

PSHE Subject Overview



At The Bishops' we aim to provide a rich and engaging PSHE curriculum that meets the needs of the children in our community. Our PSHE curriculum is designed to deepen knowledge and develop skills, ensuring effective progression within the subject and across all year groups. The PSHE curriculum is delivered through highly effective 'quality first teaching' which aims to broaden our pupil's understanding of themselves and the wider world around them. This is done through open discussion, engaging in difficult conversations and enabling our pupil's to feel safe and supported to ask questions. Our PSHE curriculum includes the new statutory guidance for Relationships, Sex and Health Education and the non-statutory guidance for promoting British Values within SMSC and citizenship.

The PSHE curriculum is split into three core themes:

- Health and wellbeing: physical health and mental wellbeing, growing and changing, keeping safe
- Relationships: families and friendships, safe relationships, respecting ourselves and others
- Living in the wider world: belonging to a community, media literacy and digital resilience, money and work

As a church school, our core values underpin all we do, especially within our PSHE curriculum. We persevere, we learn how to be compassionate, we respect each other, we learn how to forgive, we trust each other and we learn courage. Our PSHE curriculum enables our pupils to explore our values whilst learning about themselves and the wider world around them. Our PSHE curriculum is tightly linked to our social, moral, spiritual and cultural development plan in order to enable our pupils to truly flourish within our communities and the wider world around them. We want our pupil's to develop self-confidence through our delivery of PSHE in order to live out our mantra: faith to belong, believe, aspire and achieve.

Our PSHE curriculum addresses both pupil's current experiences and prepares them for the future. We provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended yearly. As a Trauma Informed School, it is also important that our PSHE curriculum be flexible in order to react to events which may impact our children, as they happen around the world.

We believe that our PSHE curriculum will support our pupils to become resourceful members of the community, who aspire to help and support others, be mindful and respectful of difference, with an understanding of their own health and wellbeing which will remain with them as they grow.

Curriculum Intent, Implementation and Impact Overview

Subject: PSHE

Subject Leader: Natalie Parr

Intent	Implementation	Impact
<p>To ensure all children :</p> <ul style="list-style-type: none"> • Develop a confidence in sharing their own thoughts and opinions with others • Develop skills and attributes to keep themselves healthy and safe • Develop an attitude of a responsible global citizen • Show respect and tolerance towards other's beliefs, religions and life choices • Build positive, respectful relationships with other people • Embody and reflect our school values and vision statement. 	<p>Clear and comprehensive scheme of work in line with the National Curriculum – <i>Teaching and Learning should show progression across all key stages within the themes of PSHE. Teaching and Learning should plan for opportunities for discussion and reflection.</i></p> <p>Planning and resources <i>Teachers have access to planning and resources from a range of high quality organisations including Philosophy for Children and the PSHE association alongside specialist resources for important dates across the year. Children have access to high quality books which gives them exposure to a range of beliefs, relationships and family structures and cultures.</i></p> <p>Philosophy for Children <i>Regular Philosophy for Children (P4C) sessions which build higher order thinking, questioning, speaking and listening skills and these are incorporated into the PSHE curriculum.</i></p> <p>Reactive and Flexible planning <i>Children will be able to learn and discuss important global events through reactive and flexible planning which takes into account what is happening in the world.</i></p> <p>Educational Visits <i>Visitors such as emergency services and the school nurse complement our PSHE curriculum.</i></p> <p>British Values, citizenship and RSE <i>Children will learn about British Values and citizenship through a spiral curriculum which revisits, reinforces and is extended year on year.</i></p> <p>Monitoring <i>A regular scrutiny of PSHE floor books and learning walks will enable the curriculum leaders to check coverage and progression.</i></p> <p>Staff Development <i>Teachers and staff have CPD around the PSHE curriculum, P4C, alongside specialist CPD which supports our TIS work.</i></p>	<p>Children can approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.</p> <p>From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility to being a global citizen.</p> <p>Children can understand different lifestyles people may live and be respectful and tolerant of those leading different lives to themselves.</p> <p>Children will be able to question ideas and reflect on knowledge.</p> <p>Children will engage in respectful debate and discussion and explain their ideas and thoughts.</p> <p>Children will understand how to keep themselves safe and healthy both as an individual and within their relationships with others.</p>

