



Curriculum Statement for PSHE

'Be yourself, but be it very well'

Article: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment **and education on health and well-being so that children can stay healthy.**

(UNCRC Article: 24)

Please see also our overall curriculum statement.

Intent

We want our children to grow up to be responsible citizens who value the importance of society and the community. To help them to do this we provide our children with opportunities for them to learn about their rights and their responsibilities and to appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their own sense of self-worth by playing a positive role in contributing to school life and the wider community by:

- developing the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.
- learning how to stay safe and healthy, and build self-esteem, resilience and empathy in order to become healthy, independent and responsible members of society.
- tackling barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.
- learning the importance of staying safe, a healthy diet, physical activity, emotional health, healthy relationships, health and wellbeing and living in the wider world.
- each topic of the PSHE curriculum develops the previous year's learning as the topics are revisited with more depth and challenge as the children progress through Reception Class, Key Stage 1 and Key Stage 2.
- all needs and abilities of all children are met through the PSHE curriculum with support and differentiation of questioning and activities.

Implementation

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---|--|---|---|---|
| EYFS | Ten Ten Module 2 Unit 2 How can I be a good friend? | Ten Ten Module 1 Unit 3 How can I describe my feelings? | How can I be fair? | How can I deal with my feelings? <small>(Education for a connected world)</small> | How can I recognise the feelings of others? | Ten Ten Module 3 Unit 2 How can I deal with change? |
| Year 1 | Ten Ten Module 1 Unit 2 What is the same and different about us? | Ten Ten Module 2 Unit 2 Who is special to us? | Ten Ten Module 2 Unit 3 What helps us stay healthy? | What can we do with money? | Ten Ten Module 3 Unit 1 Who helps to keep us safe? | Ten Ten Module 3 Unit 2 How can we look after each other and the world? |
| Year 2 | What makes a good friend? | What is bullying? | What jobs do people do? | What helps us to stay safe? | Ten Ten Module 1 Unit 2 What helps us grow and stay healthy? | Ten Ten Module 1 Unit 4 How do we recognise our feelings? |
| Year 3 | Ten Ten Module 2 Unit 1 How can we be a good friend? | Ten Ten Module 2 Unit 3 What keeps us safe? | Ten Ten Module 2 Unit 2 What are families like? | What makes a community? | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? |
| Year 4 | Ten Ten Module 1 Unit 2 What strengths, skills and interests do we have? | How do we treat each other with respect? | Ten Ten Module 1 Unit 3 How can we manage our feelings? | Ten Ten Module 1 Unit 4 How will we grow and change? | Ten Ten Module 3 Unit 1 How can our choices make a difference to others and the environment? | Ten Ten Module 3 Unit 2 How can we manage risk in different places? |
| Year 5 | Ten Ten Module 1 What makes up a person's identity? | What decisions can people make with money? | Ten Ten Module 2 Unit 2 How can we help in an accident or emergency? | Ten Ten Module 2 Unit 3 How can friends communicate safely? | Ten Ten Module 3 Unit 1 How can drugs common to everyday life affect health? | Ten Ten Module 3 Unit 2 What jobs would we like? |
| Year 6 | Ten Ten Module 1 Units 1 and 2 How can we keep healthy as we grow? | | Ten Ten Module 1 Unit 3 How can the media influence people? | | Ten Ten Module 1 Unit 4, Module 3 Units 1 and 2 What will change as we become more independent? How do friendships change as we grow? | |

Threshold Concepts

The threshold concepts for this subject:

- Relationships (pink on grid)
- Living in the wider world (blue on grid)
- Health and wellbeing (green on grid)

Links to core subjects

English - discussion and oral work is very important in PSHE and is an integral part of each lesson. There is a huge emphasis on listening and communication in an effective way. Children will also need to read and complete written work which is heavily based in the English curriculum. They also learn to solve problems and use inference which is closely linked to reading and writing creatively.

Maths - Numbers come up in conversations in everyday life all the time. Children need to understand these mathematical concepts to go on to comprehend what is being said. Mathematics can be used to help understand other cultures. Probability, risk and chance can be incorporated into PSHE and Citizenship concerning statistics and current affairs. Children will also interpret charts and data in PSHE and will develop skills in problem solving. Money and living in the wider world and jobs are integrated into the topics above.

Science - PSHE and Science are closely linked through work on changing bodies and puberty but also through development and growth. The children learn about conception, growth, development, behaviour and how health can be affected by drugs. The Science curriculum also includes the importance of healthy eating complemented by regular exercise, and the effect of drugs such as alcohol and tobacco in Key Stage 2 which enhances the message in PSHE lessons of how to stay healthy. A threshold concept of the PSHE curriculum is health and wellbeing.

RE - PSHE aims to equip the children with the skills and knowledge to live in today's world. Many of these skills are also rooted in our own Gospel Values - forgiveness, humility and respect. This enhances both subjects in that they complement each other and build upon the children's knowledge of the wider world whilst linking it to our faith and the teachings of Jesus. Many of the stories used in RE could also be used in PSHE and vice versa. We have also adopted the TenTen programme 'Life to the Full' for RSE which is used alongside PSHE work. This programme emphasises the importance of us all being different and all equal in the eyes of God - something which can also be used in PSHE lessons. IN the overview above, we can see where the PSHE topics are linked to any TenTen modules.

Impact

Through our PSHE curriculum, we will see children who

- have a ready willingness and ability to try new things, push themselves and persevere.
- have a good understanding of how to stay safe, healthy and develop good relationships.
- have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- have a strong self-awareness, interlinked with compassion for others.

- have an understanding of rights and responsibilities linked to the United Nations Convention for the Rights of the Child (UNCRC)

Monitoring

We will monitor the impact of our PSHE curriculum in a variety of ways through:

- Learning walks
- Lesson visits
- Work scrutiny
- Planning scrutiny
- Reports to Governors
- Learning Council

Subject Leader: Miss B Noble

Link Governor: Dr C Dawson

Date: updated with PSHE association overview and TenTen 'Life to the Full' links 9.3.22

To be reviewed: September 2022