



Clipston Endowed VC Primary School

The Big Picture – Personal, Social, Health & Relationships Education (PSHRE)

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum			
Aims of our Curriculum	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.	
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”			
The Intrinsic Core of PSHRE - Our Intent:	Our intent is driven by the Statutory Guidance for Relationships Education & Health Education laid out in the DfE document (June 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf			
Relationships Education:	...that the characteristics of a healthy family life, in whatever different forms they take, all provide love, care, stability and security.	...that we are all different and differences make the world vibrant and exciting, and should be respected and celebrated.	...that the characteristics of healthy friendships include mutual respect, loyalty, kindness, generosity, trust, sharing interests and experiences and supporting with problems and difficulties.	...how to recognise who to trust, how to manage uncomfortable and unhappy situations and how to seek help or advice.
To know...	...the importance of self-respect, respecting others even when they are very different from them, making people feel welcome and included, and understanding the conventions of courtesy and good manners.	... about different types of bullying, the impact of bullying, the responsibilities of bystanders, what a stereotype is and how stereotypes can influence perspective, and the importance of permission seeking in relationships.	...the rules and principles for keeping safe online, that people sometimes behave differently online, that the same principles apply to online relationships as to face-to-face relationships and how to critically consider online risks associated with people they have never met and the sharing of data.	...about boundaries – what sorts are appropriate with friends/peers, privacy, secrets, unsafe or inappropriate physical contact, recognising and reporting feelings of being unsafe / scared, and where to get help and advice.
Physical Health and Mental Wellbeing:	...how the range and scale of emotions affect mental wellbeing, how to talk about emotions using varied vocabulary, how physical exercise, rest, the outdoors, hobbies and community participation benefit mental wellbeing and happiness. How to seek help for mental ill-health.	...that the internet is an integral part of everyday life and has many benefits, but that consideration should be given to the amount of time we spend online, the effect of online actions on others, gaming age restrictions, online risks, how to be a discerning customer of information and search engines, and how to report abuse or concerns.	...the characteristics and benefits of exercise and an active lifestyle, and the risks associated with an inactive lifestyle on physical health and fitness.	...about healthy eating and what constitutes a healthy diet, how to prepare a range of healthy meals, and the characteristics of and risks associated with a poor diet.
To know...	...the facts about legal and illegal harmful substances, and the associated risks.	...about the preventative measures associated with sun exposure, good quality sleep, dental health, personal hygiene, allergies and immunisation.	...about basic first aid and how to call the emergency services.	...about the changing adolescent body, facts about puberty and the menstrual cycle.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.	

How do we organise learning and the development of schema in PSHRE?

Discuss and Explore the Whole School Big Ideas (Components) as outlined in the Kapow Programme	<p style="text-align: center;">We have chosen to use this resource because it covers all the statutory aspects of personal, health & relationships education and provides updates as guidance changes</p>					
Develop knowledge over time of six Key Themes	Family & Relationships	Citizenships	Economic Wellbeing	Safety & the Changing Body	Health & Wellbeing	Transitions
Curriculum Links	Our PSHRE curriculum has links with our curricular for Science, Computing and PE, as well as with our Church School Christian Values and our teaching of British Values. Aspects of Health & Wellbeing and the Changing Body are delivered as part of Physical Education and Science curricula.					

Implementation: How do we deliver our Curriculum?

Planned Components	Family & Relationships		Citizenship	Safety & the Changing Body	Health & Wellbeing	Transitions
Early Years Foundation Stage	<i>Building relationships: special relationships</i> - Why are families special and valuable? - How to identify people who are special to us and what it is to be a valued person? - Why it is important to share? - How to see myself as a valuable individual?	<i>Building relationships: My family and friends</i> - Look at someone else’s point of view regarding beliefs and celebrations? - Why is sharing important? - What makes a good friend? - Why is it important to be kind? - Why is it important to preserve when things are tricky? - How to celebrate special friendships?	<i>Self-regulation – listening</i> - Why it is important to listen? - Why it is important to tell the truth? - Why it is important to preserve even when things get tough? - How to follow and give instructions involving several ideas? - How to listen to and respond to phrases and instructions?	<i>Self-regulation – feelings</i> - How to identify feelings? - How to express my feelings? - What strategies to use to regulate emotions? - What vocabulary to can be used describe emotions? - How do different facial	<i>Managing self-my wellbeing</i> - What is exercise? - How can we stay relaxed? - Why is it important to take care of ourselves? - How do we stay safe as a pedestrian? - What is healthy eating? - What is a balanced diet?	<i>Managing self-Taking on challenges</i> - Why rules are important? - Why it is important to have resilience when facing a challenge? - How to effectively work as a team? - What coping strategies to use in different situations. - Why it is important to persevere in the

