PSHE

- National Curriculum
- Projects and Beacons

PEARTREE SPRING
PRIMARY SCHOOL

"Learn. Believe. Achieve."
Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial

Statutory Relationships Education – *by the end of Primary School, pupils should know:*	
Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

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Statutory Physical Health and Wellbeing – *by the end of Primary School, pupils should know:*

Mental Well-Being	
Mental Well-Being PSHE/PE Curriculum Also explored through assembly themes and class discussion in response to pupil needs	• that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Health and Prevention PE/Science Curriculum	• 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, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Changing Adolescent Body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle **At Peartree this is covered in Changing Me Summer 2 PSHE curriculum**
Healthy Eating DT/PE/Science curriculum	• what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Internet Safety and Harms computing curriculum	• that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online

Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	**Basic First Aid** PE curriculum	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Physical Health and Fitness PE curriculum	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health		

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PSHE Curriculum Statement of Intent: The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We nurture our children's understanding of mental health and well-being as well as teaching them to understand the importance of maintaining physical health. We aim to develop understanding of their personal responsibility towards themselves and others so that they flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help.

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

jigsaw The mindful approach to PSHE	At Peartree, we follow the Jigsaw scheme of work:	In addition, our PSHE programme is supplemented by whole school assemblies, specialist visitors and workshops both on and off site.
Autumn 1	Being Me in My Own World	Most importantly, class teachers understand the needs of their children and support their specific well-being and relationship needs as necessary.
Autumn 2	Celebrating Difference	
Spring 1	Dreams and Goals	
Spring 2	Healthy Me	
Summer 1	Relationships	
Summer 2	Changing Me	

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EYFS	Self Confidence and Self Awareness		Managing Feelings and Behaviour		Making Relationships	
	Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group. We will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.		Children talk about how they and others show feelings. Talk about their own and others behaviours and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.		The children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity towards others needs and feelings and form positive relationships with adults and other children	

	Autumn 1 Being Me in My Own World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me – MUST FOLLOW VOCAB PROGRESSION OUTLINED IN PEARTREE PROJECTS
Year 1	Feeling special and safe in my class; rights and responsibilities; Rewards and feeling proud; consequences; Class Charter	Differences that make us special and unique	Celebrating success	Identifying ways to keep safe and healthy	Expressing appreciation	Talk about changes and differences regarding myself
Year 2	Hopes and fears for the year; rights and responsibilities; rewards and consequences; our class charter	Valuing differences	Working co-operatively	Making healthy snacks	Resolving conflicts	Talk about changes and differences regarding myself and others
Year 3	Getting to know each other; facing challenges; following rules; rewards and consequences, class charter	Exploring the effect of words on feelings	Identifying steps to success	Keeping ourselves safe	Influences from people around the world	Talk about why males and females are different and explore family roles
Year 4	Becoming a class team; being a school citizen; rights and responsibilities and democracy; rewards and consequences; class charter	First impressions and acceptance	Resilience and setting new goals	Peer pressure	Different points of view	Talk about physical differences between males and females as they grow up and how we feel about changes that are out of our control
Year 5	My year ahead - facing new challenges; my rights and responsibilities as a British citizen; responsibilities; rewards and consequences; class charter	Bullies	Dreams and goals belonging to young people from cultures different to mine	Exploring healthy and unhealthy attitudes to food	Using technology safely	Talk about changes during puberty, including menstruation and what to expect, and express our feelings about physical and emotional changes
Year 6	Identifying goals, fears and worries in the year ahead and how to express them; global citizenship; class charter	Differences as a source of conflict or a cause for celebration	Working with other people to make the world a better place	Alcohol Drugs and Tobacco not in Jigsaw scheme, must be covered also (usually through Crucial Crew)	Standing up for myself	Talk about changes during puberty, including menstruation and what to expect and express our feelings about physical and emotional changes Explain how babies are made and born.

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	Beacon 1	Beacon 2	Beacon 3
Non-negotiable skills and knowledge	• I can talk about how to be safe • I can talk about my rights and responsibilities • I can talk about ways to be healthy • I can use scientific vocabulary to describe boys and girls and how it feels to change as I grow older	• I can make responsible choices and ask for help when I need it • I can identify dangerous things, people and places, including online • I can talk about dangers to my health and well-being, including online behaviour • I can use scientific vocabulary to explain how bodies change as boys and girls grow up, and discuss how I feel about changes	• I explain what my rights and responsibilities are as a British citizen • I can describe with detail different ways to be healthy and identify dangers to my health and well-being • I can describe with detail how to use the internet safely • I can use scientific vocabulary to describe key facts about puberty and the changing adolescent body, including physical and emotional changes • I can talk about menstrual wellbeing including the key facts about the menstrual cycle
Well-Being Skills	• Describe mental well-being as how we feel on the inside • Recognise that mental well-being is a normal part of daily life and just as important as physical health • Name factors that support good mental well-being • Recognise and discuss the emotions of fear, joy, disgust, surprise, sadness, anger, happiness. • Explore emotional triggers and discuss how their own and other's behaviour can affect well-being • Explore appropriate ways to express emotions and respond to situations	• Recognise that mental well-being can be influenced by different factors, including exercise • Name a range of activities that support well-being • Recognise and discuss the emotions of pride, shame, dismay, jealousy, embarrassment, empathy. • Explore the emotional impact of life events • Name some of the many factors that can affect mood • Select appropriate emotions and responses to a range of scenario-based triggers	• Recognise your own role in supporting mental well-being in yourself and others • Reflect on which activities help you support your own well-being and recognise that these will be different for different people • Recognise that we often feel multiple emotions at the same time and that we also express false emotions • Recognise how the intensity of emotional response varies depending on a range of circumstances • Judge whether your own emotions and responses are appropriate and proportionate