



Welton St Mary's Church of England Primary Academy



Personal, Social and Health  
Education, inc. RSHE

*Together We Care, Learn and Thrive*

*‘Educating the mind without educating the heart is no education at all’. - Aristotle*

### PSHE/RSHE Curriculum Intent

PSHE (including new RSE content) is a weekly subject in the WSM’s curriculum that aims to **promote the spiritual, moral, cultural, mental and physical development** of children at our school to prepare them for the **opportunities, responsibilities and experiences** of adult life. Our children will develop key skills such as debate, listening, analysis, research and public speaking – **all required for living in the C21st** - by learning through a **diverse range** of topics covering *Health and Wellbeing, RSE and Living in the Wider World*. We place great importance on children becoming **‘emotionally literate’**, thus the modelling and use of key vocabulary forms a substantial part of a child’s PSHE journey.

Our PSHE curriculum is both underpinned and enriched by **constant reference to our school values** of: Love and Friendship, Respect, Forgiveness, Responsibility, Trust, Peace and Harmony, along with our three school rules of: Be Kind; Be Safe; Be Responsible.



- **Inclusive**
- **Value each person**
- **All to flourish**
- **Strive for excellence**
- **Rooted in God’s love**
- **Agents of positive change**

**Principles for good practice in PSHE:**

PSHE learning will be built on what has gone before and will be taught sensitively, with a positive approach that does not attempt to induce shock or guilt, but rather focuses on what our children can do to stay healthy and live fulfilling lives through every stage of their development into adulthood. Teachers will deliver content in a wide variety of styles, but this will always be interactive. For example, our children will be encouraged to reflect on their learning constantly, so that they have the confidence to transfer their thoughts between school subjects and, indeed, outside of school. Opportunity will be provided for the children to make real decisions about their lives and where they can demonstrate their ability to take responsibility for their decisions. Teachers will provide a safe and supportive learning environment where children: develop the confidence to ask questions; challenge the information they are offered; draw on their own experience; express their views and opinions; and put what they have learned into practice in their own lives.



# PSHE Overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families & Friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience (taught in Computing curriculum throughout the year)	Money and work	Physical health and Mental wellbeing	Growing and Changing	Keeping safe
EYFS	Maintaining Healthy Relationships			British Values and Living with Diverse Beliefs			Health and Wellbeing, Coping with Change, Parts of our Body.		
Y1	Roles of different people and families, feeling cared for.	Recognising privacy, staying safe, seeking permission.	How behaviour affects others, being polite and respectful.	What rules are, caring for others' needs, looking after the environment.	Using the internet & digital devices, communicating online.	Strengths and interests, jobs in the community.	Keeping healthy, food & exercise, hygiene routines, sun safety.	Recognising what makes them unique and special, feelings, managing when things go wrong.	How rules and age restrictions help us, keeping safe.
Y2	Making friends, feeling lonely and getting help.	Managing secrets, resisting pressure and getting help, recognising hurtful behaviour.	Recognising things in common and differences, playing and working cooperatively, sharing opinions.	Belonging to a group, roles and responsibilities, being the same and different in the community.	In internet in everyday life online content and information.	What money is, needs and wants, looking after money.	Why sleep is important, medicines and keeping healthy, keeping teeth healthy, managing feelings and asking for help.	Growing older, naming body parts, moving class or year.	Safety in different environments, risk, safety at home, emergencies.
Y3		Personal boundaries, safely responding to	Recognising respectful	The value of rules and laws,	How the internet is used,	Different jobs and skills, job	Health choices and habits, what affects	Personal strengths and	Risks and hazards,

	What makes a family, features of family life.	others, the impact of hurtful behaviour.	behaviour, the importance of self-respect, courtesy and politeness.	rights, freedoms and responsibilities.	assessing information online.	stereotypes, setting personal goals.	feelings, expressing feelings.	achievements, managing and re-framing setbacks.	safety in the local environment and unfamiliar places.
<b>Y4</b>	Positive friendships including online.	Responding to hurtful behaviour, managing confidentiality, recognising risks online.	Respecting differences and similarities, discussing difference sensitively.	What makes a community, shared responsibilities.	How data is shared and used.	Making decisions about money, using and keeping money safe.	Maintaining a balanced and healthy lifestyle, oral hygiene and dental care.	Medicines and household products, drugs common to everyday life.	Keeping safe in different situations including responding in emergencies and first aid.
<b>Y5</b>	Managing friendships and peer influence.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Responding respectfully to a wide range of people, recognising prejudice and discrimination.	Protecting the environment, compassion towards others.	How information online is targeted, different media types, their role and impact.	Identifying job interests and aspirations, what influences career choices, workplace stereotypes.	Healthy sleep habits, sun safety, medicines, vaccinations and immunisations, allergies.	Physical Contact & feeling safe.	Personal identity; recognising individuality & different qualities; mental health and wellbeing
<b>Y6</b>	Attraction to others, romantic relationships, marriage and civil partnership, faith perspectives on different types of marriage.	Recognising and managing pressure, consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity, challenging discrimination and stereotypes.	Evaluating media sources, sharing things online.	Influences and attitudes to money, money and financial risks.	What affects mental health and ways to take care of it, managing change, loss and bereavement, managing time online.	Human reproduction and birth.  Increasing independence, managing transition.	Keeping personal information safe, regulations and choices, drug use and the law, drug use and the media.