PSHE knowledge progression

Theme	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Well being	<p>Early learning goal – health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Early learning goal – self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Keeping healthy</p> <p>Food and exercise, hygiene routines</p> <p>Sun safety</p> <p>Recognizing what makes them unique and special</p> <p>Feelings</p> <p>Managing when things go wrong</p> <p>How rules and age restrictions help us</p> <p>Keeping safe online</p>	<p>Why sleep is important</p> <p>Medicines and keeping healthy</p> <p>Keeping teeth healthy</p> <p>Managing feelings and asking for help.</p> <p>Growing older</p> <p>Naming body parts</p> <p>Moving class or year</p>	<p>Health choices and habits</p> <p>What affects feelings</p> <p>Expressing feelings</p> <p>Personal strengths and achievements</p> <p>Managing and reframing set backs</p> <p>Risks and hazards</p> <p>Safety in the local environment and unfamiliar places</p>	<p>Maintaining a balanced lifestyle</p> <p>Oral hygiene and dental care</p> <p>Physical and emotional changes in puberty</p> <p>External genitalia</p> <p>Personal hygiene routines</p> <p>Support with puberty</p> <p>Medicines and household products</p> <p>Drugs common to everyday life</p>	<p>Healthy sleep habits</p> <p>Sun safety</p> <p>Medicines</p> <p>Vaccinations, immunisations and allergies</p> <p>Personal identity</p> <p>Recognising individuality and different qualities</p> <p>Mental wellbeing</p> <p>Keeping safe in different situations including responding in emergencies</p> <p>First aid</p> <p>FGM</p>	<p>What affects mental health and ways to take care of it</p> <p>Managing change</p> <p>Loss and bereavement</p> <p>Managing time online</p> <p>Human reproduction and birth</p> <p>Increasing independence</p> <p>Managing transition</p> <p>Keeping personal information safe</p> <p>Regulations and choices</p> <p>Drug use and the law</p> <p>Drug use and the media</p>

KEY VOCABULARY	Exercise, healthy, unhealthy, clean, 'I like', 'I don't like'	Healthy, unhealthy, exercise, hygiene, rules, internet, feelings, growth mindset, sun cream, SPF, germs	Dentist, dental hygiene, brushing, flossing, body parts names, bacteria, viruses	Emotions and words to describe them, risk, hazard, diets, habits,	External genitalia names: vulva, vagina, penis, testicles, hormones, puberty, hormones,	Ethnicity, gender, sexuality, gender identity and biological sex, female genital mutilation, SPF, 999, emergencies, vaccines	Recreational drugs, medical drugs, laws, consent, menstruation, menstrual cycle, erections, wet dreams, genitalia names, internal reproductive organs, external reproductive organs, puberty, tampons, sanitary towels, menstrual cups, nicotine, alcohol
Theme	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>Early learning goal – managing feelings and behaviour 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.</p> <p>Early learning goal – making relationships Children play co-operatively, taking turns</p>	<p>Roles of different people</p> <p>Families</p> <p>Feeling cared for</p> <p>Recognizing privacy</p> <p>Staying safe</p> <p>Seeking permission</p> <p>How behavior affects others</p> <p>Being polite and respectful</p>	<p>Making friends</p> <p>Feeling lonely</p> <p>Getting help</p> <p>Managing secrets</p> <p>Resisting pressure and getting help</p> <p>Recognizing hurtful behavior</p> <p>Recognizing things in common and differences</p> <p>Playing and working co-operatively</p> <p>Sharing opinions</p>	<p>What makes a family</p> <p>Features of family life</p> <p>Personal boundaries</p> <p>Safely responding to others</p> <p>The impact of hurtful behaviour</p> <p>Recognizing respectful behavior</p> <p>The importance of self-respect</p> <p>Courtesy and being polite</p>	<p>Positive friendships including online</p> <p>Responding to hurtful behaviour</p> <p>Managing confidentiality</p> <p>Recognising risks online</p> <p>Respecting differences and similarities</p> <p>Discussing difference sensitively</p>	<p>Managing friendships and peer influence</p> <p>Physical contact</p> <p>Feeling safe</p> <p>Responding respectfully to a wide range of people</p> <p>Recognising prejudice and discrimination</p>	<p>Attraction to others</p> <p>Romantic relationships</p> <p>Civil partnership and marriage</p> <p>Recognising and managing pressure</p> <p>Consent in different situations</p> <p>Expressing opinions and respecting others points of view</p> <p>Discussing topical issues</p>

