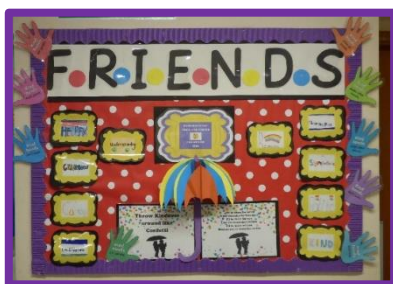


# Our Personal, Social, Health and Economic (PSHE) Education Curriculum



## Our Aim

Personal, Social, Health and Economic (PSHE) Education deals with health education, including diet, exercise, rest, life-style, self-image, relationships, keeping safe, dealing with bullying and personal, social and emotional development. This also incorporates relationships education as part of the national curriculum and is taught age appropriately throughout the school. Sex education is taught in year 5 and 6.

Through PSHE, children also learn about citizenship and their place in society, their growing responsibility as citizens and as members of the global community, and their developing understanding of systems such as democracy. The children also learn about money and how to use it effectively. Economic wellbeing is discussed and future careers for the children.

An activity called 'Circle Time' is often used to explore moral and emotional issues. School assemblies reinforce the teaching of many of the themes covered in PSHE. The school has a School Council through which the children learn about citizenship issues. Many aspects of PSHE are taught in an integrated way through other subjects, and through daily school routines, while some units are planned for separately.

We tailor our provision to reflect the needs of our children. We follow the guidance of the PSHE Association and use the 1 Decision PSHE scheme to support our PSHE curriculum. **Our KS1 and KS2 PSHE curriculum follows this.**

In the Early Years Foundation Stage (EYFS), children in Nursery and Reception will follow the expectations of the EYFS Framework. The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

PSHE learning is covered mainly within the Prime area of **Personal, Social and Emotional Development**. This is split into 3 areas: **Self-Regulation, Managing Self and Building Relationships**. **Our EYFS curriculum covers all 3 areas**. Elements of PSHE are covered within other areas: **Communication and Language, Physical Development and Understanding the World**.

# Our PSHE Curriculum Construction

Our aim in constructing the PSHE curriculum is to allow the children at Parkside to develop essential life skills, knowledge and vocabulary, manage different influences and pressures in their lives and to make safe and informed choices, especially in the future. We want to encourage our children to become questioning and discerning learners which in turn will develop relevant communication skills.

To enable the children at Parkside the best opportunities to explore PSHE we have chosen to use the '1Decision' online resource provision to form the structure and majority of our PSHE scheme of work. 1Decision offers an interactive bank of resources which have been specifically created to support PSHE, Spiritual, Moral, Social Cultural development (SMSC), safeguarding and is in line with the new statutory changes in Health Education and Relationships Education. 1Decision has been endorsed by the PSHE Association and recommended by our borough Waltham Forest.

At the core of the 1Decision online resource is the encouragement of effective decision making by the children. This key life skill is aligned to our ethos at Parkside. From Nursery to KS2, children will be given opportunities to discuss real life problems in contexts they will understand. In the EYFS, 'dilemma drops' and online storybooks are used to convey real life issues and next steps for our young learners. At Parkside, we pride ourselves on doing everything 'Parkside Style'. This flexible and non-prescriptive provision has given us the facility to construct a PSHE curriculum that has:

- A clear routine for children and teachers which supports our behaviour management systems (praise, rewards, recognition).
- Flexible modules, structure and scaffolding which is updated regularly to suit changes within society.
- Real life videos with alternative endings to bring scenarios to life and aid excellent discussion.
- A subtle approach to sensitive subjects, that include for example: drugs and alcohol, grief and the changing adolescent body.

- A curriculum that has the most up-to-date, safeguarding, PSHE and Ofsted guidance.
- A spiral programme for each module which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental and needs of the children from EYFS to end of KS2.
- Opportunities for the children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- Many cross-curricular links to British Values, SMSC, Money Matters, Computer/ Online Safety, History, R.E, Art and Design, P.E, and Literacy.

