



## PSHE and RSE

### Intent Statement

At St Peter's Primary School, we acknowledge the importance of teaching PSHE as it is vital pupils learn how to keep safe and healthy in an ever-changing world. Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

PSHE is a key way that schools can ensure that pupils are receiving a wide and varied curriculum that is relevant to the lives they live today and prepares them for the future. The Government's statutory safeguarding guidance for schools: Keeping children safe in education; statutory guidance for schools and colleges (May 2016) states that: 'Governing bodies and proprietors should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), through sex and relationship education (SRE).'

*N.B. The red flag symbol, on the whole school curriculum overview and year group curriculum overviews, demarcates PSHE topics and lessons that directly relate to safeguarding pupils.*

At St Peter's Primary School, we believe that our PSHE and RSE curriculum encourages children to gain social, emotional and practical life skills. Therefore, children are able to become emotionally intelligent and socially responsible individuals in our society.

## Implementation

At St Peter's Primary School (SPPS), we have created our own broad and balanced curriculum, which combines the schemes 'You, Me, PSHE' and 'The Christopher Winter Project' (CWP). You, Me, PSHE provides primary schools with a clear and progressive PSHE curriculum which can be used as given. We have divided PSHE into 7 different strands:



- Within each strand, we have designed age-appropriate topics for the different year groups.
- One topic per half term is taught to each year group (SRE will be taught for half a term in all year groups; Summer Term for Years 1-4 and Autumn Term for Years 5 and 6).
- Each topic consists of three lessons per half term and teachers are expected to teach a minimum of three lessons in each half term.
- Each PSHE lesson includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes).

### Assessment

Assessment has been included as an integral part of each topic. At the beginning of the topic, pupils complete a pre-topic assessment activity, which is then repeated at the end of the topic. This enables pupils and teachers to understand and demonstrate the progress made. Pupils also complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work. All children will have a PSHE folder to assess pupil progress, which will act as a record of their learning in PSHE.

# SPPS PSHE AND RSE CURRICULUM

## Subject Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Physical health and wellbeing Fun times	Mental health and emotional wellbeing Friendship	Keeping safe and managing risk Bullying - see it, say it, stop it	Identity, society and equality Democracy	Physical health and wellbeing In the media	Careers, financial capability and economic wellbeing Borrowing and earning money
Autumn 2	Keeping safe and managing risk Feeling safe	Physical health and wellbeing What keeps me healthy?	Mental health and emotional wellbeing Strengths and challenges	Drug, alcohol and tobacco education Making choices	Sex and relationship education Puberty	Sex and relationship education Puberty, Relationships and Reproduction
Spring 1	Identity, society and equality Me and others	Careers, financial capability and economic wellbeing My money	Drug, alcohol and tobacco education Tobacco is a drug	Physical health and wellbeing What is important to me?	Keeping safe and managing risk When things go wrong	Drug, alcohol and tobacco education Weighing up risk
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Keeping safe and managing risk Indoors and outdoors	Identity, society and equality Celebrating difference	Keeping safe and managing risk Playing safe	Mental health and emotional wellbeing Dealing with feelings	Identity, society and equality Human rights
Summer 1	Mental health and emotional wellbeing Feelings	Sex and relationship education Differences	Physical health and wellbeing What helps me choose?	Sex and relationship education Growing up	Drug, alcohol and tobacco education Different influences	Mental health and emotional wellbeing Healthy minds
Summer 2	Sex and relationship education Growing and Caring for Ourselves	Drug, alcohol and tobacco education Medicines and me	Sex and relationship education Valuing Difference and Keeping Safe	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Keeping safe and managing risk Keeping safe - out and about FGM

## Knowledge and Skills Progression

Sex and Relationship Education (SRE)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Family and Friendship</u>	<u>Growing and Caring for Ourselves</u>	<u>Differences</u>	<u>Valuing Difference and Keeping Safe</u>	<u>Growing Up</u>	<u>Puberty</u>	<u>Puberty, Relationships &amp; Reproduction</u>
<u>Pupils learn:</u> 1. Caring friendships 2. Being kind 3. Families	<u>Pupils learn:</u> 1. Different friends 2. Growing and Changing 3. Families and Care	<u>Pupils learn:</u> 1. Differences 2. Male and Female Animals 3. Naming Body Parts	<u>Pupils learn:</u> 1. Body differences 2. Personal Space 3. Help and Support	<u>Pupils learn:</u> 1. Changes 2. What is puberty? 3. Healthy Relationships	<u>Pupils learn:</u> 1. Talking about Puberty 2. The Reproductive System 3. Help and Support	<u>Pupils learn:</u> 1. Puberty and Reproduction 2. Communication in relationships 3. Families, Conception and Pregnancy 4. Online Relationships 5. FGM (Covered also in Keeping Safe and Managing Risk)

National Curriculum link: Science - animals, including humans (statutory requirements)	
Pupils:	Pupils should be taught to:
Year 1	4.1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year 2	4.2 notice that animals, including humans, have offspring which grow into adults
Year 5	4.3 describe the changes as humans develop to old age

