

## Tonwell St Mary's School Curriculum Overview of Intent for PSHE (Personal, Social, Health and Economic Education)

### **Overall aims:**

PSHE is one of the most important subjects for us to develop our school aims for each child, which include:

- Develop a love, resilience and independence for learning;
- Live life to its fullness and try new experiences respecting Christian and British values;
- Be friendly and inclusive to all;
- Contribute to our school and wider community;
- Choose a lifestyle with healthy bodies and minds.

We aim to equip our children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions in their day-to-day and future lives.

### **Our unique context:**

The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing (blue), Relationships (pink), and Living in the Wider World (green). As a school, we choose to use the PSHE Association for guidance and resources for our curriculum and use contextual knowledge to adapt lessons to suit the needs of our children. We choose to include relationships and sex education and have a specific policy, written in consultation with parents, outlining how this is taught. In EYFS, the focus is on the aspects of self-confidence and self-awareness, managing feelings and behaviour and making relationships. These aspects are included in activities on a daily basis.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during EYFS to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

All children in the school are involved in PSHE focus days and weeks, which highlight the importance of certain areas of the PSHE curriculum and raise awareness in our whole school community.

	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
PSHE focus days/weeks	<b>Growth Mindset Wow Day NSPCC Assemblies/Identifying trusted adults School Council elections</b>	<b>Anti-bullying Week Children in Need fundraising</b>	<b>Safer Internet Day Feeling Good Week (healthy body and minds) Y6 Crucial Crew</b>	<b>Sports/Comic relief fundraising Young Carers Assemblies</b>	<b>Visit to Place of Worship Road safety/cycling proficiency/scooter ability</b>	<b>Chauncy Community Day Local or Global Charity fundraising</b>

	Black History Month				First Aid	KS2 Summer fair –Young Entrepreneur
EYFS Years A & B	<ul style="list-style-type: none"> <li>- To be confident to try new activities, and say why they like some activities more than others.</li> <li>- To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>- To say when they do or don't need help.</li> <li>- To talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>- To work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>- To play cooperatively, taking turns with others.</li> <li>- To take account of one another's ideas about how to organise their activity.</li> <li>- To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> <li>- Specific objectives are found in the school Relationships and Sex Education Policy (saved in Staff/PSHE Curriculum)</li> </ul>					
KS1 Year A	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
	like, dislike, special, different strengths, <b>unique</b> , similar, <b>different</b> to others, the correct names for the main parts of the body, including external genitalia, private,	family, love, care, different, special, common features of a family, same, different, unhappy, worried, <b>trusted adult</b> , important, charity, <b>local, national, global</b>	healthy bodies, healthy minds, parent, dentist, doctor, medicines, vaccination, immunisation, hygiene, germs from being brushing teeth, brushing hair, hand washing	money, earn, borrow, choices, spending, saving, needs and wants, bank account	<b>community</b> , keep safe, unsafe, jobs, accident, emergency services, dial 999 and what to say, road safety, A602, Ware Road	kind, unkind, polite, courteous, co-operative, responsibility, <b>local, global, environment</b>
KS1 Year B						

	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
	friends, friendship, <b>relationship</b> , lonely, friendly, a good friend, resolve, argument, special, same, <b>different</b>	Bully, bullying, report, <b>trusted adult</b> , safe, unsafe, physical contact, name-calling, hurtful teasing, excluding, resilience, independence, acceptable, unacceptable, cyber bullying, charity, <b>local, national, global</b>	jobs, earn money, <b>community</b> , strengths, interests, internet, digital devices, names of <b>different</b> jobs done by people they know and wider community, independence	rules, keeping safe, road, fire, cycle, water safety, medicines, household products, online safety, risky, <b>environment</b> , secret, trustworthy	healthy bodies, healthy minds, physical activity, rest, dental health, screen-time, sun safety, the correct names for the main parts of the body, including external genitalia, private	recognise, describe, words to describe feelings, resilience, experiences, loss, change, bereavement, trust, <b>trusted adult</b>
KS1 Years A & B revisited objectives	<p>Specific objectives are found at the PSHE association Programme of Study and the school Relationships and Sex Education Policy (saved in Staff/PSHE Curriculum and online at:  <a href="https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020_0.pdf">https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020_0.pdf</a>  <a href="https://www.tonwell.herts.sch.uk/page-school-policies-60/">https://www.tonwell.herts.sch.uk/page-school-policies-60/</a></p> <p>Knowledge organisers to support teaching are found at:  <a href="https://goodnessandmercy.co.uk/teaching-resources/">https://goodnessandmercy.co.uk/teaching-resources/</a></p>					
KS2 Year A	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our	Why should we keep

