

St Budeaux CE Primary Academy

A beacon of light ignited by ambition and determination

PSHE at St Budeaux Primary Academy

Intent

Personal, social, health and economic (PSHE) education is a vital and necessary part of all pupils' education. By equipping pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions, through PSHE lessons, we aim to improve both non-academic and academic outcomes for all pupils.

Our PSHE objectives form a broad and balanced PSHE curriculum and build upon the National Curriculum and statutory guidance of Relationships and Sex education (RSE)* and Health education, which covers drug education, financial education, sex and relationship education (including online) and the importance of physical activity and diet for a healthy lifestyle.

The school's PSHE Programme of Study is encompassed within the three categories of: 'Relationships', 'Living in the Wider World' and 'Health and Wellbeing' and follows learning outcomes and the core themes outlined by The PSHE Association. (The PSHE Association is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.)

The intent of our PSHE Programme of Study is to enable all pupils to embrace the challenges of creating a happy and successful adult life, to give pupils the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships (including online) and to build their self-confidence and self-efficacy. Our aim is that pupils can also put this knowledge into practice as they develop the capacity to understand and build positive relationships and make sound decisions when facing risks, challenges and complex contexts. Through PSHE lessons, we aim to help pupils to develop resilience, to know how and when to ask for help, and to know where to access support when they face difficult situations in their lives.

We use high quality, evidence-based and age-appropriate teaching of PSHE to help prepare pupils for the opportunities, responsibilities and experiences of adult life and to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. In doing so, we aim to develop children's identity and self-esteem as active, confident members of their community with an appreciation of the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. Alongside our school Christian values of love, forgiveness, respect and joy, we aim throughout school life to develop an understanding of the importance of self-respect and self-worth and personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice and to provide opportunities for social service, active citizenship and voluntary service to others.

* Please see school RSHE Policy for guidance on how this is covered in St Budeaux Primary Academy.

Considerations to SEND and individual pupil need

PSHE lessons are made accessible to all pupils, including those with Special Educational Needs (SEND) and disadvantaged groups. Lessons are adapted and planned to meet individual needs. We plan for a range of activity to provide opportunity for all pupils to present their learning.

This could include:

Oral outcome	Written outcome	Visual outcome
Debate Discussion Sequencing/sorting activity in groups etc.	Report/poster Worksheet Labelled diagram	Game Interactive display board Storyboard Role play etc.

Additional access support may include:

- TA/learning mentor support
- Sharing learning with parents/ carers
- Scribe to capture pupil voice
- Photo cards
- Practical activities – e.g. mindfulness activities

Subject Aim: Statutory RSE and health education objectives

Families and people who care for me

Pupils will learn about the importance of family and the love, security and stability that they provide. The characteristics of a healthy family life as well as how to recognise when family relationships are making them unhappy or unsafe and how to get help or advice with this, Children learn that other families are sometimes different and that they should respect differences.

Caring friendships

Pupils learn the importance of friendships and the characteristics of a healthy friendship. They will learn that friendships can have ups and downs and that differences can be worked through. Pupils will learn how to recognise who to trust and how to recognise when a friendship is making them unhappy or uncomfortable and how to manage these situations as well as and how to seek help or advice from others, if needed.

Respectful relationships

Pupils learn the importance of respecting others and steps to take in a range of contexts to support respectful relationships. Pupils will learn about also respecting when others are different from them as well as what a stereotype is, and how stereotypes can be unfair, negative or destructive. They will learn of the importance of self-respect and that they can expect to be treated with respect by others. Pupils will learn of the conventions of being polite and using manners. They will learn about bullying (including cyberbullying) the impact the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online relationships

Pupils will learn about how sometimes behaviour online is different, including by pretending to be someone that they are not. They will learn the rules and principles for keeping safe online, how information and data is shared and used online, how to recognise risks, harmful content and contact, and how to report them. Pupils will learn about the same principles of respect as with face-to-face relationships in online relationships.

