PSHE AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: PSHE / RSHE NATIONAL CURRICULUM NON-STATUTORY SUBJECT**

**PSHE National Curriculum guidance**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the national curriculum. PSHE is a non-statutory subject. Teachers are best placed to understand the needs of their pupils and need the flexibility to respond to situations, as well as deliver high-quality PSHE programme.

Schools should seek to use PSHE education in a cross curricular way, where appropriate, and to deliver the statutory content already outlined in the national curriculum.

**RSHE National Curriculum guidance**

Relationships, Sex and Health Education (RSHE) is an important element part of PSHE education. Relationships education is compulsory for all primary school pupils. RSHE is the life-long learning about physical, moral and emotional development. It is the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.

**INTENT**

Vision*: We aim to be at the heart of the community. Our shared journey of discovery, knowledge and faith is with God and we celebrate ‘life in all its fullness’ (John 10:10). We strive to ensure that each child becomes a motivated, lifelong learner and unlocks their God-given potential, coping with success and challenge and persevering with determination. Children will be safe and happy in our care and be fully prepared for the next phase of their education.*

 It is our intent that our PSHE and RSHE curriculum develops life-long learning and aligns with the vision. We want our children to be develop resilience and approach new challenges with confidence. Pupils need to able to make a valid contribution need to the local, national and global community. Supporting physical and emotional well-being and self-worth and self-respect needs specific provision and should be part of our daily dialogue.

Our children will be guided, encouraged and taught to:

* Develop confidence and responsibility and make the most of their abilities
* Develop a healthy, safe lifestyle
* Develop good relationships and respect the differences between people
* Develop their own voice and opinions
* Learn to play an active role as citizens of the world
* Make the most of their own and others abilities

**IMPLEMENTATION**

We achieve these aims through:

* Discrete curriculum teaching following PSHE Association resources and school planning
* Implementing Zones of Regulation
* Teaching PSHE in and through other subject areas (including RE, collective worship, Science and Computing)
* Participation in activities and social events
* Our school values system- whole school and class assemblies and worship
* Developing Pupil voice and opportunities to exercise democracy
* Physical Health teaching – healthy eating approaches & active playtimes
* Keeping safe – on line safety, cycling & road safety, managing risk (outdoor learning)
* Relationships education – promoting positive relationships & restorative practice
* Respecting the differences between people - diversity teaching – Black History Month, Show Racism the Red Card
* Developing independence and responsibility
* Modelling adversity & supporting pupils to develop resilience (cross curricular approach)

**BUILDING KNOWLEDGE AND UNDERSTANDING IN PSHE / RSHE**

**EYFS: PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**

**ELG: Self-Regulation**

Children at the expected level of development will:

* Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
* Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
* Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**

Children at the expected level of development will:

* Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
* Explain the reasons for rules, know right from wrong and try to behave accordingly;
* Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships**

Children at the expected level of development will:

* Work and play cooperatively and take turns with others;
* Form positive attachments to adults and friendships with peers;
* Show sensitivity to their own and to others’ need.

**Core Theme 1: Health & well-being**

**KS1**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; ways to be physically active everyday H4. about why sleep is important and different ways to rest and relaxH10. about the people who help us to stay physically healthyZones of Regulation workH11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for itH21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H27. about preparing to move to a new class/year groupH34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares themH30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H33. about the people whose job it is to help keep us safe (Fire Brigade visit) | H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel betterH25. to name the main parts of the body including external genitalia (e.g. vagina, penis, testicles) H26. about growing and changing from young to old and how people’s needs changeH27. about preparing to move to a new class/year groupH31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safelyH35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say)H37. about things that people can put into their body or on their skin; how these can affect how people feel |

**Core Theme 2: Relationships**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| R22. about how to treat themselves and others with **RESPECT**; how to be polite and courteous **Termly value**R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worriedR6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively **Anti-Bullying work**R9. how to ask for help if a friendship is making them feel unhappyR10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adultR19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them | R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life **Anti-bullying work**R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge itR13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R14. that sometimes people may behave differently online, including by pretending to be someone they are not R15. how to respond safely to adults they don’t know R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually) |

**Core Theme 3: Living in the Wider World**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| L1. about what rules are, why they are needed, and why different rules are needed for different situations L6. to recognise the ways they are the same as, and different to, other peopleL7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday lifeL9. that not all information seen online is true **Computing**L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs and wants; that sometimes people may not always be able to have the things they want | L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environmentL4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L10. what money is; forms that money comes; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needsL13. that money needs to be looked after; different ways of doing thisL14. that everyone has different strengths L15. that jobs help people to earn money to pay for things  |

**Core Theme 1: Health & well-being**

**LOWER KS2**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| **Science curriculum**H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H5. about what good physical health means; recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn **Zones of Regulation**H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelingsH19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthH15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeingH27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking  | **Science curriculum**H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) **Keeping safe**H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say **Computing**H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contactH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H36. strategies to manage transitions between classes and key stages |

**Core Theme 2: Relationships**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships **Anti-bullying work**R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationshipsR32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background  | R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessaryR27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  |

**Core Theme 3: Living in the Wider World**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for othersL5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community  | L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people’s feelings and emotions |

**UPPER KS2**

**Core Theme 1: Health & well-being**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| **Science curriculum**H3. about choices that support a healthy lifestyle, recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managedH12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer **Zones of Regulation**H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelingsH13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their healthH22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools**Computing**H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries | **Keeping Safe & Healthy – Relationships & Sex Education**H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygieneH33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concern**Magistrate visit**H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at riskH47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);  |

**Core Theme 2: Relationships**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| **Anti-bullying work**R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safelyR21. about discrimination: what it means and how to challenge if necessaryR22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concernsR24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are differentR3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stabilityR8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or adviceR25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situation |

**Core Theme 3: Living in the Wider World**

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| **CYCLE B 2023-24** | **CYCLE A 2024-25** |
| L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safeL23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university | L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced**Computing**L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation |

**INCLUSION OF ALL PUPILS IN PSHE LESSONS**

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. Teachers use the NASEN Teacher Handbook for guidance. Provision and progress is reviewed as part of the Assess, Plan, Do, Review cycle.

**IMPACT**

Both Ofsted and the DfE has shown that **strong PSHE is not only linked to the development of good personal, social and moral outcomes in children and young people but to good academic outcomes too**. Our curriculum is designed to impact on knowledge and understanding but also on pupil behaviour and attitudes

We measure the impact of our curriculum through the following methods:

* Through observations of their learning, contributions to class discussion, reflections in class worship.
* Carpet book/circle time record
* Governor monitoring and pupil conferencing.
* Annual reporting.
* Photo and video evidence of the pupils’ practical learning including Tapestry in EYFS
* Monitoring and tracking of positive behaviour between peers – conflict resolution, mutual respect.

100% of parents who completed the 2023 survey believed that the school makes sure its pupils are well behaved and supported

Pupil voice comments about keeping safe 2023:

Mrs H talks about safety in assembly/People on duty at lunchtime/ Adults on the playground. They are visible /Adults are always watching us. I can trust them

Learning about safety in class/Taking about keeping safe/E safety work/Supportive friends/Lockdown practice

Teachers and big ones look after me/People look out for you/We look after each other/Teachers tell us what is safe/ Lessons on safety & playground safety/NSPCC visit