	<ul style="list-style-type: none"> -What makes me individual? -What is diversity and what makes us unique? 			<ul style="list-style-type: none"> expressions represent different feelings? - How to moderate our behaviour in social situations? 		face of a challenge?
Planned Components Key Stage One (Year 1 & 2)	Family & Relationships	Citizenship	Economic Wellbeing	Safety & the Changing Body	Health & Wellbeing	Transitions
Year A	<ul style="list-style-type: none"> - How do families offer stability and love? - Are families all different? - Should we be mindful of other peoples' feelings? - How could we deal with unhappy friendships? - What are manners and courtesy? - How can we cope with change and loss? - What are gender stereotypes? 	<ul style="list-style-type: none"> - How do we follow rules beyond school? - What is our school environment like? - What is our local environment like? - What kind of job roles are there in our local community? - What do we mean be similar yet different? - What is school council? - How can I give my opinion? 	<ul style="list-style-type: none"> - Where does money come from? - How can we explore our needs? - How can we explore our wants? - What are bank cards and accounts? - What are skills and talents? - Is everyone welcome? 	<ul style="list-style-type: none"> - What is the internet and how can we use it? - How can we communicate online? - What are the differences between secrets and surprises? - What is appropriate contact? - Why are private parts considered private? - How can we respect personal boundaries? - What is road safety? - How can we cross roads safely? - How can we stay safe with medicine? 	<ul style="list-style-type: none"> - What different emotions do we experience? - How can we stay active? - How can we practice relaxation? - What steps can we take to succeed? - How can we develop a growth mindset? - What is a healthy diet? - How can we look after our teeth? 	<ul style="list-style-type: none"> - How do we create an effective learning environment during PSHRE? (start of year) - What to expect during classroom transition? (end of year)
Year B	<ul style="list-style-type: none"> - What is family? - What are friendships? - How can we recognise other people's emotions? - How can we work with others? - How can we overcome friendship problems? - What are healthy friendships? - What are gender stereotypes? 	<ul style="list-style-type: none"> - Why are rules important? - How can we care for others (animals)? - Should we consider the needs of others? - How are we similar yet different? - How can we feel like we belong? - How can we make democratic decisions? 	<ul style="list-style-type: none"> - What is money? - How can we keep money safe? - What is a bank? - Is it important to save as well as spend? - What different job roles do adults have in school? - Can you describe different jobs out of school? 	<ul style="list-style-type: none"> - Who works at my school and how should I speak to them? - How should I interact with adults outside of school? - What should we do if we get lost? - How can we make an emergency phone call? - What is appropriate contact? - How can we stay safe with substances? - How can we stay safe at home? - Who helps to keep us safe? 	<ul style="list-style-type: none"> - What are emotions? - What am I like? - How can we get ready for bed? - How can we relax? - How do germs spread? - How can we stay safe in the sun? - What are allergies? - Who helps us to stay healthy? 	<ul style="list-style-type: none"> - Is it important to set rules? (start of year) - What are my strengths? (end of year)
Planned Components Lower Key Stage Two (Year 3 & 4)	Family & Relationships	Citizenship	Economic Wellbeing	Safety & the Changing Body	Health & Wellbeing	Transitions
Year A	<ul style="list-style-type: none"> - What does a healthy friendship look like? - How does my behaviour affect others? - How does bullying impact people? - Are we influenced by gender stereotypes? - Are there other forms of stereotypes? - Are all families the same? - How can we support change and loss? 	<ul style="list-style-type: none"> - What are human rights? - How does reusing items benefit the environment? - What roles do groups play in the wider community? - What contribution do groups make to a community? - Why should diversity in a community be valued? - What is the role of local government? 	<ul style="list-style-type: none"> - What is value for money? - Why is it important to keep track of money? - What different ways are there to keep track of money? - What influences career choices? - Why make a career change? - How can workplace stereotypes be challenged? 	<ul style="list-style-type: none"> - How do age restrictions help us stay safe online? - How can you help someone with asthma? (first aid) - What is the difference between secrets and surprises? - How do we change from children to adults? - What are the risks of smoking? 	<ul style="list-style-type: none"> - What does relaxation feel like? - How can we develop a growth mindset and understand that mistakes are useful? - Can I identify my own strengths and begin to see how they can affect others? - Can I learn how to take responsibility for my own happiness? - Can I begin to understand a range of emotions? - What is mental health and who can help if I need it? 	<ul style="list-style-type: none"> - What ground rules should we set for PSHRE lessons? (start of year) - What are our goals for next year? (end of year)

