

PSHE Intent Statement

Intent: Introduction, Vision and Philosophy

The purpose of this document is to clarify the how, why, and what of PSHE teaching at Weston Park Primary School. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality PSHE curriculum is being taught to all.

Within PSHE at Weston Park Primary School, we want our children to learn about themselves as developing individuals and as members of their communities. Helping children to recognise and maintain a healthy mental wellbeing is taught at the start of the year and is revisited through units – making clear connections between a healthy mental, physical and social wellbeing. Their journey for personal development begins with the Early Learning Goals for personal, social and emotional development in EYFS and is then built upon in KS1 and KS2, creating a spiralling curriculum. As well as drawing upon the Relationships and Health Education curriculum in weekly sessions, children also develop knowledge and skills related to the Wider World, such as learning about their rights and responsibilities, money and the environment, through age appropriate assemblies.

Through KS1, they will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well both in person and online. This includes understanding how to ask for help from trusted adults, what the difference is between a secret and surprise, how to recognise inappropriate touch and when not to keep a secret that makes them feel unsafe. As well as this, they will identify and name body parts, including the genitalia (please see the Relationships and Sex Education Policy for further details). They will learn about how to be healthy emotionally and physically with an emphasis on food and drink choices, sleep, dental health and rest. They will have opportunities to show that they can take some responsibility for themselves. They will learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people. This includes a developing appreciation for diversity and an understanding of how to respect the needs of others. As members of a class and school community they will learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and identify bullying. They will begin to take an active part in the life of their school and the wider community.

As they mature and develop during key stage 2, they will learn about themselves as growing and changing individuals with their own experiences and ideas, as well as taking into consideration how they are members of their communities. They will develop their sense of social justice and moral responsibility, tolerance for diversity and will also have an increasing understanding of the impact of stereotyping on mental wellbeing and personal aspirations as well as the importance of challenging stereotypes in every life and media. Their understanding of when to keep a secret or break a confidence is revisited through the context of safety in relationships and online interactions. This includes recognising what is legal and not legal to share online and what to do if they are concerned and need help. They will learn how to take part more fully in school and wider community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group and for their own learning.

Implementation: What does PSHE look like at Weston Park Primary School?

All pupils have access to the PSHE Education programme. Our PSHE Education programme encourages children and young people to explore each other's faith and cultural perspectives in an objective and respectful way. Extra support/provision may be needed for pupils with special educational needs, to ensure their full understanding.

At Weston Park Primary School we are committed to ensure all our children's needs are met. Our planning reflects our knowledge of the children and ensures learning is tailored to meet and respond to the children's individual ability needs. We aim is to provide appropriate support to enable children achieve success by understanding that the children are different, and their varied needs are catered for. This is achieved by ensuring the route into accomplishing the learning objective is tailored to support the children's needs.

How is citizenship delivered alongside PSHE?

Although there are similarities with PSHE, Citizenship is recognised as an opportunity for children to discuss, debate and refine their ideas amongst themselves and their trusted adults in a safe and controlled environment with clear guidelines. This is done within PSHE lessons, in response to weekly assemblies and as part of Philosophy for Children programme of work.

PSHE is taught according to a scheme of work that progressively builds on knowledge, skills and attitudes from EYFS through to Year 2.

Curriculum Offer PSHE Main Knowledge Organiser – 2021/22						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Mental Wellbeing</p> <p>Healthy Eating * PD: Health& Self-Care (food choices & variety) * PSED: Self-Confidence and Self-Awareness (communicates needs, wants, interests & opinions, describes self in positive terms)</p> <p>Internet Safety linked to Computing *using devices with adult supervision/consent *not sharing personal information including photos *identifying trusted adult to ask for help at home, school and wider community</p>	<p>Families and People Who Care for Me *Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives *Identify the people who love and care for them and what they do to help them feel cared for *recognise who is safe to go to for help (trusted adults)</p> <p>Bullying *identify and describe hurtful behaviour and the impact of kindness *identify how to ask for help from a trusted adult in school and home if they need help with this</p>	<p>Being Safe (at home and in school) *manage their own personal hygiene *rules in school that keep us safe *who to go for help when we hurt ourselves</p>	<p>Respectful Relationships PSED: *managing problems with friends *Recognising feelings in others</p>	<p>Healthy Lifestyles and Choices *describe what 'being healthy' means</p>	<p>Growing and Changing *recognising their body is their own *identify who it is safe to show their body to (household, school, doctors)</p> <p>Change, Loss and Grief *Transition for Year 1 *changing teachers and friendships</p>

