



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

PSHE

PLANNING for DELIVERY

PSHE is taught with a thematic approach using the PSHE Association materials. They cover the three core themes of Relationships (Autumn); Living in the Wider World (Spring); and Health & Wellbeing (Summer). Each of the core themes is split into three topics. Each topic is focussed on for 3 weeks and linked to each week's assembly theme. One of the three assembly themes will link directly to work for each age group. On top of the assemblies each week, children will spend half an hour completing circle time and other activities linked to the current topic. The following year groups will be taught together:

Years EYFS, 1 & 2

Years 3,4,5 & 6

The PSHE sessions and assembly themes are taken from Medium-Term Overviews over a two year cycle. In the first cycle (2022-2023) the Medium-Term Overviews will be taken from Year 5, 3 & 1. In cycle 2 (2023-2024) they will be taken from Year 6, 4 & 2. The Medium-Term Overviews, found on the Curriculum Organisation shared drive, have links to The PSHE Association's own resources as well as others e.g NSPCC and Coram Life Education.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Relationships Education

Relationships and Sex Education covers Families & Friendships; Safe Relationships; and Respecting Ourselves & Others (see above).

Living in the Wider World

Statutory elements are taught within a carefully designed PSHE Education curriculum which is balanced and meets the needs of the current cohort of pupils. This includes the non-statutory third theme, 'Living in the Wider World' (see above). This is equally important as economic wellbeing is inextricably linked to health and relationships, even more so in the foreseeable future.

Health and Wellbeing Education

Health Education covers Physical Health & Mental Wellbeing; Growing & Changing; and Keeping Safe (see above for more detail). It is within this statutory area of the curriculum that questions are likely to arise as a result of teaching about "*the changing adolescent body*" to understand why changes are required. Puberty is not considered to be sex education, it is Health Education.

Cawthorne's Endowed Primary School has made the decision to teach no more on human reproduction than the science, PSHE and RE curriculum requires. Parents, therefore, do not have the right to withdraw their child from lessons.

PROGRESSION and DIFFERENTIATION

Each year, children's knowledge, understanding, attitudes and strategies in each of the three core themes will be broadened and developed, building on previous work.

ASSESSMENT and Record Keeping

P11-14 of the Primary Toolkit outlines some useful strategies for making a baseline assessment and for end point activities to demonstrate development in children's knowledge, understanding, attitudes and strategies. These can be recorded in the Class Big Books.

Summative comments are written on an end of year report to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.

CHALLENGING THE HIGHER ABILITY

The activities are differentiated by outcome as well as by the method of recording completed work, questioning and task related to the main lesson objective. Teachers will use information gathered in the baseline activities to further challenge and develop children's knowledge, understanding, attitudes and strategies.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.