# Core Concepts

## CONCEPT – Exploring and Researching

- Develop knowledge through the specific topics of Health and Wellbeing, Living in the Wider World and Relationships.
- Develop understanding through different types of enquiry that helps them to answer questions about the world around them.
- Researching different perspectives.

## CONCEPT - Analysis and Interpretation

- Through a range of sources including pictures, factual texts, quantitative data, opinions, debate and written work, begin to analyse and interpret their own and others' beliefs, opinions and everyday situations.

## CONCEPT –Explanation and Communication

- Use a range of communication to express their own and others' beliefs, opinions and ideas.
- Become emotionally literate across a range of disciplines including written and pictorial work, public speaking and debate.
- Use key vocabulary in the correct context.

## CONCEPT – Impact on Real Life

- Apply knowledge and understanding to roles in real life.
- Consider how their understanding and opinions will impact life today and in the future.
- Understand the role that their rights and responsibilities will play in their lives.

# Assessment

RELATIONSHIPS		
EYFS	<i>(See EYFS Personal, Social and Emotional Early Learning Goals.)</i>	
Y1	<ul style="list-style-type: none"> <li>• Explain what a family is and that families are all different.</li> <li>• Name different types of relationships, eg. family, friend etc.</li> <li>• Explain when it is important to ask permission.</li> <li>• Understand how to ask, give and not give permission.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the word 'privacy'.</li> <li>• Understand which body parts are private and what types of touch are acceptable and unacceptable.</li> <li>• Explain who to tell about their worries.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• Identify features of a good friend.</li> <li>• Explain what pressure might feel like amongst other children, and ways to resist it.</li> <li>• Explain 'loneliness' and how to include others.</li> <li>• Suggest some ways to resolve disagreements.</li> <li>• Explain how they are the same/different to others and articulate things that matter to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to treat themselves and others with respect.</li> <li>• Explain what bullying is, its effects and how to seek help.</li> <li>• Recognise when a secret should be disclosed to a trusted adult.</li> <li>• Recognise the need to ask permission.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• Identify features of positive family life &amp; differences between families.</li> <li>• Name different types of bullying, explain its effects and how to respond.</li> <li>• Explain the importance of privacy &amp; how to respect personal boundaries.</li> <li>• Explain when, where and how to access help with any concerns about relationships.</li> </ul>	
Y4	<ul style="list-style-type: none"> <li>• Identify what makes a positive friendship and explain ways to avoid arguments.</li> <li>• Recognise importance of seeking help for loneliness.</li> <li>• Name different types of bullying, explain its effects and how to respond.</li> <li>• Recognise when it is appropriate to break a confidence in order to share a secret, and who to tell.</li> <li>• Explain when, where and how to access help with any concerns about relationships.</li> </ul>	
Y5	<ul style="list-style-type: none"> <li>• Describe how to include others if they are feeling lonely or excluded.</li> <li>• Name different types of bullying, explain its effects and how to respond.</li> <li>• Explain what discrimination is, how to challenge it and recognise the right of all to be respected.</li> <li>• Explain the difference between appropriate &amp; inappropriate touch, including setting boundaries for people we do and do not know.</li> <li>• Explain the meaning/importance of consent; how and when to seek, give or not give consent.</li> <li>• Explain when, where and how to access help with any concerns about relationships.</li> <li>• Identify external genitalia &amp; internal reproductive organs.</li> <li>• Describe changes in puberty and how this can be managed safely and healthily.</li> </ul>	
Y6	<ul style="list-style-type: none"> <li>• Explain the components of positive friendships and how to avoid negative friendship issues.</li> <li>• Understand the different types of relationships a person can have throughout their lifetime including friendships, professional, emotional, attraction, romantic etc.</li> <li>• Name different types of bullying, explain its effects and how to respond.</li> <li>• Identify peer pressure and explain strategies to resolve.</li> <li>• Discuss differing views respectfully.</li> <li>• Explain when, where and how to access help with any concerns about relationships.</li> </ul>	

<b>LIVING IN THE WIDER WORLD</b>	
<b>EYFS</b>	<i>(See EYFS 'Understanding the World' Early Learning Goals.)</i>
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Give examples of rules at home/school, explaining why they're important.</li> <li>• Articulate ways to care for plants, animals and people, and why it is important.</li> <li>• Recognise that all people have different strengths.</li> <li>• Identify different jobs and some skills needed for those jobs.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between people in school and the community.</li> <li>• Give examples of groups they and others belong to and their roles.</li> <li>• Describe how 'wants' and 'needs' are different.</li> <li>• Explain what money is and where it comes from.</li> <li>• Explain how money can be looked after, saved and spent.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Explain why laws are important and the consequences of not following them.</li> <li>• Recognise some jobs and understand that jobs can change over a person's lifetime.</li> <li>• Explore stereotypes related to different jobs.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Explain the benefits of diversity and ways to promote inclusion.</li> <li>• Explore different decisions people have to make about money.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Explain our shared responsibility for the environment and how everyday choices impact it.</li> <li>• Identify stereotypes and how to show respect.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Explain how to positively challenge stereotypes and discrimination.</li> <li>• Investigate and explain how money can be earned, saved and spent, and how to manage risks and influences.</li> <li>• Recognise how financial decisions can impact people's emotions, including choices related to gambling.</li> </ul>