	Link Peoples and Communities					
Year 1	<p>Mental Wellbeing</p> <p>Healthy Eating *identifying foods that need to be eaten in moderation</p> <p>Internet Safety linked to Computing *rules to keep us safe at home, school and online *identify what to do if they feel unsafe online (trusted adult home, school and wider community)</p>	<p>Families and People Who Care for Me *identify special people in their lives *recognise how other people are feeling *understand about sharing their feelings with others *the importance of not keeping secrets that make them anxious or afraid</p> <p>Bullying *identify feelings peoples may have if they are being teased or bullied *identify what to do if hurtful or bullying behaviour is happening and who to speak to</p>	<p>Being Safe *about basic personal hygiene routines and why these are important *what goes on our bodies and the effect his has *recognise that medicines and household products can be unsafe if used incorrectly</p> <p>Asking for Help/What to do in an Emergency * about rules for keeping safe (in familiar and unfamiliar situations) * how to ask for help if they are worried about something</p>	<p>Respectful Relationships *share their views and opinions with others *the importance of not keeping secrets (reviewed) *appropriate and inappropriate touch</p>	<p>Healthy Lifestyles *about making healthy choices about things that keep our bodies healthy *recognise what they are good at and set simple goals</p>	<p>Growing and Changing * about growing and changing from young to old and how people's needs change * about preparing to move to a new class/year group * about change and loss, including death, and how these can affect feelings</p> <p>Transition and grief *feeling associated with new classes and changing friendships *who to go to for help</p>
Year 2	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p>	<p>Families and People Who Care for Me *identify special people in their lives</p>	<p>Being Safe *recognise that medicines and household products have a specific use (and who should</p>	<p>Respectful Relationships *listening to others and playing cooperatively *respecting differences and similarities</p>	<p>Healthy Lifestyles *about making healthy choices *about some of the things that keep our bodies healthy (physical</p>	<p>Growing and Changing * to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>

	<p>*identify the benefits of eating and drinking healthy and what happens if we don't look after our bodies</p> <p>Internet Safety linked to Computing</p> <p>*identify ways of keeping safe online and how to identify them and remove themselves from them</p>	<p>* recognising how other people are feeling</p> <p>* sharing feelings with others</p> <p>*the importance of not keeping secrets that make them anxious or afraid</p> <p>Bullying</p> <p>*identify that hurtful behaviour and bullying can happen in different ways (verbal, physical, emotional, exclusion)</p> <p>*suggest ways to support children who have experienced hurtful behaviour or being bullied</p>	<p>perform these tasks and why)</p> <p>Asking for Help/What to do in an Emergency</p> <p>* about rules for keeping safe (in familiar and unfamiliar situations)</p> <p>* how to ask for help if they are worried about something</p>	<p>*the importance of not keeping secrets (reviewed)</p> <p>*recognise the parts of our body that are private</p> <p>*appropriate and inappropriate touch</p>	<p>activity, sleep, rest, healthy food)</p> <p>*recognise what they are good at and set simple goals</p>	<p>Transition:</p> <p>*feeling associated with new classes and changing friendships</p> <p>*who to go to for help</p>
Year 3	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p> <p>*describe food choices that have positive consequences and negative consequences in the</p>	<p>Caring Friendships and Relationships</p> <p>* what makes a positive, healthy relationship, including friendships</p> <p>* how to maintain good friendships</p> <p>*recognising a wider range of feelings in others</p> <p>* responding to how others are feeling</p>	<p>Health and prevention</p> <p>*about routines that can prevent the spread of bacteria</p> <p>*managing risk in familiar situations</p> <p>Basic First Aid – bites and stings</p>	<p>Respectful Relationships</p> <p>*resolving disputes and arguments against themselves and peers</p> <p>*recognising and managing dares</p> <p>*recognising similarities and differences and that we are equal despite</p> <p>*when to keep a secret or not (review)</p>	<p>Drugs, Tobacco and Alcohol</p> <p>*what is meant by a habit</p> <p>recognise habits are hard to change</p> <p>*drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p>	<p>Growing and Changing</p> <p>*puberty is a time when a child moves into adolescence (8-17years)</p> <p>*recognise the physical and emotional changes associated with this change (and recognise this can be different for everyone).</p> <p>Change, Loss and Grief</p>

