



Whitley Abbey Primary School

Hand in hand we learn

PSHE Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children's health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Intent

Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Our curriculum promotes an understanding of equality and contributes to our safeguarding aims and responsibilities. Our PSHE curriculum is designed to prepare children and help them to:

- understand the importance of positive and healthy relationships
- understand the importance of respecting others and of self respect.
- understand the Whitley Values and British Values and how we should use these in our lives.
- understand what consent is, how to give and refuse consent
- understand the importance of physical health and mental wellbeing
- understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.
- understand how to keep themselves safe and what to do if they feel unsafe.
- understand the growth mind-set and mental health strategies they can use when they are struggling.

Many of the core themes are revisited year upon year with age appropriate content to ensure that the skills and knowledge pupils acquire is imbedded into their long term memories.

On completion of the PSHE curriculum it is expected that pupils have developed the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work to take their place as responsible citizens with an ability to contribute positively to their communities and the wider world.

Great emphasis is placed upon the development of vocabulary with particular emphasis on the language of safety. Whilst online safety features in part in our PSHE curriculum the full content of our online safety curriculum is detailed in the computing intent statement.

Implementation

New Curriculum organisation:

In the academic Year 2021/22 pupil numbers have led to the necessity to combine classes in Year 1 and 2 and Year 4 and 5 for their foundation subject teaching. School has retained a one form entry model for the delivery of English and Maths teaching. This significant change has resulted in a whole school review of the planned curriculum. Leaders have developed an aspiration curriculum which meets the needs of the unique teaching set up. Pupils in Year 1 and 2 and 4 and 5 will be taught in a two year rolling curriculum program to ensure full curriculum coverage with the exception of science where key objectives have been identified for each curriculum year group.

Resources

We use a combination of resources from The No Outsiders Curriculum, The PSHE Association, Thrive and Medway RSE curriculum alongside Votes for Schools and our Character Values to support the teaching of PSHE throughout the school.

Assessment:

At Whitley Abbey Primary School, assessment is carried out in accordance with our Assessment Policy. Ongoing teacher assessment ensures that skills are developed and progress is made in the area of PSHE. Key assessment questions are planned for in the curriculum, at the end of each unit of work.

Monitoring:

- Books scrutiny to check coverage of content, skills, quality and evidence of key computing vocabulary being taught in all topics.
- Pupil voice

- Teacher observations
- Evidence of continuous assessment

Work-life balance:

The schemes of work support staff by providing lessons plans and resources to support the teaching of the PSHE curriculum alongside this some of the content of the curriculum is delivered through whole school, class and phase assemblies.

EYFS				
Our EYFS curriculum is planned but may be adapted to be responsive to pupil's interests				
Personal, Social and Emotional Development Throughout Nursery and Reception teachers will plan opportunities which allow children to develop the skills and attributes they need to be successful ,happy, physically and emotionally well young people ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.				
Vocabulary Rules Danger Real, fake, danger, good touch, bad touch, pants, private. Happy, sad, Healthy, unhealthy, exercise job, money Same, different Needs, wants, rules		Assessment Questions Can children identify right from wrong? Can children express their feelings using simple language? Can children name 1 goal that they have? Can children listen with attention? Can children explain the reason for rules? Can children take turns? Can children show care and concern for others?		
Year 1				
	Term	Autumn	Spring	Summer

PSHE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • understand the importance of positive and healthy relationships • understand the importance of respecting others and of self respect. • understand the Whitley Values and British Values and how we should use these in our lives. • understand what consent is, how to give and refuse consent • understand the importance of physical health and mental wellbeing and • understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions • understand how to keep themselves safe and what to do if they feel unsafe. • understand the growth mind-set and mental health strategies they can use when they are struggling. <div>Deliberate Practise Vocabulary : British</div>		
	Knowledge Assessment questions:	<u>Relationships Assessment Questions:</u> <ul style="list-style-type: none"> • Can children explain what they like/dislike and what are they good at? • Do children know what makes them special and what are their strengths? • Do children know they are unique, what are their personal qualities or features? • Can children identify are they similar or different to others? • Do children know the different groups they belong to? • Can children identify people who love and cares for you? • Can children identify how others make them feel loved and cared for? • Can children identify what is the same and different about families? • Can children explain what families might enjoy doing together? • Do children know who they would tell if there was something that worried them about your family? • Can children explain what is bullying? • What is the difference between kind and unkind behaviour? • Do the children know the difference between rude, mean or bullying? 	<u>Living in the wider world Assessment Questions:</u> <ul style="list-style-type: none"> • Can children name some responsibilities they have at school? And at home? • Can children identify some of their own strengths? What strengths they admire in others? • What possibilities are there for the children based on their strengths and interests? • Who helps us in the community? • What jobs do they do? • How do we contribute to looking after our community? • What other types of people live within our community? • How can we look after the world in which we live? 	<u>Health and wellbeing Assessment Questions:</u> <ul style="list-style-type: none"> • Can children you use the correct names for parts of the body? • Do children know what parts of the body are covered by underwear and are private? • Do children know what being healthy means? • Can children name special people who help them to stay healthy? • Do children know how medicines and vaccinations help us to stay healthy? • Which people in our community help other people? • Who can help them if they become lost? What would you say? • Who can help them if they ever don't feel safe? What would you say? • Who can you ask for help to feel safe at school? Who would you ask? What would you say? • Do you know what to do if there is an emergency? What would you say?
	Vocabulary	Relationships:, behaviour, problem, co-operative, feelings, worried, excited, nervous, angry, same different, emotion, loss, challenge, different, kind, unkind, worry, skills, talents, resilience, kindness, friendship, gratitude, respect, tolerance	Living in the wider world: community, help, , save, choices, jobs, Respect Responsible Rules, global, environment, citizen, strength, skill, talent, reciprocity, teamwork, resourceful, courage, resilience, honesty,	Health and Wellbeing: penis, vagina, healthy, unhealthy, substance,, harmful, rules, dangerous, ,food, drink, celebration, , same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, police, doctors, nurses, teachers, ambulance, fire brigade, medicines, allergic, courage, gratitude, democracy, rules
	Year 2			