	with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.						
KEY VOCABULARY	Feelings, behaviour, consequence, friend, sharing	Relatives, friends, bullying	Secrets, peer pressure, lonely, friendship	Single parents, same-sex parents, step-parents, blended families, foster families, adopted families, personal boundaries, consent,	Mutual respect, trust, generosity, online friendships, face-to-face friendships, exclusion, inclusion,	Consent, legal age of consent, peer pressure, bullying, trolling, harassment, teasing, discrimination, personal boundaries, unwanted physical contact, prejudice, stereotypes	Gender identity, sexual orientation, emotional/romantic/sexual attraction,, marriage, civil partnership, arranged marriages, forced marriage, consent, co-habiting,
Theme	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the wider world	Early learning goal – the world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might	What rules are Caring for others' needs Looking after the environment Using the internet and digital devices	Belonging to a group Roles and responsibilities Being the same and different in the community	The value of rules and laws Rights, freedoms and responsibilities How the internet is used	What makes a community Shared responsibilities How data is shared and used	Protecting the environment Compassion towards others How information online is targeted	Valuing diversity Challenging discrimination and stereotypes Evaluating media sources Sharing things online

	<p>vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Early learning goal – people and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Communicating online</p> <p>Strengths and interests</p> <p>Jobs in the community</p>	<p>The internet in everyday life</p> <p>Online content and information</p> <p>What money is</p> <p>Needs and wants</p> <p>Looking after money</p>	<p>Assessing information online</p> <p>Different jobs and skills</p> <p>Job stereotypes</p> <p>Setting personal goals</p>	<p>Making decisions about money</p> <p>Using and keeping money safe</p>	<p>Different media types, their role and impact</p> <p>Identifying job interests and aspirations</p> <p>What influences career choices</p> <p>Workplace stereotypes</p>	<p>Influences and attitudes to money</p> <p>Money and financial risks</p>
<p>KEY VOCABULARY</p>	<p>Groups, community, same as, different to, strengths, interests,</p>	<p>Environment, rules, needs, community, internet, strengths, jobs, roles, interests</p>	<p>Needs, wants, responsibilities, money, banks, community, internet</p>	<p>Stereotype, rights, human rights, UNHRC, freedoms, responsibilities, rules, laws, truth, lies, cash, cards, banks, interests, strengths, jobs, roles,</p>	<p>Rules, laws, rights, human rights, UNHRC, responsibilities, needs, wants, community, cultures, saving, spending, debt, priorities,</p>	<p>Rules, laws, rights, human rights, UNHRC, responsibilities, needs, wants, recycling, climate change, reducing, reusing, fairtrade, charity, diversity, community, cultures, stereotypes, prejudice, media, online media, television,</p>	<p>Rules, laws, rights, human rights, UNHRC, responsibilities, needs, wants, diversity, cultures, community, stereotypes, prejudice, discrimination, social media, media, television, trust, bias, reliability, saving, spending, debt,</p>

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