	<p>context of a 'balanced lifestyle'</p> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> *give examples of online safety rules and practices *recognise that once sent an image or message can be sent to anyone (consent) 	<ul style="list-style-type: none"> *explore the concept of keeping something confidential or secret *about when they should or should not agree to keeping a secret <p>Bullying</p> <ul style="list-style-type: none"> *differentiate between playful teasing, hurtful behaviour and bullying *identify how teasing, bullying, aggression can happen *explain where people can get help and advice (wider agencies etc) 		<ul style="list-style-type: none"> *how to respond to unacceptable touch 		<ul style="list-style-type: none"> *feelings associated with change in friendships and loss of a special item eg/ jewellery
Year 4	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p> <ul style="list-style-type: none"> *identify who or what influences their choices about food and drink <p>Internet Safety linked to Computing</p>	<p>Caring Friendships and Relationships</p> <ul style="list-style-type: none"> * what makes a positive, healthy relationship, including friendships * how to maintain good friendships *recognising a wider range of feelings in others * responding to how others are feeling 	<p>Health and prevention</p> <ul style="list-style-type: none"> *explain what bacteria and virus' are and how we can spread infection *recognise the shared responsibility of keeping a clean environment <p>Basic First Aid -asthma</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> *negotiation and compromise *explain why someone should never feel like they should have to do a dare *explain ways we are similar and part of a human family *explain what is meant by stereotypes 	<p>Drugs, Tobacco and Alcohol</p> <ul style="list-style-type: none"> *what is meant by a habit *recognise habits are hard to change *drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) 	<p>Growing and changing</p> <ul style="list-style-type: none"> *recognise the physical and emotional changes associated with this change and how to support those experiencing this *who to ask for help (home, school, wider community)

	<ul style="list-style-type: none"> *explain why it is not safe to share personal information online *explain what images or photos are appropriate to share *the importance of reporting 	<ul style="list-style-type: none"> *about the concept of keeping something confidential or secret *about when they should or should not agree to keeping a secret Bullying *recognise what discrimination is and different examples of discrimination *identify how this can negatively affect people 		<ul style="list-style-type: none"> *when to keep a secret and now(review) *the importance of respecting personal boundaries and right to privacy 		<p>Change, Loss and Grief</p> <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> *feelings associated with change in friendships and loss of a pet
Year 5	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p> <ul style="list-style-type: none"> *developing skills to help make their own choices about food and drink and managing influence such as advertising <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> *recognise that just because someone took a photo that someone finds amusing, it may be 	<p>Caring Friendships and Relationships</p> <ul style="list-style-type: none"> *recognise different types of relationships (friends, families, couples, marriage, civil partnership) *understand what constitutes a positive, healthy relationship *identify the skills to maintain positive relationships *how to respond appropriately to a wider range of feelings in others *define confidentiality *recognise times 	<p>Health and prevention</p> <ul style="list-style-type: none"> *explain what makes something a risk, hazard or danger *assess the level of risk in different scenarios and realise there is risk in everyday situations <p>Basic First Aid - bleeding</p>	<p>Respectful Relationships</p> <ul style="list-style-type: none"> *when to recognise and challenge stereotypes *aggression, teasing and bullying behaviour and its effect on others (review) *committed loving relationships(including marriage and civil partnerships) *healthy vs unhealthy relationships *laws around forced marriage *judging whether physical contact is acceptable or 	<p>Drugs, Tobacco and alcohol</p> <ul style="list-style-type: none"> *about habits (in relation to drug, alcohol and tobacco education) *about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco) 	<p>Growing and Changing</p> <ul style="list-style-type: none"> *identify the changes that happen in puberty *describe the menstrual cycle <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> *feelings associated with change in wider relationships (bereavement associated with divorce and separation) *transition to Year 6