	Term	Autumn	Spring	Summer
PSHE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> understand the importance of positive and healthy relationships understand the importance of respecting others and of self respect. understand the Whitley Values and British Values and how we should use these in our lives. understand what consent is, how to give and refuse consent understand the importance of physical health and mental wellbeing and understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions. understand how to keep themselves safe and what to do if they feel unsafe. understand the growth mind-set and mental health strategies they can use when they are struggling. 		
	Knowledge Assessment questions:	Relationships Assessment Questions <ul style="list-style-type: none"> Can children explain how to make friends with others? Can children identify how you know when someone feels lonely? What can you do to help? Can children name some qualities that make a good friend? Can children describe how a good friend behaves? Can children suggest ways you can solve an argument with your friends? Do children know how to ask for help if a friendship is making them unhappy? Do children know is it not okay to call someone names? And Why is it not okay to hurt someone's feelings? Do children know what is bullying? Why is bullying not okay? Who would you tell if you were bullied? Why is important to tell someone? 	Living in the wider world Assessment Questions <ul style="list-style-type: none"> Do children know different groups they are part of? Do children understand that they have rights and responsibilities and what are those rights and responsibilities at school, at home and in other groups you are in? Do children know what money is and what do we need it for? What different ways can we use to look after money? How do people make money? Do you earn pocket money? What is the difference between a need and a want? How do people choose what to spend their money on? 	Health and wellbeing Assessment Questions <ul style="list-style-type: none"> Do children know about road safety? Do children know how we make sure we keep safe near fire? Do children know how we stay safe around water? Can children say how medicines kept safely? How can all types of medicines, including creams, help people? Which things at home are too dangerous for you to touch and why? Where are they kept? Can children explain how you stay safe around electricity? Why are sleep and rest important? Why are medicines, vaccinations and immunisations important? If someone in your home had an accident or was sick and needed help, what would you do? Do children know the number would you call in an emergency? How could you make the call and what would you say?
	Vocabulary	Relationships: dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative, Care, excluded, friend, difficult, problems, resolve, lonely, friendly, kind, friendship, welcoming, happy.	Living in the Wider World: respect, responsible, rules, rights, included, kindness, money – coins, notes, paid, pocket money, earn, win, find, presents, borrow, benefits, save, choices, jobs,	Health and Wellbeing: Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, growing, changing, medicine, healthy, pharmacy, doctor, safety,
Year 3				
	Term	Autumn	Spring	Summer
PSHE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> understand the importance of positive and healthy relationships understand the importance of respecting others and of self respect. understand the Whitley Values and British Values and how we should use these in our lives. understand what consent is, how to give and refuse consent understand the importance of physical health and mental wellbeing and understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions. 		

