plays in their own and others’ lives, including how to manage money and about being a critical consumer</li> <li>• to develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’</li> <li>• that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>• about enterprise and the skills that make someone ‘enterprising’</li> </ul>
<b>Year 3</b>		
<ul style="list-style-type: none"> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so</li> </ul>	<ul style="list-style-type: none"> <li>• to explore and critique how the media present information</li> </ul>
<b>Year 4</b>		
<ul style="list-style-type: none"> <li>• To recognise opportunities to make their own choices about food, what might influence those choices and the benefits of eating a balanced diet</li> <li>• Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Year 5</b>		
<ul style="list-style-type: none"> <li>• To recognise opportunities to make their own choices about food, what might influence those choices and the benefits of eating a balanced diet</li> <li>• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>• to know what constitutes self-sabotage and self-harming and identify that this is often a way a person shows they are struggling to cope and feel out of control</li> </ul>	<ul style="list-style-type: none"> <li>• that civil partnerships and marriages are examples of stable, loving relationships and a public demonstration of the commitment made between two 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</li> <li>• to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don’t absolutely want to do so</li> <li>• to have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>• to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</li> <li>• to explore and critique how the media present information</li> <li>• know the impact of the media and visual imagery on their self-confidence and self-esteem, how images are often manipulated to look more appealing and how they can stereotype groups or individuals</li> </ul>

**Areas of PHSE to be taught by the Class teacher**

**EYFS**

<b>Personal, Social and Emotional development</b>	<b>Physical Development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>learn to play co-operatively, taking turns with others</li> <li>initiates conversations, attends to and takes account of what others say</li> <li>takes steps to resolve conflicts with other children e.g. finding a compromise</li> <li>take account of one another's ideas and how to organise an activity</li> <li>show sensitivity to other's needs and feelings</li> <li>form positive relationships with adults and other children</li> <li>are confident to try new activities, and say why they like some activities more than others</li> <li>are confident to speak in a familiar group, will talk about their ideas, and will choose resources they need for their chosen activity</li> <li>can say when they do/don't need help</li> <li>can describe self in positive terms and talk about abilities</li> <li>can 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</li> <li>can work as part of a class or group, and understand and follow rules</li> <li>they adjust their behaviour to different situations, and take changes of routines in their stride</li> </ul>	<ul style="list-style-type: none"> <li>know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe</li> <li>can manage their own hygiene and personal needs successfully, including dressing and going to the toilet independently</li> </ul>	<ul style="list-style-type: none"> <li>can talk about past and present events in their own lives and in the lives of a family member</li> <li>know that other children do not always enjoy the same things, and are sensitive to this</li> <li>know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>knows some of the things that make them unique</li> <li>shows interest in different occupations and ways of life</li> <li>knows that information can be retrieved from computers</li> <li>recognise that a range of technology is used in places such as home and school</li> <li>can select and use technology for particular purposes</li> </ul>

<b>Year</b>	<b>Science</b>	<b>Computer science</b>	<b>Other</b>
<b>1</b>		<ul style="list-style-type: none"> <li>identify characteristics of people who are worthy of their trust</li> <li>know what is meant by personal information and develop awareness of why it is special</li> <li>know they can access a range of information on the internet</li> <li>can navigate age-appropriate websites</li> <li>to know what to do if they find something inappropriate online</li> </ul>	<ul style="list-style-type: none"> <li>what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>the importance of and how to maintain personal hygiene</li> <li>how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> <li>about the process of growing from young to old and how people's needs change</li> <li>about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>the names for the main parts of the body (including external genitalia)</li> <li>the similarities and differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>develop awareness of relevant e-safety issues and understand that personal information is unique to them</li> <li>identify characteristics of people who are worthy of their trust</li> <li>can use the internet purposefully to answer specific questions</li> <li>know that not everything they encounter on the internet is true</li> </ul>	

Year	Science	Computer science	Other
3		<ul style="list-style-type: none"> <li>• develop awareness of online protocols, in order to stay safe on the web</li> <li>• develop strategies for staying safe when using the internet</li> <li>• use the internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• strategies for keeping physically and emotionally safe including road safety (including cycle safety), safety in the environment (including rail, water and fire safety) and safety online (including social media, the responsible use of ICT and mobile phones)</li> </ul>
4		<ul style="list-style-type: none"> <li>• understand and abide by the school acceptable use policy</li> <li>• are aware of the need to develop a set of online protocols to stay safe online</li> <li>• safely use the internet for research and follow lines of enquiry</li> <li>• understand the function of a search engine and the importance of using correct search criteria</li> <li>• use the internet as a resource to support their work, and begin to understand plagiarism</li> <li>• know that not everything they encounter on the internet is true and know what to do if they find something they are uncomfortable with</li> </ul>	
5		<ul style="list-style-type: none"> <li>• understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school</li> <li>• develop a set of online protocols to stay safe online</li> <li>• recognise inaccuracies and bias on the web and evaluate websites for their validity</li> </ul>	
6	<ul style="list-style-type: none"> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• about human reproduction and understand the mechanics of sexual intercourse</li> <li>• to know the physical and emotional changes that take place during puberty</li> <li>• to understand that there may be peer pressure surrounding sexual intercourse and relationships</li> <li>• to be able to make informed decisions about relationships and sex</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate their use of technology including the use of email, social networking, online gaming and mobile phones and consider how they present themselves online</li> <li>• confidently and competently use the internet tool for research and critically evaluate websites for their use</li> <li>• know that not all information is accurate or unbiased and develop strategies for identifying the origin of a website</li> <li>• are aware of copyright issues and know that not all resources they find on the internet are legal to use or copy (even if sources are identified)</li> </ul>	