



INTENT

- To deliver a PSHCE curriculum that supports and teaches children to be healthy, safe and prepared for modern life.
- To build on the skills acquired during EYFS and to develop further effective relationships, assume greater personal responsibility and manage personal safety, including online.
- To help pupils manage the physical and emotional changes at puberty, introduce them to the wider world and enable them to make active contributions to their communities.

IMPLEMENTATION

- Follow a whole school, long term plan for PSHCE, including RSE and Health Education to meet national curriculum requirements and objectives.
- Deliver a 2 year rolling curriculum Years 1&2 (Milestone 1) Years 3&4 (Milestone 2) and Years 5&6 (Milestone 3) which develops knowledge, skills and attributes by revisiting, reinforcing and extending prior learning.
- 2 year rolling curricula to be reviewed annually to ensure curriculum objectives being met.
- Most work outputs will be evidenced in individual PSHCE books and each year group's Class PSHCE Book.

IMPACT measured through

- Children's increased confidence, self-esteem, empathy and resilience allowing them to achieve their academic potential.
- Learning Walks, Work scrutiny and Pupil Voice showing progression of skills and emotional development.
- Significant levels of originality, imagination or creativity in children's responses to their learning in PSHCE.
- Children having exceptional independence; the ability to think for themselves and take the initiative when asking questions, carrying out inquiries for learning, evaluating situations and working cooperatively with others.



Early Learning Goal

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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' needs.



RELATIONSHIPS	Families and friendships	<ul style="list-style-type: none"> • Roles of different people • Families • Feeling cared for • Making friends • Feeling lonely and getting help 	<ul style="list-style-type: none"> • What makes a family • Features of family life • Positive friendships, including online 	<ul style="list-style-type: none"> • Managing friendships and peer influence • Attraction to others • Romantic relationships • Civil partnership and marriage
	Safe relationships	<ul style="list-style-type: none"> • Recognising privacy • Staying safe • Seeking permission • Managing secrets • Resisting pressure and getting help • Recognising hurtful behaviour 	<ul style="list-style-type: none"> • Personal boundaries • Safely responding to others • The impact of hurtful behaviour • Responding to hurtful behaviour • Managing confidentiality • Recognising risks online 	<ul style="list-style-type: none"> • Physical contact and feeling safe • Recognising and managing pressure • Consent in different situations
	Respecting ourselves and others	<ul style="list-style-type: none"> • How behaviour affects others • Being polite and respectful • Recognising things in common and differences • Playing and working cooperatively • Sharing opinions • Self confidence 	<ul style="list-style-type: none"> • Recognising respectful behaviour • The importance of self-respect • Courtesy and being polite • Respecting differences and similarities • Discussing differences sensitively • Understanding discrimination 	<ul style="list-style-type: none"> • Responding respectfully to a wide range of people • Recognising prejudice and discrimination

			<ul style="list-style-type: none"> Gender discrimination 	<ul style="list-style-type: none"> Expressing opinions and respecting other points of view, including discussing topical issues
<u>HEALTH & WELLBEING</u>	Physical Health and Mental Wellbeing	<ul style="list-style-type: none"> Keeping healthy Food and exercise Hygiene routines Sun safety Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feeling and asking for help 	<ul style="list-style-type: none"> Health choices and habits What affects feelings Expressing feelings Maintaining a balanced lifestyle Oral hygiene and dental care 	<ul style="list-style-type: none"> Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies What affects mental health and ways to take care of it Managing change, loss and bereavement Managing time online
	Growing and Changing	<ul style="list-style-type: none"> Recognising what makes them unique and special Feelings Managing when things go wrong Growing older Naming body parts Moving class or year 	<ul style="list-style-type: none"> Personal strengths and achievements Managing and reframing setbacks Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty 	<ul style="list-style-type: none"> Personal identity Recognising individuality and different qualities Mental wellbeing Human reproduction and birth Increasing independence Managing transition
	Keeping Safe	<ul style="list-style-type: none"> How rules and age restrictions help us Keeping safe online Safety in different environments Risk and safety at home Emergencies 	<ul style="list-style-type: none"> Risks and hazards Safety in the local environment and unfamiliar places Medicines and household products Drugs common to everyday life 	<ul style="list-style-type: none"> Keeping safe in different situations including responding to emergencies First aid FGM Keeping personal information safe Regulations and choices Drug use and the law Drug use and the media
<u>LIVING IN THE WIDER WORLD</u>	Belonging to a Community	<ul style="list-style-type: none"> What rules are Caring for others' needs Looking after the environment Belonging to a group Roles and responsibilities Being the same and different in a community 	<ul style="list-style-type: none"> The value of rules and laws Rights, freedoms and responsibilities What makes a community Shared responsibilities 	<ul style="list-style-type: none"> Protecting the environment Compassion towards others Valuing diversity Challenging discrimination and stereotypes
	Media Literacy and Digital Resilience	<ul style="list-style-type: none"> Using the internet and digital devices Communicating online The internet in everyday life 	<ul style="list-style-type: none"> How the internet is used Assessing information online How data is shared and used 	<ul style="list-style-type: none"> How information online is targeted Different media types, their roles and impact Evaluating media sources

		<ul style="list-style-type: none"> • Online content and information 		<ul style="list-style-type: none"> • Sharing things online 		
	Money and Work	<ul style="list-style-type: none"> • Strengths and interests • Jobs in the community • What money is • Needs and wants • Looking after money 	<ul style="list-style-type: none"> • Different jobs and skills • Jobs stereotypes • Setting personal goals • Making decisions about money • Using and keeping money safe 	<ul style="list-style-type: none"> • Identifying job interests and aspirations • What influences career choices • Workplace stereotypes • Influences and attitude to money • Money and financial risks 		
SEX EDUCATION		<u>Year 1 & Year 2</u> <ul style="list-style-type: none"> • Naming body parts 	<u>Year 3</u> <ul style="list-style-type: none"> • Male and female body parts 	<u>Year 4</u> <ul style="list-style-type: none"> • Introduction to puberty 	<u>Year 5</u> <ul style="list-style-type: none"> • Reproductive systems • Puberty • Menstruation <p>Science Curriculum</p> <p>Health curriculum</p>	<u>Year 6</u> <ul style="list-style-type: none"> • Puberty & reproduction • Sexual relationships • Conception & pregnancy <p>Science Curriculum</p>