Year B	<ul style="list-style-type: none"> - What is a healthy family? - How can friendship problems be resolved? - How are friendship problems different to bullying? - How can we communicate effectively? - Why is it important to respect people's differences? - What is stereotyping? 	<ul style="list-style-type: none"> - What are children's rights, and how does the Convention on the Rights of the Child explain these? - How can we ensure all children benefit from these rights? - What are the environmental benefits of recycling? - Who lives in our community? - How can we help charities to care for others? - Why do we have rules and what are the consequences of breaking rules at school and at home? 	<ul style="list-style-type: none"> - How do people pay for things? - What is a budget and why is it important? - How can money affect the way people feel? - Should we always buy the cheapest things? - What careers are there and what might I like to do when I grow up? - What are stereotypes and how do they affect people in the workplace? 	<ul style="list-style-type: none"> - How can I help in an emergency? - Why is it important to be kind online and what does it look like? - What is cyberbullying? - Why are some choices made for me and some I make myself? - Who and what may influence my decision making? - How and why do we stay safe near roads? 	<ul style="list-style-type: none"> - What is a healthy lifestyle including physical activity, rest and diet? - What are the benefits of healthy eating and dental health. - What are the different aspects of my identity. - What are my own strengths and how might they affect others? - How can I break down barriers into smaller, achievable goals? - What is consent and when do I need to give it? 	<ul style="list-style-type: none"> - What ground rules should we set for PSHRE lessons? (start of year) - What strategies could I use to cope with change? (end of year)
Planned Components Upper Key Stage Two (Year 5 & 6)	Family & Relationships	Citizenship	Economic Wellbeing	Safety & the Changing Body	Health & Wellbeing	Transitions
Year A	<ul style="list-style-type: none"> - What is a respectful, two-way relationship? - What other people's ideas and attitudes towards stereotypes and how can we challenge these? - How can we resolve disputes and conflict through negotiation and compromise? - What processes and emotions are related to grief? 	<ul style="list-style-type: none"> - What are our human rights? - What are the environmental issues relating to food and food production? - How can we show care and concern for others? - How can we recognise prejudice and discrimination? - What is the value of diversity in a community? - How does our national system of government work? 	<ul style="list-style-type: none"> - How do people navigate their feelings about money? - How do people keep their money safe? - What monetary responsibilities are there in secondary school? - What are the risks of gambling? - What is a workplace? - What different career routes are there? 	<ul style="list-style-type: none"> - How do we become critical digital consumers? - How should we treat online relationships? - What are the physical and emotional changes of puberty? - How can we help someone who is unresponsive / choking? 	<ul style="list-style-type: none"> - How can we use mindfulness to manage emotions? - Can I plan for a healthy lifestyle? - What is the potential impact of technology on physical and mental health? - How can we prevent ourselves and others from becoming ill? - How can habits be good and/or bad for our health? - What happens when we are ill and how can we seek support? 	<ul style="list-style-type: none"> - What ground rules should we set for PSHRE lessons? (start of year) - How can we prepare for and deal with change? (end of year)
Year B	<ul style="list-style-type: none"> - How can I form and maintain positive friendships? - What is marriage? - What can I do if family relationships are making me unhappy? - How do stereotypes lead to discrimination and how have attitudes changed over time? 	<ul style="list-style-type: none"> - What happens when the law is broken? - What links are there between rights and responsibilities? - How can we protect the planet? - How can we contribute to our communities? - What are pressure groups? - How does parliament work? 	<ul style="list-style-type: none"> - Why prioritise needs over wants? - What is a weekly budget? - What is borrowing and loaning? - What are the risks of handling money online? - Why challenge workplace stereotypes? - What makes a suitable career? 	<ul style="list-style-type: none"> - What are some issues related to online friendships? - How can we stay safe online? - What physical changes happen during puberty? - What emotional changes happen during puberty? 	<ul style="list-style-type: none"> - What is the importance of rest? - How can we embrace failure? - How can we stay safe in the sun? - How can I treat bleeding and head injuries? (first aid) 	<ul style="list-style-type: none"> - What ground rules should we set for PSHRE lessons? (start of year) - What roles and responsibilities might we have in future? (end of year)
Whole School Enrichment –	Examples of Planned Activities linked to PSHRE	Community Harvest Lunch Visiting Optometrist Forest School Global Citizenship (Karisalpatti)	Magistrates in the Community Life Bus Bikeability Mental Health Workshop	Supporting others (Charity) First Aid Secondary School Visits School Nurse - Puberty		
Impact	Most children achieve the early learning goals in the Framework for the EYFS					
	Most children will achieve the National Curriculum age-related expectations in PSHE as outlined in the Jigsaw milestone End Points					
	Children become...					
	successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.		confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.		responsible, happy citizens of the world who have the capacity to make positive contributions to society.	