



LAMBOURN C of E PRIMARY SCHOOL

PSHE CURRICULUM (incorporating RSE)

Intent

We aim to prepare children for life: physically, emotionally and mentally. Through our curriculum we help our children to really know and value themselves, and understand how to appreciate and relate well to others. Our children learn the skills and knowledge that will support them as future employees and global citizens.

Our curriculum focuses on family, friendships and relationships as well as an understanding of self and the development of physical, emotional, mental and spiritual wellbeing, and strong personal attributes such as kindness, integrity, generosity, and honesty. Through our PSHE curriculum, we aim to teach British and Christian values.

We will teach our children about the changes, challenges and risks they might face and ways to take care of themselves so they develop into confident, resilient, happy and productive members of society, able to achieve their goals and ambitions.

Implementation

Our Personal, Social, Health education curriculum has incorporated the statutory guidance, 2019: 'Relationships education, relationships and sex education (RSE) and health education'. The Jigsaw scheme is used as a teaching resource.

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EYFS

Curriculum planning is based on child-initiated learning, rather than subject specific areas; learning is experiential and holistic. Our curriculum is based on the *Statutory Framework for the Early Years Foundation Stage document*, Department for Education, 2021, and the supporting guidance: *Development Matters in the Early Years Foundation Stage (EYFS)*, Department for Education, 2020. Children learn to make sense of the world in their own way through play and first-hand experiences. Some aspects of the Key Stage One and Key Stage Two (Y1-Y6) PSHE curriculum have their roots in the EYFS learning experiences and are reflected in a range of goals across this interconnected curriculum, but most notably in the following areas: 'Personal, Social and Emotional Development' and 'Physical Development'.

Y1 – Y6

In our curriculum plans below we have outlined the progression of knowledge in a black font, and skills in blue. Key skills and knowledge are revisited, developed and embedded in order to secure a mastery of skills, concepts and understanding.

PHSE (and RSHE) is taught in six whole school themes throughout the year. Each term a new theme is introduced in a whole school assembly and then explored at different levels by all the year groups. As the children moves through the school, each year they revisit the six theme – at deeper levels.

Although we teach PHSE as a specific subject area, with a clear intention of developing our pupils' skills, knowledge and experiences through the curriculum, we also recognize the links with all other subjects and how learning here can embed and enrich understanding across the curriculum and the wider life of the school. There are also a cross-over links to content in other subject areas, particularly in PE and science. Teachers have considered this when mapping areas of learning across the year, so that unnecessary repetition is avoided and different areas of the curriculum can support and enrich learning.

In our PHSE curriculum, we teach our children about the importance of inclusion, team work and respect for others. Our vulnerable learners, including our Pupil Premium and SEND pupils, are supported through this learning. Additional, specific needs-based support is provided for individuals, if appropriate. Strong PSHE skills are critical as they support the global learning habits and wellbeing of the whole child. Extension opportunities are available to pupils both as part of the learning and performance experiences.

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Curriculum Impact

The impact and measure of our curriculum is the extent our children acquire the skills, knowledge, vocabulary, enthusiasm and life style habits needed, to lead healthy, happy lives. We aim to see high aspirations, which will see our pupils through to further study and a safe, successful, healthy life.

A specific outcome is planned for the end of each unit of learning. This is agreed as part of the whole school planning process. Outcomes could be a presentation in assembly, a communal display or the use of class floor books to record key thoughts / photos as a way of celebrating the pupils' achievements.

The PHSE Subject Leader reviews the impact of the curriculum at least once a term, reporting findings and any recommendations to SLT.

For further information about curriculum procedures and processes, please see our Curriculum Policy.

EYFS

Much of the EYFS curriculum is based on developing the pupils personally, socially and emotionally. Through child-initiated exploration, play and teacher led activities, our pupils are helped to become confident learners, able to face different experiences and challenges. They learn to play cooperatively and show sensitivity towards others' needs and feelings. With adult support and interaction, they learn to manage their own feelings and behaviours and to form positive relationships with adults and other children. Exercise, health and hygiene is taught through PE and through the routines established as part of the school day.

Our teaching helps children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

We provide opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are also taught to understand the importance of physical activity, and to make healthy choices in relation to food.

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The following are some of the main stages of development from the main roots for the development of the PHSE curriculum in Key Stage One and Key Stage Two.

Teachers consider each child's stage of development, observing what he / she can do and then consider ways to support the child to strengthen and deepen their current learning and development. In general terms, this can be seen to be the basis of the curriculum in Nursery (Birth to three), F1 (three to four years) and F2 (Reception) – but as children develop at different rates and times, in practice, the curriculum and teaching is adapted to suit individuals.

Birth to three - babies, toddlers and young children will be learning to:

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

3 & 4-year-olds will be learning to:

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- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.

Children in reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

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Year 1 to 6 PSHE Curriculum (JIGSAW)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|--|---|---|--|---|---|
| | Being Me In My World | Celebrating differences | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| F1 and F2 | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Year 1 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |

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| Year 2 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
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| Year 3 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting | Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |
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| Year 4 | Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes | Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength | Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals | Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| Year 5 | Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating | Cultural differences and how they can cause conflict Racism Rumours and namecalling Types of bullying Material wealth and happiness Enjoying and respecting other cultures | Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation | Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and selfworth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition |

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| Year 6 | Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |
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