

PSHE



Subject Rationale, Intent and Progression

2021-2022

Overview of PSHE

Intent:

- Follow the school ethos of Caring and Achieving at all times and become responsible members of our school and wider community.
- Promote the British Values and have respect for others.
- Be an active member of society
- Develop self –confidence and self esteem and understand how to lead a healthy life

Topics that are central to children's well-being include nutrition physical activity, drugs, alcohol, tobacco, relationships and sex, emotional health and wellbeing, safety, work related learning and personal finance. Age appropriate discussion of these topics will help to prepare children for the real life issues they will face as they grow up.

PSHE makes a significant contribution to the Prevent agenda and to safeguarding children. It supports SMSC development too.

Lane Green First School motto underpins this fully. Positive relationships here are important as they help provide the safe and secure school environment that is conducive to learning here.

Overview of PSHE

Implementing PSHE

Cross curricular learning opportunities are explored and used whenever possible.

Key vocabulary is shared and explored to ensure pupils become fluent in demonstrating their learning.

Pupils will work independently, in pairs and in groups to ensure effective learning discussions take place and that modelling of knowledge, understanding and skills is ensured too.

PSHE learning is assessed continually throughout lessons to ensure staff can plan appropriately for future lessons and that all pupils can be supported and challenged to enable them to make at least expected progress.

Overview of PSHE

Values and Impact

British Values are promoted – PSHE enables pupils to become healthy, independent and responsible members of society. Pupils are encouraged to play a positive role in the school and wider community to help develop their sense of self-worth. Democracy in school is promoted through class activities and the school council, alongside assemblies.

Spiritual development – pupils learn about belonging and develop their self-awareness. They develop a sense of security, well-being, worth and purposefulness, as well as an understanding of each person's uniqueness.

Moral development – pupils are provided with a clear moral code as a base for behavior in class and across the school. This is promoted at all times. Pupils have the opportunity to promote racial, religious and other forms of equality. Truth, justice, equality of opportunity and right and wrong will all be explored.

Social development – pupils will be helped to develop personal qualities which are valued in school and beyond. Pupils will be provided with the opportunity to engage in democratic processes too.

Cultural development – pupils will be encouraged to think about special events in life and how they are celebrated. They will build an awareness of the diversity of British culture and the richness this brings.

PSHE: Progression of KEY SKILLS

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way.</p> <p>They begin to share their views and opinions (for example talking about fairness).</p> <p>They can set themselves simple goals .</p>	<p>Children can demonstrate that they recognise their own worth and that of others.</p> <p>They can express their views confidently and listen to and show respect for the views of others.</p>	<p>Children can express their views confidently and listen to and show respect for the views of others.</p> <p>They know what a friend is and does and how to cope with some friendship problems.</p>	<p>They can identify ways to face new challenges.</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school).</p> <p>They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>They can talk about a range of jobs, and explain how they will develop skills to work in the future.</p> <p>They can demonstrate how to look after and save money.</p>

Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

PSHE: Progression of key skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and wellbeing	<p>Children can explain ways of keeping clean and they can name the main parts of the body.</p> <p>They can explain that people grow from young to old.</p>	<p>Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>Children can make choices about how to develop healthy Lifestyles.</p>	<p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>They understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>They can identify some factors that affect emotional health and well-being.</p> <p>They can identify and explain how to manage the risks in different familiar situations.</p>	<p>They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being.</p> <p>They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p>

Health and Wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

PSHE: Progression of key skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World	Children can explain different ways that family and friends should care for one another.	Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.	Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds)	They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).	Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.	They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

Living in the Wider World.

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.