

PSHE Intent Statement

Intent: Introduction, Vision and Philosophy

The purpose of this document is to clarify the how, why, and what of PSHE teaching at Weston Shore Infant School. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality PSHE curriculum is being taught to all.

Within PSHE at Weston Shore Infant School, we want our children to learn about themselves as developing individuals and as members of their communities. Helping children to recognise and maintain a healthy mental wellbeing is taught at the start of the year and is revisited through units – making clear connections between a healthy mental, physical and social wellbeing. Their journey for personal development begins with the Early Learning Goals for personal, social and emotional development in EYFS and is then built upon in KS1. As well as drawing upon the Relationships and Health Education curriculum in weekly sessions, children also develop knowledge and skills related to the Wider World, such as learning about their rights and responsibilities, money and the environment, through age appropriate assemblies.

Through KS1, they will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well both in person and online. This includes understanding how to ask for help from trusted adults, what the difference is between a secret and surprise, how to recognise inappropriate touch and when not to keep a secret that makes them feel unsafe. As well as this, they will identify and name body parts, including the genitalia (please see the Relationships and Sex Education Policy for further details). They will learn about how to be healthy emotionally and physically with an emphasis on food and drink choices, sleep, dental health and rest. They will have opportunities to show that they can take some responsibility for themselves. They will learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people. This includes a developing appreciation for diversity and an understanding of how to respect the needs of others. As members of a class and school community they will learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and identify bullying. They will begin to take an active part in the life of their school and the wider community.

Implementation: What does PSHE look like at Weston Shore Infant School?

All pupils have access to the PSHE Education programme. Our PSHE Education programme encourages children and young people to explore each other's faith and cultural perspectives in an objective and respectful way. Extra support/provision may be needed for pupils with special educational needs, to ensure their full understanding.

At Weston Shore Infant School we are committed to ensure all our children's needs are met. Our planning reflects our knowledge of the children and ensures learning is tailored to meet and respond to the children's individual ability needs. We aim is to provide appropriate support to enable children achieve success by understanding that the children are different, and their varied needs are catered for. This is achieved by ensuring the route into accomplishing the learning objective is tailored to support the children's needs.

How is citizenship delivered alongside PSHE?

Although there are similarities with PSHE, Citizenship is recognised as an opportunity for children to discuss, debate and refine their ideas amongst themselves and their trusted adults in a safe and controlled environment with clear guidelines. This is done within PSHE lessons, in response to weekly assemblies and as part of Philosophy for Children programme of work.

PSHE is taught according to a scheme of work that progressively builds on knowledge, skills and attitudes from EYFS through to Year 2.

PSHE Knowledge Coverage for the Academic Year

Curriculum Offer PSHE Main Knowledge Organiser – 2021/22						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Mental Wellbeing</p> <p>Healthy Eating * PD: Health& Self-Care (food choices & variety) * PSED: Self-Confidence and Self-Awareness (communicates needs, wants, interests & opinions, describes self in positive terms)</p> <p>Internet Safety linked to Computing *using devices with adult supervision/consent *not sharing personal information including photos</p>	<p>Families and People Who Care for Me *Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives *Identify the people who love and care for them and what they do to help them feel cared for *recognise who is safe to go to for help (trusted adults)</p> <p>Bullying *identify and describe hurtful behaviour and the impact of kindness *identify how to ask for help from a trusted adult in school and home if they need help with this</p>	<p>Being Safe (at home and in school) *manage their own personal hygiene *rules in school that keep us safe *who to go for help when we hurt ourselves</p>	<p>Respectful Relationships PSED: *managing problems with friends *Recognising feelings in others</p>	<p>Healthy Lifestyles and Choices *describe what 'being healthy' means</p>	<p>Growing and Changing *recognising their body is their own *identify who it is safe to show their body to (household, school, doctors)</p> <p>Change, Loss and Grief *Transition for Year 1 *changing teachers and friendships</p>

	<p>*identifying trusted adult to ask for help at home, school and wider community</p> <p>Link Peoples and Communities</p>					
Year 1	<p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>*identifying foods that need to be eaten in moderation</p> <p>Internet Safety linked to Computing</p> <p>*rules to keep us safe at home, school and online</p> <p>*identify what to do if they feel unsafe online (trusted adult home, school and wider community)</p>	<p>Families and People Who Care for Me</p> <p>*identify special people in their lives</p> <p>*recognise how other people are feeling</p> <p>*understand about sharing their feelings with others</p> <p>*the importance of not keeping secrets that make them anxious or afraid</p> <p>Bullying</p> <p>*identify feelings peoples may have if they are being teased or bullied</p> <p>*identify what to do if hurtful or bullying behaviour is happening and who to speak to</p>	<p>Being Safe</p> <p>*about basic personal hygiene routines and why these are important</p> <p>*what goes on our bodies and the effect his has</p> <p>*recognise that medicines and household products can be unsafe if used incorrectly</p> <p>Asking for Help/What to do in an Emergency</p> <p>* about rules for keeping safe (in familiar and unfamiliar situations)</p> <p>* how to ask for help if they are worried about something</p>	<p>Respectful Relationships</p> <p>*share their views and opinions with others</p> <p>*the importance of not keeping secrets (reviewed)</p> <p>*appropriate and inappropriate touch</p>	<p>Healthy Lifestyles</p> <p>*about making healthy choices</p> <p>about things that keep our bodies healthy</p> <p>*recognise what they are good at and set simple goals</p>	<p>Growing and Changing</p> <p>* about growing and changing from young to old and how people's needs change</p> <p>* about preparing to move to a new class/year group</p> <p>* about change and loss, including death, and how these can affect feelings</p> <p>Transition and grief</p> <p>*feeling associated with new classes and changing friendships</p> <p>*who to go to for help</p>