Drug, Alcohol and Tobacco Education (DATE)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>What do we put into and on our bodies?</u>	<u>Medicines and Me</u>	<u>Tobacco is a drug</u>	<u>Making choices</u>	<u>Different influences</u>	<u>Weighing up risk</u>
	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about what can go into bodies and how it can make people feel</li> <li>about what can go on to bodies and how it can make people feel</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>why medicines are taken</li> <li>where medicines come from</li> <li>about keeping themselves safe around medicines</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>the definition of a drug and that drugs (including medicines) can be harmful to people</li> <li>about the effects and risks of smoking tobacco and second-hand smoke</li> <li>about the help available for people to remain smoke free or stop smoking</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</li> <li>about the effects and risks of drinking alcohol</li> <li>about different patterns of behaviour that are related to drug use</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>about different influences on drug use - alcohol, tobacco and nicotine products</li> <li>strategies to resist pressure from others about whether to use drugs - smoking drugs and alcohol</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</li> <li>about assessing the level of risk in different situations involving drug use</li> <li>about ways to manage risk in situations involving drug use</li> </ul>
		<u>Asthma lesson for Year 2, 3 or 4</u> that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use <u>Pupils:</u> <ul style="list-style-type: none"> <li>know what asthma is and how it can affect people</li> <li>can recognise the symptoms of an asthma attack</li> <li>understand how people with asthma can look after themselves - treating asthma as a condition and treating an asthma attack</li> </ul>				

Keeping Safe and Managing Risk

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Feeling Safe</u>	<u>Indoors and Outdoors</u>	<u>Bullying - See it, say it, Stop it</u>	<u>Playing Safe</u>	<u>When things go wrong</u>	<u>Keeping safe - Out and about</u>
	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• safety in familiar situations</li> <li>• about personal safety</li> <li>• about people who help keep them safe outside the home</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• about keeping safe in the home, including fire safety</li> <li>• about keeping safe outside</li> <li>• about road safety</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• to recognise bullying and how it can make people feel</li> <li>• about different types of bullying and how to respond to incidents of bullying</li> <li>• about what to do if they witness bullying</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• how to be safe in their computer gaming habits</li> <li>• about keeping safe near roads, rail, water, building sites and around fireworks</li> <li>• about what to do in an emergency and basic emergency first aid procedures</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• about keeping safe online</li> <li>• that violence within relationships is not acceptable</li> <li>• about problems that can occur when someone goes missing from home</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <u>FGM</u> <ul style="list-style-type: none"> <li>• Pupils learn about the importance for girls to be protected against FGM</li> </ul>

<u>Mental Health and Wellbeing</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Feelings</u>	<u>Friendship</u>	<u>Strengths and Challenges</u>	No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)	<u>Dealing with Feelings</u>	<u>Healthy minds</u>
	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about different types of feelings</li> <li>about managing different feelings</li> <li>about change or loss and how this can feel</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about the importance of special people in their lives</li> <li>about making friends and who can help with friendships</li> <li>about solving problems that might arise with friendships</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about celebrating achievements and setting personal goals</li> <li>about dealing with put-downs</li> <li>about positive ways to deal with set-backs</li> </ul>	N/A	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about a wide range of emotions and feelings and how these are experienced in the body</li> <li>about times of change and how this can make people feel</li> <li>about the feelings associated with loss, grief and bereavement</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>what mental health is</li> <li>about what can affect mental health and some ways of dealing with this</li> <li>about some everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul>

Physical Health and Wellbeing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Fun Times</u>	<u>What keeps me healthy?</u>	<u>What helps me choose?</u>	<u>What is important to me?</u>	<u>In the media</u>	<i>No specific unit of work for this year group. Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing: Healthy Minds</i>
	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about food that is associated with special times, in different cultures</li> <li>about active playground games from around the world</li> <li>about sun-safety</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about eating well</li> <li>about the importance of physical activity, sleep and rest</li> <li>about people who help us to stay healthy and well and about basic health and hygiene routines</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about making healthy choices about food and drinks</li> <li>about how branding can affect what foods people choose to buy</li> <li>about keeping active and some of the challenges of this</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</li> <li>about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</li> <li>about the importance of getting enough sleep</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>that messages given on food adverts can be misleading</li> <li>about role models</li> <li>about how the media can manipulate images and that these images may not reflect reality</li> </ul>	N/A



Careers, Financial Capability and Economic Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>No specific unit of work for this year group</i>	<u>My money</u>	<i>No specific unit of work for this year group</i>	<u>Saving, spending and budgeting</u>	<i>No specific unit of work for this year group</i>	<u>Borrowing and earning money</u>
	N/A	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• about where money comes from and making choices when spending money</li> <li>• about saving money and how to keep it safe</li> <li>• about the different jobs people do</li> </ul>	N/A	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• about what influences people's choices about spending and saving money</li> <li>• how people can keep track of their money</li> <li>• about the world of work</li> </ul>	N/A	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>• that money can be borrowed but there are risks associated with this</li> <li>• about enterprise</li> <li>• what influences people's decisions about careers</li> </ul>

<u>Identity, Society and Equality</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<u>Me and others</u>	<i>No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.</i>	<u>Celebrating Difference</u>	<u>Democracy</u>	<u>Stereotypes, discrimination and prejudice (including tackling homophobia)</u>	<u>Human Rights</u>
	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about what makes themselves and others special</li> <li>about roles and responsibilities at home and school</li> <li>about being co-operative with others</li> </ul>	N/A	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>Pupils learn about valuing the similarities and differences between themselves and others</li> <li>Pupils learn about what is meant by community</li> <li>Pupils learn about belonging to groups</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about Britain as a democratic society</li> <li>about how laws are made</li> <li>learn about the local council</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about stereotyping, including gender stereotyping</li> <li>workshop from Diversity Role Models or Equaliteach</li> <li>about prejudice and discrimination and how this can make people feel</li> </ul>	<u>Pupils learn:</u> <ul style="list-style-type: none"> <li>about people who have moved to Croydon from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul>