

PSHE INTENT STATEMENT:

As a trust, it is our intent to educate our children to be accepting of diversity and be sensitive to the needs of different groups of people in society. We aim to encourage all children to use the correct language and terminology in discussion, developing an understanding and awareness that diversity and difference should be accepted and celebrated. The curriculum has been developed to be respectful, accepting and tolerant of different community and social groups, rather than to promote specific lifestyle choices.

We aim to provide high quality learning opportunities which allow the children to demonstrate an understanding of, and a sensitivity to all others regardless of their beliefs and values, so that they can develop meaningful relationships and caring friendships in which they feel safe, cared for and supported. We aim to equip children with the ability to make their own decisions about their lifestyle choices, health and wellbeing and the knowledge they need to keep themselves safe in an ever developing world.

Implementation:

- Open discussions/ forums/ debates
- Invite visitors in to school to share their experiences and provide role models
- Diversity in resources-books and materials to include different family groups, including representation of LGBT communities
- DfE recommended resources
- Parent and Child workshops to support SRE, Mental Health and Drug/ Alcohol education
- PSHE association resources
- Possible community projects
- Pre-teaching/ preparation for vulnerable children
- Scrapbook of children's responses to topical discussions

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PSHE PROGRESSION

			Children will be taught:	
EYFS KS1	Autumn 1	Families and people who care	To identify the people who love and care for them and what they do to help them feel cared for About the roles different people (eg acquaintances, friends and relatives) play in our lives To identify common features of family life About different types of families including those that may be different to their own To recognise the ways in which we are all unique That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	
		Caring friendships	About how people make friends and what makes a good friendship About what is kind and unkind behavior and how this can affect others	
		Respectful relationships	To recognise the ways in which they are the same and different to others. To recognise the ways in which we are all unique. About how to treat themselves and others with respect; how to be polite and courteous. To identify what they are good at, what they like and dislike How to talk about and share their opinions on things that matter to them.	
	Autumn 2	Mental Wellbeing <i>Zones of Regulation/ Inside Out.</i>	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 To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it How to recognise and name feelings About ways of sharing feelings; a range of words to describe feelings	
		Health and Prevention	About how physical activity helps us to stay healthy; and ways to be physically active everyday About the people who help us to stay physically healthy About why sleep is important and different ways to rest and relax Simple hygiene routines that can stop germs from spreading That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.	
		Spring 1	Caring Friendships	Simple strategies to resolve arguments between friends positively How to listen to other people and play and work cooperatively About how to recognise when they or someone else feels lonely and what to do. How to ask for help if a friendship is making them feel unhappy
			Respectful relationships	About how to treat themselves and others with respect; how to be polite and courteous How to respond safely to adults they don't know About knowing there are situations when they should ask for permission and also when their permissions should be sought That sometimes people may behave differently online, including by pretending to be someone they are not
	Spring 2	Mental Wellbeing	About different feelings that humans can experience How feelings can affect people's bodies and how they behave How to recognise what others may be feeling To recognise that not everyone feels the same at the same time, or feels the same about the same things About things that help people feel good (eg playing outside, doing things they enjoy, spending time with family, getting enough sleep)	

		Being Safe	To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) About how to respond if physical contact makes them uncomfortable or unsafe
Summer 1		Respectful relationships	That bodies and feelings can be hurt by words and actions; that people can say hurtful things online About how people may feel if they experience hurtful behavior or bullying That hurtful behavior (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 adult
		Being Safe	Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe <i>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</i> <i>About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</i> <i>About how to respond if physical contact makes them uncomfortable or unsafe.</i>
		Mental Wellbeing	About preparing to move to a new class/ year group About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better How to manage when finding things difficult
		Healthy Eating	About foods that support good health and the risks of eating too much sugar
Summer 2		Basic First Aid	About what to do if there is an accident and someone is hurt How to get help in an emergency (how to dial 999 and what to say)
		Drugs Alcohol and Tobacco/ Health and Prevention	About things that people can put in to their body or on their skin; how these can affect how people feel How to keep safe in the sun and protect skin from sun damage About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters) That household products (including medicines) can be harmful if not used correctly About the people whose job it is to help keep us safe Ways to keep safe in familiar and unfamiliar environments (eg beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
		Economic Wellbeing/ Money	What money is; forms that money comes in; that money comes from different sources That people make different choices about how to save and spend money That money needs to be looked after; different ways of doing this About the difference between needs and wants; that sometimes people may not always be able to have the things they want