		<ul style="list-style-type: none"> understand how to keep themselves safe and what to do if they feel unsafe. understand the growth mind-set and mental health strategies they can use when they are struggling. 		
	Knowledge Assessment questions:	Relationships <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children recognise and respect that there are different types of families? Can children tell you what being part of a family provides you with? Can children explain different ways that people can care for each other? Can children explain what to do if they were worried about someone and who they could go to for help? Do children know what bullying is and why is it unacceptable? Can children identify how bullying could affect someone? Can children share what they could do if they see or experience bullying behaviour? Can children explain what is respectful behaviour? Can children name some of the ways people from different cultures show respect and courtesy? 	Living in the wider world <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children explain why rules and laws inside and outside school are important? Can children explain what might happen if rules or laws are broken? Do children know that humans have rights and how they protect people? Do children know that they have rights? Can children describe the difference between a right and a responsibility? 	Health and wellbeing <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children name some good and bad choices people make about their health everyday? Can children identify what can help people make healthy choices? Can children identify what can stop them making healthy choices? Can children say are good health habits? Can children say what are bad health habits and what can help to change them? Can children describe a healthy, balanced diet? Can children name foods and drinks should you only have as a treat? Can children say what are the benefits of regular exercise on the brain and body? Can children share what things might effect their mood? Can children explain different ways in which they might share their feelings? Can children say what makes them unique? Can children identify safety hazards at home and in school? Do children know how home kept safe from fire? And what would alert you to fire? Why is it import to listen carefully and follow safety rules from adults? How would you keep yourself safe by the roadside, by the railway line, beside water, near fireworks?
	Vocabulary	Relationships, Conflict ,mental health, Celebrate, Family, culture, age, gender, belief, community, diverse, Respect, Views, Group, bullying, anti-bullying, friendship, gratitude, respect, tolerance, resilience.	Living in the Wider World, influence, rules laws, respect, rights, responsibilities, Human Rights, Children's Rights, morals courage, resilience, honesty, reciprocity, teamwork, resourceful	Health and Wellbeing: healthy, unhealthy, addictive, advice, bad habits, addiction, low mood, self-esteem, routines, low-energy, happiness, energy, sleep, sugar, fat, happy hormones.
Year 4				
	Term	Autumn	Spring	Summer
PSHE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> understand the importance of positive and healthy relationships understand the importance of respecting others and of self respect. understand the Whitley Values and British Values and how we should use these in our lives. understand what consent is, how to give and refuse consent understand the importance of physical health and mental wellbeing and understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions. understand how to keep themselves safe and what to do if they feel unsafe. 		
		<div>Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mindset, talent, skill,</div>		

		<ul style="list-style-type: none"> understand the growth mind-set and mental health strategies they can use when they are struggling. 		
	Knowledge Assessment questions:	Relationships <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children understand the importance of positive relationships, friendships, family and relationships with other children and with adults? Do children understand the importance of respecting others and of self-respect? Can children appreciate the differences of other cultures, races and faiths? Do children understand how to build their resilience? Do children understand what the Whitley Values and British Values are and how we should use these in our lives? 	Living in the Wider World <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children understand the importance of being included and how to include others? Do children understand what talents and skills they have and how these can help the community? Do children understand what developing a growth mind-set means to them? Do children understand how to develop their reciprocity and team work? Do children understand how they can be resourceful? Do children understand what the Whitley Values and British Values are and how we should use these in our lives? Do children understand what bullying is, how to ask for help and how to support others? 	Health and Wellbeing <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children understand the importance of physical health and mental wellbeing and are able to make good choices for themselves? Do children understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions? Do children understand how to keep themselves safe, they understand how to recognise feelings of being unsafe and how to report to an adult? Do children understand the growth mind-set strategies they can use when they are struggling? Do children understand how being reflective can help them to improve? Do children have strategies which they can use when they struggle with their emotions? Do children understand what makes them special?
	Vocabulary	Relationships: put down, set-back, Friend, Kindness, Emotions, Feelings, Care, Conflict, Qualities impact, mental health, Celebrate, Goals, Positive, rude, mean, bullying, race, culture, gender, faith. Same, different, respect, trust, honesty, reflection, tolerance, kindness, friendship, resilience.	Living in the Wider World: clubs, teams, compassion, help and support, caring, courage, honesty, liberty, reciprocity, resourceful, team work, inclusion.	Health and Wellbeing: Medicine Behaviour, Drug use, , health, wellbeing, food, choices diet, moral diet, , sleep. Cleaning products, side-effects, reflective, democracy, rule of law, courage, gratitude.
Year 5				
	Term	Autumn	Spring	Summer