Being safe

Pupils will learn about the appropriate boundaries in friendships, with peers and others including in a digital context. They will learn about privacy and that it is not always appropriate to keep secrets if they relate to being safe. Pupils will learn about how to respond to adults that they do not know in different contexts (including online). They will learn about unsafe, inappropriate contact how to recognise and report feelings of being unsafe or feeling bad, how to ask for advice or help for themselves or others, as well as how to report concerns or abuse, and where to get advice if needed.

Mental wellbeing

Pupils will learn that mental wellbeing is a normal part of life like physical wellbeing and that problems can for many people be resolved with the right support. They will learn that it is normal to have a range of emotions and how to recognise and talk about their own and others' emotions. They will learn about self-care techniques and a range of activities that support mental and physical health and where and how to seek support if they are experiencing worries that impact their own mental health as well as other's mental wellbeing.

Internet safety and harms

Pupils will learn that for most people the internet is an integral part of life and has many benefits but also about the benefits of rationing time online. They will learn about the impact of positive and negative content online for their own and others' mental wellbeing. They will also learn the importance of respectful behaviour online and the importance of keeping information private. Pupils will learn why social media, some computer games and online gaming are age restricted and how to be a discerning consumer of information online. They will learn where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils will learn the characteristics and mental and physical benefits of an active lifestyle.

They will learn the importance of building regular exercise into daily and weekly routines and how to achieve this. They will learn the risks associated with an inactive lifestyle (including obesity), as well as how and when to seek support if they are worried about their health.

Healthy eating

Pupils will learn what constitutes a healthy diet and the principles of planning and preparing a range of healthy meals. They will learn the characteristics of a poor diet and risks associated with unhealthy eating and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils will learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils will learn how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, including skin cancer and how to reduce the risk of sun damage. They will learn the importance of sufficient good quality sleep for good health. Pupils will learn about dental health and the benefits of good oral hygiene, about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils will learn how to make a clear and efficient call to emergency services if necessary. They will learn the concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils will learn about key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. They will learn about menstrual wellbeing including the key facts about the menstrual cycle.

Implementation

Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>LKS2 TEAM</u> (Relationships)	<u>LKS2 Think Positive</u> (Health and Wellbeing)	<u>LKS2 Diverse Britain</u> (Living in the Wider World)	<u>LKS2 Be Yourself</u> (Relationships)	<u>LKS2 It's My Body</u> (Health and Wellbeing)	<u>LKS2 Aiming High</u> (Living in the Wider World)
Year 4	<u>LKS2 VIPs</u> (Relationships)	<u>LKS2 Safety First</u> (Health and Wellbeing)	<u>LKS2 One World</u> (Living in the Wider World)	<u>LKS2 Digital Wellbeing</u> (Relationships)	<u>LKS2 Money Matters</u> (Living in the Wider World)	<u>LKS2 Growing Up</u> (Health and Wellbeing)
Year 5	<u>UKS2 TEAM</u> (Relationships)	<u>UKS2 Think Positive</u> (Health and Wellbeing)	<u>UKS2 Diverse Britain</u> (Living in the Wider World)	<u>UKS2 Be Yourself</u> (Relationships)	<u>UKS2 It's My Body</u> (Health and Wellbeing)	<u>UKS2 Aiming High</u> (Living in the Wider World)
Year 6	<u>UKS2 VIPs</u> (Relationships)	<u>UKS2 Safety First</u> (Health and Wellbeing)	<u>UKS2 One World</u> (Living in the Wider World)	<u>UKS2 Digital Wellbeing</u> (Relationships)	<u>UKS2 Money Matters</u> (Living in the Wider World)	<u>UKS2 Growing Up</u> (Health and Wellbeing)

PSHE Skills Progression

	Year 3	Year 4	Year 5	Year 6
Relationships	- express their thoughts, feelings and worries. - Work together as a team. - identify a feeling and how it is being expressed. - know how to resolve a dispute. - Identify good deeds that could be done to someone. - list some of their achievements and say why they are proud of them; - identify facial expressions associated with different feelings; - describe some strategies that they could use to help them cope with uncomfortable feelings; - know how to be assertive. - explain that the messages they receive from the media about how they should look, think and behave are not always realistic; - know ways to make things right after a mistake has been made; - explain that mistakes help them to learn and grow.	- understand how the impact of our attitudes affects us when trying to make new friendships; - know some positive resolution techniques; - know how to help someone who is being bullied - identify some positives and negatives of the Internet; - explain what to do if they experience or see bullying online; - explain ways to communicate safely online and identify ways to get support if they do not feel safe; - assess the reliability of online information; - explain what personal information includes; - know why we shouldn't share passwords and private information; - know why we have rules and restrictions around the technology we use.	- understand what successful teamwork skills are; - express opinions respectfully; - explain what collaborative working is; - understand what a compromise is; - understand different types of unkind behaviour; - identify ways of showing care to others in their team; - list shared responsibilities within the class team - know what it means when children are torn between 'fitting in' and being true to themselves; - explain how to communicate their feelings in different situations; - know different ways to manage uncomfortable feelings; - understand which situations would make people fight or flee and why; - identify the feelings involved in making a mistake and understand how to make amends.	- Know some calming techniques. - Know ways that a disagreement could be handled - explain ways to resist pressure with support; - identify which secrets are OK to keep and which need to be shared. - identify some aspects of healthy and unhealthy relationships; - identify different types of relationships - identify the benefits and risks of the Internet; - understand it is important to look after their digital wellbeing; - recognise the signs of inappropriate and harmful online relationships; - identify the benefits and risks of social media; - understand that online bullying is wrong and what to do to get help to make it stop; - explain that not all online information is true

Health and Wellbeing

• understand that it is important to look after our mental health. • recognise and describe a range of positive and negative emotions. • understand changes people may experience in their lives and how they might make them feel. • Know things that make them happy and help them to stay calm. • identify uncomfortable emotions and what can cause them. • understand the importance of sleep, exercise and healthy eating. • know what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health.	• Know some ways for staying safe and healthy. • Know some of the dangers we face when we are using roads, water or railways. • describe drugs, cigarettes and alcohol in basic terms. • identify some common injuries and know they can be treated with first aid. • recognise hazards and dangers in an emergency situation. • state 999 as the number to call to seek help in an emergency. • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born. • identify someone they could talk to about their changing body should they need to.	• talk about their thoughts, feelings and behaviours. • identify unhelpful and helpful thoughts. • suggest outcomes linked to certain thoughts, feelings and actions. • discuss ways in which positive thinking can be beneficial. • identify and discuss uncomfortable emotions. • identify common choices we have to make in life. • use basic mindfulness techniques, when guided. • understand that they can choose what happens to their own bodies; • know where and how to get help if they are worried; • understand the importance of sleep, exercise and healthy eating; • identify ways in which certain drugs, including tobacco and alcohol, can harm their bodies; • identify positive aspects about themselves; • discuss the choices related to health that they make each day; • identify choices that will benefit their health and provide a 'balanced lifestyle'; • identify ways to protect their bodies from ill health.	• describe what a dare is and identify situations involving peer pressure; • know when to seek help in risky or dangerous situations; • identify and discuss some school rules for staying safe and healthy; • recall the number to dial in an emergency; • list some of the hazards they might find at home; • understand some substances at home can be dangerous; • list some of the dangers we face when we are around roads, railways or water; • know the key points of the firework code. • identify groups and communities that they belong to; • explain how to be a good neighbour; • identify things that harm and things that help a neighbourhood; • describe what it is like to live in Britain; • identify similarities and differences between British people; • talk about what makes them feel proud of being British.
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Living in the Wider World