					teeth?	active and sleep well?
	friendship, <b>relationship</b> , <b>wellbeing</b> , support, excluded, lonely, strategies to include them, good friendships, qualities, difficulties, argument, resolve, reconcile, <b>trusted adult</b> , forgiveness	Hazards, harm, reduce risk, seatbelt, safe, unsafe, hygiene, medicines, allergies, asthma, accident, first aid, dial 999	family, family structure, single parent, same sex parents, step-parents, blended families, foster and adoptive parents, love, care, <b>relationship</b> , <b>unique</b>	groups, <b>community</b> , friendship, faith, clubs, diverse community, wider/ <b>local</b> community, values, contribute, respectful, <b>different</b>	healthy diet, balanced diet, nutrition, oral hygiene, dental care	physical activity, choices, influence, health, <b>wellbeing</b> , routines
KS2 Year B	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
	personal qualities, <b>unique</b> , individuality, <b>different</b> , self-worth, achievement, Growth Mindset, resilience, set-backs, learn from mistakes, marvellous mistakes, attributes, strengths, interests, personal goals, <b>trusted adult</b>	polite, courteous, <b>relationship</b> , respectful behaviour, rights, responsibilities, privacy, confidence or secret, discrimination, aggressive or inappropriate behaviour (including online and unwanted physical contact)	vocabulary for different feelings, intensity, expressing feelings, resilience, loss, grief, change, advice, support, <b>wellbeing</b>	puberty, menstruation, menstrual wellbeing, erections, wet dreams, emotions, personal hygiene	responsibility, <b>environment</b> , Fairtrade, single use plastics, giving to charity, topical issues, caring, independence, compassion,	manage risk, safe, unsafe, <b>environment</b> , digital devices peer pressure, influences, personal information, anti-social,

					<b>global, local, national</b>	law, legal, illegal
KS2 Year C	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	similarities, <b>differences, unique</b> , identify, individuality, gender, stereotypes, influence, challenge, resilience, Growth Mindset, marvellous mistakes, <b>trusted adult</b>	spending, saving, tracking, current accounts, savings, store card, credit cards, loans, 'value for money', risks, bank, building society	accident, emergency, dial 999, wellbeing, first aid, head injury, emergency services	<b>relationship</b> , communication, internet, social media, images, consent, personal information, pressure, inappropriate contact, personal safety	drugs, smoking, vaping, nicotine, alcohol, caffeine, medicines, law, legal, illegal, risk, <b>wellbeing, trusted adult</b>	job, career, voluntary, <b>community</b> , qualifications, collage, apprenticeship, university, stereotype, <b>local, national, global</b>
KS2 Year D	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
	mental health, physical health, <b>wellbeing</b> , friendships, <b>relationship</b> , balanced lifestyle, <b>unique</b> habit, Growth Mindset, marvellous mistake, resilience, independence, legal and illegal drugs, <b>trusted adult</b> , FGM		media, <b>wellbeing</b> , opinions, influence, decision, peer pressure, reliability, trustworthy, safe, unsafe, blog, online content, age restriction, debate, viewpoint, <b>local, national, global</b>		<b>relationship</b> , romantic, intimate, attracted, gender, ethnicity, faith, couples, privacy, sexual intercourse, conception, contraception, marriage, civil partnership, forced marriage,	

			illegal, crime, puberty, reproductive organs, independence
KS2 Years A, B, C & D revisited objectives	<p>Specific objectives are found at the PSHE association Programme of Study and the school Relationships and Sex Education Policy (saved in Staff/PSHE Curriculum and online at:</p> <p><a href="https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020_0.pdf">https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201-5%29%2C%20Jan%202020_0.pdf</a></p> <p><a href="https://www.tonwell.herts.sch.uk/page-school-policies-60/">https://www.tonwell.herts.sch.uk/page-school-policies-60/</a></p> <p>Knowledge organisers to support teaching are found at:</p> <p><a href="https://goodnessandmercy.co.uk/teaching-resources/">https://goodnessandmercy.co.uk/teaching-resources/</a></p>		