



At Deighton Gates we believe that PSHE is a vital part of school life and ultimately our children's future health and wellbeing. Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that all pupils experience positive relationships with adults, with each other and feel valued as individuals, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. PSHE is central to our values and to achieving our school's stated aims.

Intent:

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more, and understand more about how to play a positive and successful role within our society, both as a child and as an adult in the future. It is our aim to prepare our pupils for life beyond school and provide a good understanding of how to keep physically and emotionally safe, including on-line.

Our aim is to provide pupils with a knowledge of their world; locally, nationally, and globally and give them the confidence to tackle many of the moral, social, and cultural issues that are part of growing up within this wider context. We aim to provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and we challenge all our pupils to look for opportunities to share and demonstrate our school values, both within school and the wider community.

In EYFS we use the Personal, Social and Emotional Development educational programme from the EYFS Statutory Framework to underpin our PSHE teaching aims.

In order to achieve these aims we have developed a curriculum that is coherently planned and sequenced and fulfils the requirements set out in the Early Years Framework.

Implementation:

Our curriculum is designed to directly support the pastoral education of our pupils as well as to support the academic aims of the school. PSHE is timetabled weekly across school and is supported through whole school/Key Stage assemblies.

PSHE links are made across the wider curriculum. History provides opportunities to be made to link knowledge of Britain's past to the diverse and democratic country we live in today through understanding of areas such as immigration, refugees and parliamentary debate. Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school, linking with opportunities to explore topics such as Fairtrade and Water Aid. Our understanding of wider, global responsibilities is enhanced through both Geography and Science, linking to environmental issues. The importance of on-line safety and responsibility is taught through our Computing curriculum across the year groups.

In addition to our weekly PSHE lessons and related assemblies, we support many national events including

Anti-bullying Week, NSPCC 'Speak out, stay safe' and Children's Mental Health Week to ensure our pupils have a PSHE education that is bespoke to meet their needs and interests as identified through 'My Health, My School' surveys and 'pupil voice' of the School Council.

Our school values provide a culture that supports and enhances the pastoral development of our children. The teaching approaches used throughout school places emphasis on collaboration and cooperation. Partner and group work is a key element of all classrooms and, in our wider school community, sports opportunities, clubs, choir and drama productions enable our pupils to achieve success and thrive together.

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using You, Me and PSHE 2020, MindMate and Young Citizens Go-Givers resources.

The following topics come directly from the Islington scheme of work – You, Me and PSHE:

- Relationship and sex education (RSE)
- Drug, alcohol and tobacco education
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Physical health and wellbeing
- Careers, financial capability and economic wellbeing
- Identity, society and equality

This scheme is supplemented by specifically identified resources from MindMate and Young Citizens as appropriate.

(see PSHE Long Term Plan)

In EYFS we deliver a range of whole class, small group and individual experiences that cover the educational programmes set out in the EYFS Statutory Framework. We do this through a range of adult led and child-initiated activities.

Statutory Guidance:

Relationships Education (by the end of Primary)

Families who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

On-Line Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult.

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical Health and Mental Wellbeing (by the end of Primary)

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)

- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

IMPACT:

During each unit taught, teachers collect evidence and make half-termly assessments of each child's progress and attainment. This is also used to inform end of year assessments which are reported to governors and parents.

Foundation Assessment		
Class:	Year: 2021/22	Term:
Subject: PSHE	Unit:	
Expectations for unit:		
Learning Objectives:		
Children working below the age-related expectations	Expected Children are working at age-related expectations	Identified Pupils with a Specific Personal Interest:

In EYFS judgements are made through questioning and observation of the individual child. At the end of the year the child will be assessed against the 17 Early Learning Goals. For PSHE, the early learning goals fall within Personal, Social and Emotional Development.

The impact that we aim to have through teaching PSHE at Deighton Gates Primary School is to create a more thoughtful, spiritual, cooperative, compassionate generation of citizens who are skilful at resolving social, environmental, economic and political world problems. At Deighton Gates, we strive to develop the whole child so that they can be enterprising, resilient, creative problem solvers who can make a positive contribution to society.