Through PSHE at Parkside, children learn about citizenship and their place in society, their growing responsibility as citizens and as members of the global community, and their developing understanding of systems such as democracy. The children also learn about money and how to use it effectively. We want children to have high aspirations for the future. Economic wellbeing is discussed and future careers for the children. An activity called 'Circle Time' is often used to explore moral and emotional issues.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school ethos- Proud to Shine!

At Parkside, we believe that focusing on developing a 'growth mind-set' as an important part of our ethos. We believe this helps our children to build resilience, independence and confidence; embrace challenge through collaboration; foster a love of learning; and increase their level of happiness. We achieve this through the vocabulary we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school ethos and the PSHE aims and values.

The PSHE Association recommends that there are three core themes to support a successful curriculum. See below how our curriculum at Parkside incorporates these core themes:

## **Health and Wellbeing**

The core theme of Health and Wellbeing is embedded across all of the modules taught in KS1 and KS2 and cover the topics of: healthy eating, brushing teeth, online bullying, feelings and emotions, body language, touch (consent), fire safety, medicine, first aid, smoking, puberty, cycle safety and helping others in need.

## **Relationships**

There are plenty of learning opportunities in the modules which are based on relationships education including; working in our world, body language, appropriate touch, bullying and friendship, computer safety, making friends online, image sharing, inclusion and acceptance, and managing emotions.

## **Living in the Wider World**

We are able to teach the children about living in the wider world through modules called 'our world' (KS1) and 'The working world' (KS2). There are also links to this within computer safety and being responsible.

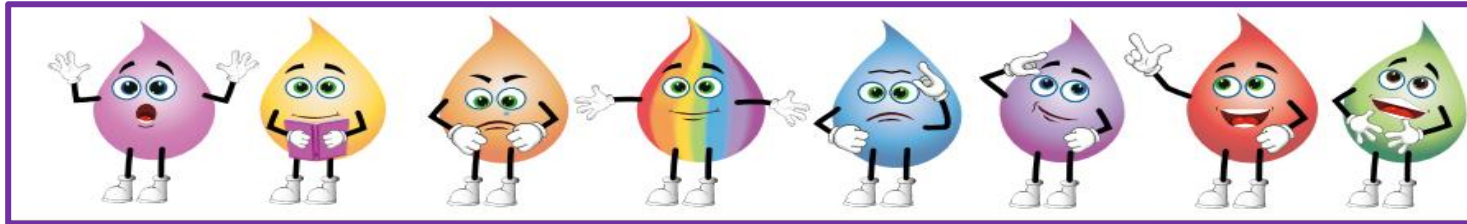
School assemblies reinforce the teaching of many of the themes covered in PSHE. Key themes are covered in: Anti-Bullying week, Clever Never Goes workshops, Road Safety week, Remembrance Day, Cultural Celebration Days and Children's Mental Health week.

Our very own Parkside Prayer is used to promote the values of our PSHE curriculum- themes included in the prayer are: staying safe, being kind to others, endeavouring to be a good citizen and the rights of a child (based on the United Nations Convention).

Visitors such as the emergency services, parents/carers who have inspirational jobs, the school nurse and Bikeability complement our PSHE curriculum to offer additional learning opportunities. Trips (to places such as: Kidzania, the theatre and a local walk to a church) are used to enhance our PSHE provision even further! The children love building on their skills in real life contexts.

# Personal, Social and Emotional Development Overview- EYFS

The children in the EYFS are guided through PSED by colourful Rainbow Drop characters. Throughout these topics, the Rainbow Drops will go on many adventures to explore PSED themes and the children will learn a lot about the wider world that they live in.