• describe what it is like to live in Britain; • know what democracy is; • understand what rules and laws are; • know about what liberty means; • describe a diverse society; • describe what being British means to them. • share their personal achievements and skills; • identify what a positive learning attitude is; • know about a range of jobs that people do; • understand what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.	• describe similarities and differences between people's lives. • identify opinions that are different from their own. • express their own opinions. • recognise that their actions impact on people in different countries. • know what climate change is. • know there are organisations working to help people in challenging situations in other communities • discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.	• talk about the range of faiths and ethnicities in Britain; • explain how and why laws are made; • explain what a community is; • discuss some roles of local government; • describe the basic structure of national government; • talk about the role of charities and voluntary groups in the community. • discuss their personal achievements and skills; • discuss different learning styles; • identify what a helpful learning attitude is; • talk about the range of jobs that people do; • understand what a stereotype is; • talk about skills employers look for in employees; • work with others in a team; • discuss the skills everyone needs to succeed.	• explain what a global citizen is; • say what global warming is; • understand that human energy use can harm the environment; • understand the importance of not wasting water; • understand what biodiversity is; • understand that their choices can have far reaching consequences. • talk about what financial risk is. • discuss the ways advertisers try to influence consumers. • identify what it means to be a 'critical consumer'. • describe what 'value for money' means. • talk about what it means to budget. • discuss how money can affect people's emotions. • talk about ethical spending. • talk about what tax is.
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Delivery of PSHE lessons

At St Budeaux CE Primary Academy PSHE is taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons also signpost key words, building a rich vocabulary to develop understanding and oracy opportunities to discuss topics as young citizens are built in to each lesson.

Children are advised of a set of ground rules for discussion in PSHE lessons that support confidentiality and safeguarding of pupils. Children are taught by a class teacher or class TA who have good knowledge of each individual's needs and backgrounds and lessons are thus tailored to each class's requirements.

Twinkl Life's PSHE units provide the basis for our PSHE lessons and are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment and children demonstrate their understanding

through class discussion and activities. Lessons are sometimes planned using other sources to provide lessons that are further customised to the context of the school, for example in sex education lessons. * In addition, outside agencies are sometimes used to deliver particular objectives such as health education or first aid.

Activities and discussion are adapted for SEND children and different types of learners. Where necessary, SEND children will receive added input to ensure understanding of key concepts and this may sometimes be further enforced with communication with parents and carers about PSHE learning in school.

*Please see the school's sex education policy for more details.

Impact

In St Budeaux CE Primary Academy's PSHE lessons children develop vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect. This allows the children opportunities to reflect and consider their response to their learning, and is demonstrated in feedback from discussion, games, role play, worksheets or written outcomes. The lessons provide them with knowledge about relationships, emotions, health, wellbeing, change as well as how and when they can seek the support of others when facing difficulties. This provides the children with an understanding of health and wellbeing as well as developing the skills to evaluate and care for their own wellbeing as well as the wellbeing of others.

They will apply their understanding of relationships and society to their everyday interactions, from the classroom to the wider community of which they are a part. This links to St Budeaux CE Primary Academy's school culture and school values of love, joy, respect and forgiveness that prioritise respect for others, physical and mental health and wellbeing.

By teaching children knowledge and skills that positively impact their wellbeing, safeguarding and SMSC outcomes, children develop attributes that they need to succeed at school and in the wider world. PSHE lessons will develop the whole child by improving the emotional barriers to learning by building confidence and self-esteem. This in turn will improve the outcomes for all children, including disadvantaged and vulnerable children, by raising their aspirations and empowering them with the skills to overcome barriers that they face. The children will have developed knowledge and skills to help them embrace opportunity, face challenges, responsibilities and life decisions.

Monitoring of PSHE takes place by the PSHE subject lead and senior leadership team on a regular basis. This is through looking at class scrap books, observations of lessons, planning support and pupil interviews. Feedback on these will inform future planning and practise.

Monitoring carried out by subject leader

Autumn term – Planning support dives (feedback given to teachers)

Spring term – Pupil Interviews (meeting with 2 pupils from each class to reflect on PSHE and look at class scrap books together)

Summer term – Subject leader invited to join a PSHE lesson for each class