PSHE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • understand the importance of positive and healthy relationships • understand the importance of respecting others and of self-respect. • understand the Whitley Values and British Values and how we should use these in our lives. • understand what consent is, how to give and refuse consent • understand the importance of physical health and mental wellbeing and • understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions. • understand how to keep themselves safe and what to do if they feel unsafe. • understand the growth mind-set and mental health strategies they can use when they are struggling. <div>Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships ,growth mind-set, talent, skill,</div>		
	Knowledge Assessment questions:	<u>Relationships</u> Assessment Questions <ul style="list-style-type: none"> • Can children talk about the influence of peers? (online and in person) • Can children describe strategies to manage peer influence and the need for peer approval? • Do children know what strategies they could use to positively resolve disputes and reconcile differences in friendships? • Can children describe how would you get help if they needed? • Do children know why is it important that everyone is treated equally? • Do children know what discrimination means and what are the different types of discrimination? • Can children identify online bullying and discrimination of groups or individuals? 	<u>Living in the wider world</u> Assessment Questions <ul style="list-style-type: none"> • Do children know how resources are allocated and the effect this has on individuals, communities and the environment? In your school, in your local area? • Do children understand how money is earned? • Do children understand the value of items e.g. food, housing? • Do children understand the cost of services and utilities? • Do children understand savings and investment? • Can children talk about jobs they might like to do in the future? • Can children set themselves goals? • Can children talk about why a person might choose a certain career ? • Can children discuss job prospects and opportunities? • Can children name different routes into work? College, apprenticeships, university, training, 	Health and wellbeing Assessment Questions <ul style="list-style-type: none"> • Can children name the benefits of being outside for physical and mental health? • Can children talk about what is important to them about their personal identity? And say what makes them different and special? • How can you make sure you understand and respect other people's personal identities? • What strategies have you got to improve low mood and to make sure of your long term emotional wellbeing? • Do children know that hobbies, groups, teams and community are important to their emotional wellbeing? • Do children know what to do if a situation became risky, unsafe or there was an emergency? • Can children say what is a positive risk and what is dangerous behaviour? • Can children share a first aid tip?
	Vocabulary	Relationships: Conflict, change, emotion, peer, peer pressure, Community Laws, Anti-social, Responsibility, online bullying, cyber bullying, rights, responsibilities, Relationships, trolling, harassment, resilience, kindness, friendship, gratitude, respect, tolerance	Living in the Wider World: community, jobs, career, occupation, training, college, apprenticeship, university, prospects, opportunities, tax, income, investment, saving, VAT, bills, utilities, income, expenditure.	Health and Wellbeing: sleep, mental health, routines, energy, moods, diet, disease, vaccinations, immunisation, hygiene, bacteria, personal identity, low mood, mindfulness, diet, exercise, friendship, risky, dangerous, unsafe
Year 6				
	Term	Autumn	Spring	Summer

PSHE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> • understand the importance of positive and healthy relationships • understand the importance of respecting others and of self respect. • understand the Whitley Values and British Values and how we should use these in our lives. • understand what consent is, how to give and refuse consent • understand the importance of physical health and mental wellbeing and • understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions. • understand how to keep themselves safe and what to do if they feel unsafe. • understand the growth mind-set and mental health strategies they can use when they are struggling. <div> Deliberate Practise Vocabulary : British Values, Tolerance, Acceptance, democracy, individual liberty, rule of </div>		
	Knowledge Assessment questions:	Health and Wellbeing <u>Assessment Questions</u> <ul style="list-style-type: none"> • What is mental health and how can we look after it? • Can anyone have mental health struggles? Where can they get help and support? • What issues might effect the mental health of a young person? • Describe strategies that help to deal with difficult feelings? • Know some life events may cause a change in a person's mental health? (death, divorce, dv) • Know how to develop good sleep habits and their effect on mental health? • Know how to access support and can identify trusted adults and trusted sites for information? • 	Living in the Wider World <u>Assessment Questions</u> <ul style="list-style-type: none"> • What role does money play in people's lives? • What is 'value for money'? • How can having or not having money impact on a person's health and wellbeing? • What risks are associated with money? Debt, fraud, gambling • How can money can be gained or lost? e.g. stolen, through scams or gambling and how these put people at financial risk? • How should someone get help if they are concerned about gambling or other financial risks? • What is a Loan? Mortgage? Interest? Tax? Hire Purchase? 	Relationships <u>Assessment Questions</u> <ul style="list-style-type: none"> • What does it mean to be attracted to someone and what different kinds of loving relationships are there? • Can people who love each other be of any gender, ethnicity or faith? • What is the difference between gender identity and sexual orientation? • What are the qualities of healthy relationships that help individuals flourish? • How do couples show their love and commitment to one another, including those who are not married or who live apart? • What does marriage and civil partnership mean? • Do people have the right to choose whom they marry or whether to get married? • Is it wrong to force anyone into marriage? • Where would you report forced marriage and who could you speak to if you were worried? • Know how to prepare themselves for transition to secondary school and be able to discuss anxieties
	Vocabulary	Health and Wellbeing, Mental health, mood, feelings, mind, strategies, support ,stigma ,discrimination, traumatic, mindfulness, journaling, exercise, fitness, responsibility, transition, apprehensive, excited, courage, gratitude,	poverty, wealth, value, protected, loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, salary, risk, influence, careers, poverty, budget, gambling, crime.	Relationships: homophobia, Stereotype, homophobic, sexist, disability, transphobic, discrimination, gender, role models, prejudice, Lesbian, Transgender Step families/ blended families, Reflect, Respect, Diverse, Stereotype Relationships Religions, Gay, marriage, civil partnership, faith, ethnicity, illegal, legal, resilience, kindness, friendship, respect, tolerance.