| YEAR GROUP       | AUTUMN TERM                                                         |                                                            | SPRING TERM                                                        |                                                                          |                                                                |                                                      | SUMMER TERM                                                   |                                                        |                                                               |                                      |
|------------------|---------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------|--------------------------------------|
|                  | <i>Self-regulation</i>                                              |                                                            | <i>Building relationships</i>                                      |                                                                          |                                                                |                                                      | <i>Manging self</i>                                           |                                                        |                                                               |                                      |
| <b>Nursery</b>   | <b>Animated storybook:</b><br>Blue's indoor voice                   | <b>Dilemma drop:</b> Green is in trouble- lining up        | <b>Animated storybook:</b><br>Red goes swimming                    |                                                                          | <b>Dilemma drop:</b> Blue at the shopping centre- getting lost |                                                      | <b>Animated storybook:</b><br>Red needs the toilet            |                                                        | <b>Animated storybook:</b><br>Pink goes to school             |                                      |
| <b>Reception</b> | <b>Animated storybook:</b><br>Green is moving up a year- transition | <b>Dilemma drop:</b> Yellow and the school tablet- sharing | <b>Animated storybook:</b><br>Blue's best friend- people around me | <b>Animated storybook:</b><br>Blue stays in hospital- people who help us | <b>Dilemma drop:</b> Blue wants to play a game- initiating     | <b>Dilemma drop:</b> Pink's new classmate - kindness | <b>Animated storybook:</b><br>Green's greens- healthy choices | <b>Animated storybook:</b><br>Orange brushes her teeth | <b>Dilemma drop:</b> Yellow gets cross- dealing with emotions | <b>Dilemma drop:</b> Pink is worried |

## PSHE Curriculum Overview- KS1

| YEAR GROUP | AUTUMN TERM   |          |                       |       | SPRING TERM               |                         |                 |                 | SUMMER TERM              |                             |                                |
|------------|---------------|----------|-----------------------|-------|---------------------------|-------------------------|-----------------|-----------------|--------------------------|-----------------------------|--------------------------------|
|            | Relationships |          |                       |       | Living in the Wider World |                         |                 |                 | Health and Wellbeing     |                             |                                |
| 1          | Relationships |          | Feelings and Emotions |       | Keeping/ Staying Safe     | Being Responsible       | Computer Safety | Fire safety     | Keeping/ Staying healthy | Hazard Watch                | Our World                      |
|            | Friendship    |          | Jealousy              |       | Road Safety               | Water Spillage          | Online Bullying | Hoax Calling    | Washing hands            | Is it safe to eat or drink? | Growing in our World           |
| 2          | Relationships |          | Feelings and Emotions |       | Keeping/ Staying Safe     | Being Responsible       | Computer Safety | Our World       | Being responsible        | Keeping/ Staying Safe       | Keeping/ Staying healthy       |
|            | Body Language | Bullying | Worry                 | Anger | Leaning out of windows    | Helping someone in need | Image sharing   | Living/ Working | Practice makes perfect   | Tying shoelaces             | Healthy eating/ brushing teeth |

## PSHE Curriculum Overview- KS2

| YEAR GROUP | AUTUMN TERM            |                      |                                | SPRING TERM                       |                      |                           |                   | SUMMER TERM                       |                         |                      |          |
|------------|------------------------|----------------------|--------------------------------|-----------------------------------|----------------------|---------------------------|-------------------|-----------------------------------|-------------------------|----------------------|----------|
|            | Relationships          |                      |                                | Living in the Wider World         |                      |                           |                   | Health and Wellbeing              |                         |                      |          |
| 3          | Keeping/Staying Safe   | *RSE                 | Relationships                  | Our World                         | Being responsible    | Computer Safety           |                   | Feeling and Emotions              | Keeping/Staying Healthy | Fire safety          |          |
|            | Staying safe           |                      | Touch                          | Looking after our world           | Stealing             | Making friends online     | Grief             |                                   |                         |                      | Medicine |
| 4          | Feelings and Emotions  | Being responsible    | The Working World              | Keeping/Staying Safe              |                      | A World Without Judgement | Computer Safety   | First Aid                         | Keeping Staying Healthy | Growing and Changing | *RSE     |
|            | Dealing with jealousy  | Coming home on time  | Chores at home                 | Cycle safety                      |                      | Breaking down barriers    | Online Bullying   | Asthma and Allergies              | Healthy living          | Appropriate touch    |          |
| 5          | Being responsible      | Keeping/Staying Safe | Feelings and Emotions          | A World Without Judgement         | The Working World    | Computer Safety           |                   | First Aid                         | Keeping/Staying Healthy | *RSE                 |          |
|            | Looking out for others | Peer pressure        | Anger-advanced                 | Inclusion and acceptance          | Enterprise           | Image sharing-advanced    |                   | Basic life support                | Smoking                 |                      |          |
| 6          | Feelings and Emotions  | Being responsible    | Computer Safety                | First Aid                         | Keeping/Staying Safe | A World Without Judgement | The Working World | First Aid                         | Keeping/Staying Healthy | *RSE                 |          |
|            | Worry- advanced        | Stealing-advanced    | Making friends online-advanced | Head Injuries and Severe Bleeding | Water safety         | British Values            | In-App purchases  | Minor Burns, Scalds and Fractures | Alcohol                 |                      |          |

