

PSHCE Curriculum

Teaching PSHCE

Personal, Social, Health and Emotional (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

According to the PSHE Association (2015), PSHE should be taught like any other curriculum subject:

- The lesson should be planned in line with the whole school programme for PSHE and in-line with school policies
- Planned and well-structured lessons should contain a clear beginning, middle and end
- Effective learning strategies should be used to engage pupils and challenge their thinking
- Pupils should be involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding
- The teacher should feel confident to teach the lesson, pupils should enjoy their learning and make progress

Prior to lesson - consider any sensitivities and prior knowledge about specific pupils' circumstances. Where you are aware of issues, prior notice that this issue will be covered may be advisable and support staff should be made aware that specific pupils may need additional support.

Suggested PSHCE Lesson Format
<p>Ground Rules</p> <p>It is important to introduce and reinforce ground rules to keep everybody safe. These ground rules should be compiled with the children and should help to encourage involvement and engagement from everybody without fear of being judged. However, every pupil should also understand that they will never be expected to share ideas or experiences on a topic which makes them feel uncomfortable.</p> <p>Example of ground rules:</p> <ul style="list-style-type: none"> • Everybody has the right to feel listened to • Everybody has the right to join in and speak if they want to • Everybody has the right to seek help or advice if they want to • We have the responsibility to ensure people do not feel judged or 'put down' • We have a responsibility to use the correct vocabulary so as not to cause offence • We have the responsibility to keep confidentiality
<p>Sharing Key Vocabulary</p> <p>It is important to share key vocabulary, these will often be emotion/feelings related e.g. good feelings, not so good feelings, happy, sad, worried, confused, excited, calm, upset, face, expression, body language</p>
<p>Core Teaching/Activities</p> <p>The main teaching will consist of at least one core activity/teaching strategy, which will be found in the base planning. This can be supplemented with one of the following:</p> <ul style="list-style-type: none"> • Using artefacts/objects/image to stimulate conversation • Round/circle time • Paired/group discussion • Brainstorming/thought showering ideas • Categorising/grouping statements • Conscience corridor/role play/hot seating • Scenarios • Videos/texts/storyboards • Visitors/experts/external agencies
<p>Closing Activity/Reflection</p> <p>With the class's help, recap core themes and different feelings that have been discussed in the lesson. At the end of every session remind pupils about using the anonymous problem and praise box or to speak to you if they have any questions they'd like to ask. Ensure that problem and praise box is available after the lesson.</p>

Viridis PSHCE Theme Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHCE Theme	Being Responsible (Rules, rights and responsibilities & Learning to learn)	Staying Safe (Staying safe & Getting out and about)	Let's Work (The world of work & Looking forward)	Relationships (Relationships & My friends and family)	You & Me (Similarities and Differences)	Healthy Body, Healthy Mind (Staying healthy & Healthy lifestyles)
Linked SEAL Theme	New Beginnings	Say No to Bullying/Getting on & Falling Out	Going for Goals	Relationships	Good to be Me	Changes
PSHE Assoc. Core Theme	Living in the Wider World	Relationships/ Health and Wellbeing	Living in the Wider World	Relationships	Relationships/ Living in the Wider World	Health and Wellbeing
New Curriculum Strand	Confident Individuals Successful Learners Responsible Citizens	Confident Individuals Responsible Citizens	Confident Individuals Successful Learners Responsible Citizens	Confident Individuals Responsible Citizens	Confident Individuals Responsible Citizens	Confident Individuals Responsible Citizens
Linked Whole School Value	Equality Resilience Independence Honesty	Resilience Independence Honesty	Pride Resilience Independence Ambition	Equality Resilience Honesty	Equality Pride Resilience	Pride Resilience Independence Ambition
Links	Citizenship	Anti-bullying Media	Financial capability Careers and work related learning Learning to live in the community Making choices	Relationships	Growing and change Media	Health Growth and change

PSHE Association Core Themes & Objectives

Core Theme 1 Health & Wellbeing	Core Theme 2 Relationships	Core Theme 3 Living in the Wider World
<ul style="list-style-type: none"> • To know what is meant by a healthy lifestyle • To know how to maintain physical, mental and emotional health and wellbeing • To know how to manage risks to physical and emotional health and wellbeing • To know ways of keeping physically and emotionally safe • To be able to manage change, such as puberty, transition and loss • To know how to make informed choices about health and wellbeing and to recognise sources of help with this • To know how to respond in an emergency • To be able to identify different influences on health and wellbeing. 	<ul style="list-style-type: none"> • To know how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • To know how to recognise and manage emotions within a range of relationships • To know how to recognise risky or negative relationships including all forms of bullying and abuse • To know how to respond to risky or negative relationships and ask for help • To know how to respect equality and diversity in relationships. 	<ul style="list-style-type: none"> • To know about respect for the self and others and the importance of responsible behaviours and actions • To know about rights and responsibilities as members of families, other groups and ultimately as citizens • To know about different groups and communities • To be able to respect equality and to be a productive member of a diverse community • To know about the importance of respecting and protecting the environment • To know about where money comes from, keeping it safe and the importance of managing it effectively • To know how money plays an important part in people's lives • To have a basic understanding of enterprise • To know about economic wellbeing and being a responsible citizen