	<p>not funny for everyone</p> <p>*knowing how to respond to inappropriate texts and images</p>	<p>when it appropriate and necessary to break a confidence</p> <p>Bullying</p> <p>*explain what is meant by discrimination and prejudice</p> <p>*identify the possible consequences of discrimination and how they might feel and act</p> <p>*explain their responsibility if they see discrimination and where to get help</p>		<p>unacceptable and how to respond</p>		
Year 6	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p> <p>*describing the influence of media and celebrity culture on health and lifestyle choices including food and drink.</p> <p>*evaluate meal choices (home vs takeaway) and identify</p>	<p>Caring Friendships and Relationships</p> <p>*recognise different types of relationships (friends, families, couples, marriage, civil partnership)</p> <p>*understand what constitutes a positive, healthy relationship</p> <p>*identify the skills to maintain positive relationships</p> <p>*how to respond appropriately to a</p>	<p>Health and prevention</p> <p>*about independence, increasing independence and keeping safe</p> <p>*recognise their personal responsibility when managing risk for others and themselves</p> <p>Basic First Aid – recovery position</p>	<p>Respectful Relationships</p> <p>*how to respectfully listen and raise concerns and challenge points of view when necessary</p> <p>*about confidentiality and when it is appropriate to break confidence</p> <p>*recognise a person’s choice to enter marriage or a civil partnership may be</p>	<p>Drugs, Tobacco and Alcohol</p> <p>*about habits (in relation to drug, alcohol and tobacco education)</p> <p>*about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)</p>	<p>Growing and Changing</p> <p>*about human reproduction in the context of the human lifecycle</p> <p>*how a baby is made and how it grows</p> <p>Change, Loss and Grief</p> <p>*feelings associated with change in wider relationships (committed relationships, loss of a loved one)</p>

	<p>how information can be found</p> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> *explain how to protect personal information online *describe their responsibility around not sharing inappropriate images or photos *explain how to report inappropriate images, photos and information on line 	<p>wider range of feelings in others</p> <ul style="list-style-type: none"> *define confidentiality *recognise times when it appropriate and necessary to break a confidence <p>Bullying</p> <ul style="list-style-type: none"> *understand how discrimination and prejudice can manifest *explain the importance of taking care over the type and use of language in relation to discriminaton *identify sources of support and how to access them in school, locally, by phone or landline 		<p>based on shared beliefs and values</p> <ul style="list-style-type: none"> *marriage is between two people who willingly agree (laws around forced marriage) *strategies to use if someone's touching is unacceptable and where to go for help 		<p>*transition to Year 7</p>
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British Values in the PSHE Curriculum:

	Topic / = indicate focus for British Values in this topic	Democracy	Rule of Law	Individual Liberty	Tolerance & Respect
Autumn 1	Healthy Eating	/	/	/	
	Internet Safety		/	/	/
Autumn 2	Families and People Who Care for Me (EYFS/KS1); Caring Friendships (KS2)	/	/	/	/
	Bullying		/	/	/
Spring 1	Being Safe (EYFS/KS1); Health and Prevention (KS2)		/		
	Asking for Help/What to do in an Emergency (EYFS/KS1); Basic First Aid (KS2)		/		
Spring 2	Respectful Relationships	/	/	/	/
Summer 1	Healthy Lifestyles (EYFS/KS1); Drugs, Tobacco and Alcohol (KS2)		/	/	
Summer 2	Growing and Changing		/	/	/
	Sex Education (Year 6)		/	/	/
	Change, Loss and Grief			/	/

The above programme of work and subsequent medium-term overviews and lessons are guided by resources found on the PSHE Association's Website. PSHE is taught under the following topics or themes:

- *Mental Wellbeing
- *Health Eating
- *Internet Safety
- *Bullying
- *Family and People who Care for Me and Caring Friendships
- *What to do in an Emergency/Basic First Aid
- *Being Safe (including Internet Safety)
- *Health and Prevention
- *Respectful Relationships
- *Healthy Lifestyles and Drugs, Tobacco, Alcohol and Caffeine
- *Growing and Changing
- *Transition, Change and Loss

Impact: Evidence and Assessment

Each topic begins with a baseline and ends with an assessment that measures the knowledge gained. Skills and attitudes are monitored throughout the sessions and across the year. The curriculum coverage is monitored each term by the PSHE Coordinator through book looks, environment walks and pupil voice surveys that also track the developing attitudes of students across the year.

Occasions throughout the year such as Children in Need allow the children to participate and contribute towards charity events. The students will also be able to demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty throughout learning opportunities in their lessons and during special occasions such as voting for their peers to become Head Boy or Girl. Other roles of responsibility in the school could also include being a School Council member, Play Leader or Anti-Bullying Ambassador.

A robust PSHE curriculum contributes towards children having a positive outlook towards school, a clear understanding of how to make safe choices and who to go to for help when it is needed and better enables them to exceed or achieve age related expectations across the wider curriculum.