\*RSE refers to Relationships Education (including Sex Education) specific to the year group and appropriate for the children's age. Sex education is not compulsory in primary schools though schools have a choice in what to teach (informing parents/carers of the content beforehand). Parents/carers can withdraw their children from this element during PSHE lessons only. Head teachers must comply with a parent/carers' wish to withdraw their child from sex education beyond the national curriculum for science.

# PSHE and Online Safety Overview

At Parkside, we acknowledge the growing use of technology in today's modern world and how awareness of online safety can play an important part in our children's well-being. Our PSHE curriculum contains additional online safety elements that complement the learning already taking place in our Computing lessons.

| YEAR GROUP | AUTUMN TERM                     |                             |                   | SPRING TERM                   |                                           |                                            | SUMMER TERM                   |                         |
|------------|---------------------------------|-----------------------------|-------------------|-------------------------------|-------------------------------------------|--------------------------------------------|-------------------------------|-------------------------|
|            | Online Safety element covered   |                             |                   | Online Safety element covered |                                           |                                            | Online Safety element covered |                         |
| EYFS       | Health, wellbeing and lifestyle | Online relationships        |                   | Managing online information   | Privacy and security                      | Online bullying<br>Online reputation       | Self-Image                    | Copyright and Ownership |
| 1          | Health, wellbeing and lifestyle | Online relationships        |                   | Managing online information   | (PSHE)<br>Online bullying                 | Online bullying<br>Online reputation       | Self-Image                    | Copyright and Ownership |
| 2          | Health, wellbeing and lifestyle | Managing online information |                   | Online relationships          | Image sharing (PSHE)                      | Online bullying<br>Copyright and Ownership | Online reputation             | Self-Image              |
| 3          | Health, wellbeing and lifestyle | Self-Image                  |                   | Managing online information   | (PSHE)<br>making friends                  | Online relationships<br>Online reputation  | Privacy and Security          | Online bullying         |
| 4          | Health, wellbeing and lifestyle | Self-Image                  |                   | Managing online information   | Online relationships<br>Online reputation | (PSHE)<br>Online bullying                  | Copyright and ownership       | Privacy and Security    |
| 5          | Health, wellbeing and lifestyle | Privacy and Security        |                   | Managing online information   | Online bullying                           | Image sharing (PSHE)                       | Copyright and ownership       | Self-Image              |
| 6          | Health, wellbeing and lifestyle | (PSHE)<br>making friends    | Online reputation | Online relationships          | (PSHE)<br>In-app purchases                | Privacy and security                       | Self-Image                    | Copyright and Ownership |

# Overview of Personal, Social and Emotional Development Skills- EYFS

## Self-Regulation

| Nursery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reception                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Aware of own feelings, and know that some actions and words can hurt others' feelings.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Do not always need an adult to remind them of a rule.</li><li>• Begin to understand how others might be feeling.</li><li>• Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</li><li>• Talk with others to solve a disagreement.</li><li>• Develop appropriate ways of being assertive- without being unkind.</li><li>• Usually adapt own behaviour to different events, social situations and changes in routine.</li><li>• Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li></ul> | <ul style="list-style-type: none"><li>• Understand that their own actions affect other people.</li><li>• Aware of the boundaries set, and of how to behave in the classroom and school.</li><li>• Begin to be able to negotiate and solve problems without any issue.</li><li>• Start to think about the perspectives of others.</li></ul> |

## Managing Self

### Nursery

- Become more outgoing with unfamiliar people, in the safe context of their own setting.
- Show more confidence in new social situations.
- Select and use activities and resources with help when needed.
- Show confidence in asking adults for help.
- Welcome and value the praise for what they have done.
- Enjoy responsibility of carrying out small tasks for an adult.
- Become more outgoing towards unfamiliar people and become more confident in new social situations.
- Be confident to talk to other children when playing.