<u>New Curriculum Strands</u>	<u>Over-Arching Skills</u>	<u>Keeping Safe Themes</u>
<p><u>Confident individuals who have:</u></p> <ul style="list-style-type: none"> • Good relationships • Secure beliefs • Independence • Healthy lifestyles • Confidence • Initiative <p><u>Successful learners who:</u></p> <ul style="list-style-type: none"> • Enquire • Communicate • Learn • Enjoy <p><u>Responsible citizens who are:</u></p> <ul style="list-style-type: none"> • Prepared for life • Co-operative • Respectful • Appreciative • Diverse • Improve the world 	<ul style="list-style-type: none"> • Speaking and listening for learning • Speaking and listening for relationships • Non verbal communication & gestures • Assessing and managing risks for self and others • Conflict Resolution • Coping skills • Resilience • Independence • Self motivation • Group work • Interdependence 	<ul style="list-style-type: none"> • Safeguarding/People ask for help • Road safety • Fire safety • Water safety • Medicine/health safety • Sun/UV protection • Stranger danger • Inappropriate touching • On-line safety • Grooming/Exploitation/CSE • Prevent

Whole School Values

Whole school values serve as a compass for decision making and social interactions within the school. They are shared beliefs and ideals that promote a positive and inclusive learning environment.

Term	Value
Autumn 1	Equality
Autumn 2	Pride
Spring 1	Resilience
Spring 2	Independence
Summer 1	Honesty
Summer 2	Ambition

The half-termly values are addressed directly through assemblies and lessons, but also permeate the whole curriculum. Either way, they are the basis for the social, intellectual, emotional, spiritual and moral development of each child. We encourage children to consider these values, and thereby to develop the knowledge, skills and attitudes that enable them to develop as reflective learners and grow to be valued member soft her school and wider community.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

Health Education

By the end of Primary School pupils should know...

Mental wellbeing

Pupils should know:

- 1a. That mental wellbeing is a normal part of daily life, in the same way as physical health.
- 1b. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- 1c. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- 1d. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- 1e. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- 1f. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- 1g. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 1h. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 1i. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- 1j. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- 2a. That for most people the internet is an integral part of life and has many benefits.
- 2b. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- 2c. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- 2d. Why social media, some computer games and online gaming, for example, are age restricted.
- 2e. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- 2f. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- 2g. Where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- 3a. The characteristics and mental and physical benefits of an active lifestyle.
- 3b. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- 3c. The risks associated with an inactive lifestyle (including obesity).
- 3d. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Pupils should know:

- 4a. That constitutes a healthy diet (including understanding calories and other nutritional content).
- 4b. The principles of planning and preparing a range of healthy meals.
- 4c. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- 5a. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- 6a. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 6b. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 6c. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- 6d. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- 6e. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 6f. The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

- 7a. How to make a clear and efficient call to emergency services if necessary.
- 7b. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils should know:

- 8a. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- 8b. About menstrual wellbeing including the key facts about the menstrual cycle.

Relationships Education

By the end of Primary School pupils should know...

Families and people who care for me

Pupils should know:

- 1a. That families are important for children growing up because they can give love, security and stability.
- 1b. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- 1c. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 1d. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- 1e. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*)
- 1f. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- 2a. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2b. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 2c. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 2d. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 2e. How to recognise who to trust and who not to trust; how to judge when a friendship is making them feel unhappy or uncomfortable; managing conflict; how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- 3a. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- 3b. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 3c. The conventions of courtesy and manners.
- 3d. The importance of self-respect and how this links to their own happiness.
- 3e. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- 3f. About different types of bullying (including cyberbullying); the impact of bullying; responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- 3g. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- 3h. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- 4a. That people sometimes behave differently online, including by pretending to be someone they are not.
- 4b. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- 4c. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- 4d. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- 4e. How information and data is shared and used online.

Being safe

Pupils should know:

- 5a. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 5b. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 5c. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 5d. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 5e. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- 5f. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- 5g. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- 5h. Where to get advice e.g. family, school and/or other sources.