



# PSHE

## EXPECTATIONS:

### Early Learning Goals which link to the Curriculum

#### Personal, Social and Emotional Development (Self-Regulation)

- 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

#### Personal, Social and Emotional Development (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.

#### Personal, Social and Emotional Development (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.

### Government Guidance

#### SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: Section 78 (1) Education Act 2002



## SUBJECT OVERVIEW

The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'.

### Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory **Programme of Study for Citizenship at KS1 and KS2**.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: **Guidance for Personal, Social, Health and Economic (PSHE) Education 2019**



## **STATEMENTS OF:**

### **INTENT**

At Riverside, the importance of PSHE is recognised in every aspect of school life. Through the teaching, done both in and out of lesson time, we aim to promote spiritual, moral, social and cultural development to prepare pupils for the responsibilities and experiences of being a citizen. A wide variety of topics will be taught, which hopes to provide children the confidence to take on new challenges, make responsible choices, develop the skills to tackle any behaviour they deem inappropriate, and recognise the importance of the diverse community in which they live. This aims to contribute towards creating pupils that are informed, conscientious and good role models within society.

### **IMPLEMENTATION**

PSHE is taught in formal lessons throughout the school, however it is not confined to a specific timetable. Instead, there are a variety of procedures and programmes that are combined for the effective provision of PSHE. These include teaching PSHE through other curriculum areas, different PSHE activities and school events, including special days, school journey, assemblies, charity and fundraising events and whole school initiatives. The lessons that are taught in class follow the same three main topics, with each topic being studied in more depth as the pupils move up through the school. Throughout the year, each class builds up a PSHE scrapbook that will be added to during their lessons. These scrapbooks are child led representations of the learning, discussions and activities that have taken place, whilst also including the key vocabulary and ideas within a topic. Within the PSHE curriculum, whilst a structure is provided, it also provides freedom for teachers to select topics to discuss that are of current relevance to their class. This is in line with the National Curriculum, which encourages teacher led programmes rather than a central prescription.

### **IMPACT**

The pupils at Riverside really enjoy their PSHE lessons. The difference in structure compared to some of the more formalised subjects creates a welcomed opportunity for pupils to engage in interesting and important conversations with one another, learning from each other's experiences, whilst practising listening to opinions different to their own. The progression the pupils achieve is tracked by the class teacher, partly through work in the scrap book, but also by ideas and opinions shared within class. This progress is also evident as the pupils move up through the years, as they are able to constantly build on prior knowledge and previous learning.



## SUBJECT OVERVIEW

<b>PROGRESSION:</b>				
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>RELATIONSHIPS</b>	Pupils learn: <ul style="list-style-type: none"> <li>• how to communicate their feelings to others</li> <li>• what safety is</li> <li>• who's job it is to keep them safe</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• the significance of family</li> <li>• different ways to keep themselves safe</li> <li>• what to do if they feel unsafe</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• the characteristics of healthy relationships</li> <li>• how to keep safe in online friendships</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• how to recognise safe or unsafe relationships and how to appropriately respond and react</li> <li>• what stereotyping is</li> </ul>
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>HEALTH</b>	Pupils learn: <ul style="list-style-type: none"> <li>• There is a range of emotions they can feel and how they can communicate how they are feeling</li> <li>• The basics of personal hygiene</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• How to make informed choices to keep themselves healthy</li> <li>• Understand how to look after their mental, dental and physical health</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• How to keep themselves emotionally and physically healthy</li> <li>• How to seek support if they feel unhealthy</li> <li>• The risks of different substances</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• Key facts about the physical and mental changes that take place during puberty and the menstrual cycle</li> </ul>
	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>THE WIDER WORLD</b>	Pupils learn: <ul style="list-style-type: none"> <li>• Understand their role and responsibilities within a group</li> <li>• Different responsibilities people have</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• To develop a sense of community</li> <li>• To listen to other people's opinions</li> <li>• The impact they can have on the environment</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• The benefits of being part of different groups in the community</li> <li>• The importance rules and law</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>• the wide range of different identities in the UK, including refugees</li> <li>• the consequences of discrimination against certain groups</li> <li>• how democracy works</li> </ul>