### Reception

- Manage own needs (personal and social).
- Confidently speak to others about own needs, wants, interests and opinions.
- Describe myself in positive terms and talk about own abilities (with some support).
- Show resilience and perseverance in the face of a challenge.
- Identify and moderate own feelings socially and emotionally.
- Express own feelings and consider the feelings of others.

## Building Relationships

| Nursery                                                                                                                                                                                                                                                                                                                                                                                                              | Reception                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Keep my play going by responding to what others are saying or doing.</li><li>• Demonstrate friendly behaviour, initiate conversations and form good relationships with peers and familiar adults.</li><li>• Develop a sense of responsibility and membership of a community.</li></ul> | <ul style="list-style-type: none"><li>• See myself as a valuable individual.</li><li>• Initiate conversations and attend to and take account of what others say.</li><li>• Build constructive and respectful relationships.</li><li>• Take steps to resolve disagreements with other children, e.g. finding a compromise (with support).</li></ul> |

## Overview of PSHE Skills KS1 and KS2

### Health and Wellbeing

#### Healthy lifestyles (physical wellbeing)

##### KS1

###### *Pupils will learn...*

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

##### KS2

###### *Pupils will learn...*

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

- H10. about the people who help us to stay physically healthy

- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
- H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

# Mental Health

## KS1

### *Pupils will learn...*

- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16. about ways of sharing feelings; a range of words to describe feelings
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

## KS2

### *Pupils will learn...*

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help

and support; and that it is important to discuss feelings with a trusted adult

- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

## Ourselfs, Growing and Changing

### KS1

#### *Pupils will learn...*

- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group

### KS2

#### *Pupils will learn...*

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li><li>• H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li><li>• H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</li><li>• H34. about where to get more information, help and advice about growing and changing, especially about puberty</li><li>• H35. about the new opportunities and responsibilities that increasing independence may bring</li><li>• H36. strategies to manage transitions between classes and key stages</li></ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Keeping safe

### KS1

#### *Pupils will learn...*

- H28. about rules and age restrictions that keep us safe
- H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly
- H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H33. about the people whose job it is to help keep us safe
- H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)

### KS2

#### *Pupils will learn...*

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H38. how to predict, assess and manage risk in different situations
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- H43. about what is meant by first aid; basic techniques for dealing with common injuries

- H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

## Drugs, Alcohol and Tobacco

### KS1

#### *Pupils will learn...*

H37. about things that people can put into their body or on their skin; how these can affect how people feel

### KS2

#### *Pupils will learn...*

- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

## Relationships

### Families and close positive relationships

#### KS1

##### *Pupils will learn...*

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

#### KS2

##### *Pupils will learn...*

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families,

foster parents); that families of all types can give family members love, security and stability

- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

## Friendships

### KS1

#### *Pupils will learn...*

- R6. about how people make friends and what makes a good friendship
- R7. about how to recognise when they or someone else feels lonely and what to do
- R8. simple strategies to resolve arguments between friends positively
- R9. how to ask for help if a friendship is making them feel unhappy

### KS2

#### *Pupils will learn...*

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded

- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

## Managing hurtful behaviour and bullying

### KS1

#### *Pupils will learn...*

- R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11. about how people may feel if they experience hurtful behaviour or bullying
- R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

### KS2

#### *Pupils will learn...*

- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it

## Safe relationships

### KS1

#### *Pupils will learn...*

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R15. how to respond safely to adults they don't know
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

### KS2

#### *Pupils will learn...*

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

## Respecting self and others

### KS1

#### *Pupils will learn...*

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

### KS2

#### *Pupils will learn...*

- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

## Living in the Wider World

### Shared responsibilities

#### KS1

##### *Pupils will learn...*

- L1. about what rules are, why they are needed, and why different rules are needed for different situations
- L2. how people and other living things have different needs; about the responsibilities of caring for them
- L3. about things they can do to help look after their environment