<b>ONLINE SAFETY CONTENT TAUGHT IN THE COMPUTING CURRICULUM THROUGHOUT THE YEAR</b>	
<b>Y1</b>	<ul style="list-style-type: none"> <li>• How &amp; why people use the internet and its benefits.</li> <li>• How to find things out and communicate safely online.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Ways in which people access the internet and recognise its purpose and value.</li> <li>• Difference between online content that is factual and that which is entertainment.</li> <li>• Understand that not all online information is true.</li> <li>• Identifying hurtful behaviour online and what to do.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Privacy and personal boundaries online, including passwords, trusted sites, adult supervision etc.</li> <li>• Positive internet usage for leisure, school and work.</li> <li>• Evaluate whether a game or website is age appropriate.</li> <li>• How to report something seen/experienced online that concerns them.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Images and information online can be altered and the reasons for this.</li> <li>• Strategies to recognise fake or inaccurate information.</li> <li>• To make safe, reliable choices from search results.</li> <li>• How to communicate respectfully with friends on digital devices.</li> <li>• Everything shared online has a digital footprint.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Organisations can use personal information to buy things.</li> <li>• Search results are ordered based on popularity and this can affect access.</li> <li>• That some media, including online, promotes stereotypes.</li> <li>• To assess which search results are more reliable than others.</li> <li>• Recognise unsafe or suspicious content online.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Benefits of safe internet use</li> <li>• Strategies to assess whether online content is fact, opinion or biased.</li> <li>• How and why online images might be fake, manipulated or altered.</li> <li>• Risks and challenges of communicating through social media.</li> <li>• Age restrictions and regulations for social media.</li> <li>• Reasons why some online content is not suitable for children.</li> <li>• How online content can be designed to manipulate people's emotions.</li> <li>• Rules and laws relating to sharing content online and understanding what is appropriate to share.</li> <li>• How devices store and share information.</li> <li>• How to report inappropriate online content.</li> </ul>

<b>HEALTH &amp; WELLBEING</b>	
<b>EYFS</b>	<i>(See EYFS 'Physical Development' Early Learning Goals.)</i>
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Describe ways to keep healthy.</li> <li>• Recognise different feelings and how to manage negative feelings.</li> <li>• Talk about something that makes them special/things they are proud of.</li> <li>• Suggest ways to manage when they find something difficult.</li> <li>• List the people who keep them safe and healthy and why it's important to ask for help.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Describe ways to keep healthy and why it is important.</li> <li>• Suggest ways to help themselves and others feel better, such as sleep, exercise etc.</li> <li>• Identify external body parts, and how needs change from young to old.</li> <li>• Give examples of change and how to manage these changes.</li> <li>• Suggest rules to keep themselves safe at home, in school, when travelling etc.</li> <li>• How different things people put on or in their bodies can affect them.</li> <li>• Describe how to follow good bodily and dental hygiene.</li> <li>• Know how to get help in emergencies.</li> </ul>
<b>Y3</b>	<ul style="list-style-type: none"> <li>• Identify things that keep them healthy.</li> <li>• That certain habits can have positive and negative effects on health.</li> <li>• Strategies to discuss feelings.</li> <li>• Identifying their own self-worth.</li> <li>• Suggest ways of reducing and managing risk at home, on the road etc.</li> </ul>
<b>Y4</b>	<ul style="list-style-type: none"> <li>• Explain ways to maintain health &amp; recognise link between physical and mental health.</li> <li>• Explain how different substances can affect health both positively and negatively.</li> <li>• Demonstrate and give reasons for hygiene routines.</li> <li>• Demonstrate how to respond to emergencies, including basic first aid skills.</li> </ul>
<b>Y5</b>	<ul style="list-style-type: none"> <li>• Discuss positive and negative impacts on health and how to manage pressure to do things that are unhealthy.</li> <li>• Recognise signs that they or others might be struggling with their physical or mental health.</li> </ul>
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Explore a range of strategies to avoid peer pressure that may lead to unsafe or unhealthy situations.</li> <li>• Risk assess different choices.</li> <li>• Describe their emotions and those of others using a wide vocabulary.</li> <li>• Explore feelings related to change and loss.</li> <li>• Suggest ways to manage setbacks and unhelpful thinking.</li> <li>• Explain how babies are conceived as part of the human life cycle.</li> <li>• Describe ways to prepare for transition to secondary school.</li> <li>• Explore how legal and illegal drugs can impact health.</li> <li>• Identify a range of sources of support.</li> </ul>