#### KS2

##### *Pupils will learn...*

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

## Communities

| KS1                                                                                                                                                                                                                                                                                      | KS2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Pupils will learn...</i>                                                                                                                                                                                                                                                              | <i>Pupils will learn...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• L4. about the different groups they belong to</li> <li>• L5. about the different roles and responsibilities people have in their community</li> <li>• L6. to recognise the ways they are the same as, and different to, other people</li> </ul> | <ul style="list-style-type: none"> <li>• L6. about the different groups that make up their community; what living in a community means</li> <li>• L7. to value the different contributions that people and groups make to the community</li> <li>• L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>• L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul> |

## Media literacy & digital resilience

| KS1                                                                                                                                                                                                                                                                                                | KS2                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Pupils will learn...</i>                                                                                                                                                                                                                                                                        | <i>Pupils will learn...</i>                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</li> <li>• L8. about the role of the internet in everyday life</li> <li>• L9. that not all information seen online is true</li> </ul> | <ul style="list-style-type: none"> <li>• L11. recognise ways in which the internet and social media can be used both positively and negatively</li> <li>• L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</li> </ul> |

- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

## Economic wellbeing: Money

### KS1

#### *Pupils will learn...*

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

### KS2

#### *Pupils will learn...*

- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

## Economic wellbeing: Aspirations, work and career

### KS1

#### *Pupils will learn...*

- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs

### KS2

#### *Pupils will learn...*

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which

stereotypical assumptions can deter people from aspiring to certain jobs)

- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

## Personal, Social and Emotional Development Vocabulary- EYFS

| <b>Personal, Social and Emotional Development:</b> | <b>Nursery</b>                                                     | <b>Reception</b>                                                                                   |
|----------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Self-Regulation</b>                             | instruction, follow, attention                                     | strengths, qualities, attention, distraction, problems                                             |
| <b>Managing Self</b>                               | rules, voice, feelings – happy, sad, worried, angry, tired, scared | respect, resilience, hygiene, feelings and emotions, being independent, growth mind set, challenge |
| <b>Building Relationships</b>                      | problems, feelings, confidence                                     | friends, friendship, relationships, problems, cooperative, sensitive,                              |

## Overview of PSHE Vocabulary- Year 1, 2 and 3

### Keeping/ Staying Safe

|            |            |           |           |
|------------|------------|-----------|-----------|
| Avoid      | Categories | Community | Safe      |
| Situation  |            | Discuss   | Choice    |
| Imaginary  | Risk       | Identify  | PCSO      |
| Appliances |            | Dangerous | Chemicals |
|            |            |           | Trust     |

## Keeping/ Staying Healthy

Healthy Allergies Antibodies Ingredients Research  
Unhealthy Prescription Immunisation Medicine  
Responsible Risky Vaccination Germs Immune System

## Relationships

Relationship Disagree Communicate  
Mean Situation Nervous  
Boundary Appropriate Inappropriate

## Feelings and Emotions

**Recognising**

**Experience**

**Loneliness**

**Calm**

**Grief**

**Frustration**

**Annoyed**

**Fidgety**

**Jealousy**

## Computer Safety

**Online**

**Positive**

**Negative**

**Permission**

**Chatroom**

**Consequences**

## Money Matters

**Bills**

**Save**

**Credit Card**

**Spend**

**Debit Card**

**Receive**

## Hazard Watch

**Potential**

**Sibling**

**Community**

**Hazard**

**Danger**

## Overview of PSHE Vocabulary- Year 4, 5 and 6

### Keeping/ Staying Safe

Statement

Opinion

Stranger

Strategies

Danger

Risk

Encourage

Peer Pressure

Fact

Consequences

## Keeping/ Staying Healthy

**Lifestyle**

**Mind map**

**Balanced diet**

**Addictive**

**Blood pressure**

**Saturated fat**

**Nicotine**

**Vital organs**

**Nutrition**

## Being Responsible

**Responsible**

**Punctual**

**Consent**

**Circumstances**

**Irresponsible**

**Honest**

## Feelings and Emotions

Feelings

Emotions

Appetite

Displeasure

Annoyance

Excessively

Potential

Hostility

Anxious

Troubled

## Computer Safety

Offensive

Insulting

Application (App)

Rude

## The Working World

**Enterprise**

**Contribution**

## A World Without Judgement

**Inclusion**

**Acceptance**

**Diversity**

**Stereotype**

**Discrimination**

**Entitled**

## Growing and Changing

Puberty

Nervous

Scared

Bladder

Worried

Hormone

Inappropriate

Anonymous

Vagina

Penis

Menstrual

Testicles

Conception

# **Spiritual, Moral, Social and Cultural Development in PSHE and Personal, Social and Emotional Development**

## **Spiritual development**

Spiritual development is embedded through every aspect of PSHE as it involves the children developing a sense of:

- self
- their unique potential
- their own understanding of their strengths and weaknesses
- their will to achieve
- their own personal values and beliefs
- the values and beliefs of others
- understanding human feelings and emotions
- empathy with others, concern and compassion

Through circle time, collaborative work and different activities the children are encouraged to develop a curiosity about themselves and their place in the world. They are supported to try to answer some of life's fundamental questions through debating and respecting other people's opinion even when they are different to their own.

## **Moral development**

In PSHE and circle time, we encourage children to look at different moral dilemmas (e.g. A child is all alone at playtime. You really want to play with your friends but you have seen this child is upset. What do you do?). These types of questions enable the pupils to:

- begin to acquire an understanding of the difference between right and wrong
- begin to understand moral conflict
- develop a concern for others and the will to do what is right

Also, the children carry out drama activities and role play where the children are given the opportunity to reflect on the consequences of their actions or others and learn how to forgive themselves and others. They develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.

## **Social development**

Throughout PSHE and circle time, pupils' are supported to develop socially as they learn to listen to others through working in pairs, collaboratively and role play. Through discussion, circle time, role play and debates children learn to:

- develop personal qualities and using social skills.
- participate and co-operate with other's.
- strategies about how to resolve conflict.
- appreciate the rights and responsibilities of individuals within the wider social setting.
- speak confidently about different topics

They learn about the communities that they are a part of and talk about their role within that community (e.g. home, school, Chingford, London, Europe etc). PSHE has a key role in helping children to develop an understanding of citizenship. Children are encouraged to identify how they are linked to that community and how they can help to improve it. We encourage children to identify the skills that they and other children have within their class community.

## **Cultural Development**

All children have a natural curiosity about similarities and differences between one another and a desire to know how they fit into this. As PSHE has strong links to RE, children are given an opportunity to discuss: how they each celebrate different festivals; why they are important and how they are similar/different to the celebrations that take place in other children's lives within their class.

These discussions enable the children to develop:

- an understanding and respect of diversity
- an understanding and appreciation of their own personal influences
- an ability to show respect to other people's values and beliefs
- a healthy interest in others' and their way of life

Through PSHE, we provide opportunities for all children to respectfully share their thoughts, express their opinions and treat each other as equals. We believe that when children, and staff, feel valued then they will achieve better and this will enable them to become a respectful member of any community.

## **Essential Characteristics Endpoint of a Learner in Personal, Social and Emotional Development**

**By the end of Reception every child will be able to:**

- develop confidence and independence
- make friends and get on with others in their classroom
- learn about right and wrong
- self-regulate their emotions
- understand about their own and others' feelings
- feel good about themselves
- be interested, excited and motivated about their play and learning
- gain self-respect for themselves
- develop respect for their own culture and beliefs and those of others
- show a sense of resilience when facing a problem
- get better at sharing and taking turns with other children

## **Essential Characteristics Endpoint of a Learner in PSHE**

**The intent of the Personal, Social and Health Education curriculum at Parkside Primary School is to provide every pupil with:**

- a healthy understanding of who they are including personal qualities, attitudes, skills, attributes and achievements and what influences these
- the ability to sustain relationships, including different types and in different settings
- the knowledge of how they can keep healthy (both emotionally and physically)
- the understanding of how they can have healthy relationships with others
- the knowledge of how they can contribute to the school community and the wider community in which they live
- the knowledge of how to manage risk including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- the knowledge of what they need to do to maintain a healthy lifestyle, including physically, emotionally and socially
- the knowledge of what they need to do to maintain a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving and diet
- an understanding of safety, including behaviour and strategies to employ in different settings
- the understanding, respect and tolerance for diversity and equality, in all its forms
- an understanding of the concept of rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts

- the idea of change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- the concept of power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes
- the skills needed for a career, including enterprise, employability and economic understanding