Year 2	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p> <p>*identify the benefits of eating and drinking healthy and what happens if we don't look after our bodies</p> <p>Internet Safety linked to Computing</p> <p>*identify ways of keeping safe online and how to identify them and remove themselves from them</p>	<p>Families and People Who Care for Me</p> <p>*identify special people in their lives</p> <p>* recognising how other people are feeling</p> <p>* sharing feelings with others</p> <p>*the importance of not keeping secrets that make them anxious or afraid</p> <p>Bullying</p> <p>*identify that hurtful behaviour and bullying can happen in different ways (verbal, physical, emotional, exclusion)</p> <p>*suggest ways to support children who have experienced hurtful behaviour or being bullied</p>	<p>Being Safe</p> <p>*recognise that medicines and household products have a specific use (and who should perform these tasks and why)</p> <p>Asking for Help/What to do in an Emergency</p> <p>* about rules for keeping safe (in familiar and unfamiliar situations)</p> <p>* how to ask for help if they are worried about something</p>	<p>Respectful Relationships</p> <p>*listening to others and playing cooperatively</p> <p>*respecting differences and similarities</p> <p>*the importance of not keeping secrets (reviewed)</p> <p>*recognise the parts of our body that are private</p> <p>*appropriate and inappropriate touch</p>	<p>Healthy Lifestyles</p> <p>*about making healthy choices</p> <p>*about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>*recognise what they are good at and set simple goals</p>	<p>Growing and Changing</p> <p>* to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Transition:</p> <p>*feeling associated with new classes and changing friendships</p> <p>*who to go to for help</p>
Year 3	<p>Mental Wellbeing</p> <p>Healthy Eating making links to mental wellbeing.</p> <p>*describe food choices that have</p>	<p>Caring Friendships and Relationships</p> <p>* what makes a positive, healthy relationship, including friendships</p> <p>* how to maintain good friendships</p>	<p>Health and prevention</p> <p>*about routines that can prevent the spread of bacteria</p> <p>*managing risk in familiar situations</p>	<p>Respectful Relationships</p> <p>*resolving disputes and arguments against themselves and peers</p> <p>*recognising and managing dares</p>	<p>Drugs, Tobacco and Alcohol</p> <p>*what is meant by a habit</p> <p>recognise habits are hard to change</p> <p>*drugs that are common in everyday</p>	<p>Growing and Changing</p> <p>*puberty is a time when a child moves into adolescence (8-17years)</p>

	<p>positive consequences and negative consequences in the context of a 'balanced lifestyle'</p> <p>Internet Safety linked to Computing</p> <ul style="list-style-type: none"> *give examples of online safety rules and practices *recognise that once sent an image or message can be sent to anyone (consent) 	<ul style="list-style-type: none"> *recognising a wider range of feelings in others * responding to how others are feeling *explore the concept of keeping something confidential or secret *about when they should or should not agree to keeping a secret <p>Bullying</p> <ul style="list-style-type: none"> *differentiate between playful teasing, hurtful behaviour and bullying *identify how teasing, bullying, aggression can happen *explain where people can get help and advice (wider agencies etc) 	<p>Basic First Aid – bites and stings</p>	<ul style="list-style-type: none"> *recognising similarities and differences and that we are equal despite *when to keep a secret or not (review) *how to respond to unacceptable touch 	<p>life (medicines, caffeine, alcohol and tobacco)</p>	<ul style="list-style-type: none"> *recognise the physical and emotional changes associated with this change (and recognise this can be different for everyone). <p>Change, Loss and Grief</p> <ul style="list-style-type: none"> *feelings associated with change in friendships and loss of a special item eg/ jewellery
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British Values in the PSHE Curriculum:

	Topic / = indicate focus for British Values in this topic	Democracy	Rule of Law	Individual Liberty	Tolerance & Respect
Autumn 1	Healthy Eating	/	/	/	
	Internet Safety		/	/	/
Autumn 2	Families and People Who Care for Me (EYFS/KS1); Caring Friendships (KS2)	/	/	/	/
	Bullying		/	/	/
Spring 1	Being Safe (EYFS/KS1); Health and Prevention (KS2)		/		
	Asking for Help/What to do in an Emergency (EYFS/KS1); Basic First Aid (KS2)		/		
Spring 2	Respectful Relationships	/	/	/	/
Summer 1	Healthy Lifestyles (EYFS/KS1); Drugs, Tobacco and Alcohol (KS2)		/	/	
Summer 2	Growing and Changing		/	/	/
	Sex Education (Year 6)		/	/	/
	Change, Loss and Grief			/	/

The above programme of work and subsequent medium term overviews and lessons are guided by resources found on the PSHE Association's Website. PSHE is taught under the following topics or themes:

- *Mental Wellbeing
- *Health Eating
- *Internet Safety
- *Bullying
- *Family and People who Care for Me and Caring Friendships
- *What to do in an Emergency/Basic First Aid
- *Being Safe (including Internet Safety)
- *Health and Prevention
- *Respectful Relationships
- *Healthy Lifestyles and Drugs, Tobacco, Alcohol and Caffeine
- *Growing and Changing
- *Transition, Change and Loss

Impact: Evidence and Assessment

Each topic begins with a baseline and ends with an assessment that measures the knowledge gained. Skills and attitudes are monitored throughout the sessions and across the year. The curriculum coverage is monitored each term by the PSHE Coordinator through book looks, environment walks and pupil voice surveys that also track the developing attitudes of students across the year.

Occasions throughout the year such as Children in Need allow the children to participate and contribute towards charity events. The students will also be able to demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty throughout learning opportunities in their lessons and during special occasions such as voting for their peers to become Head Boy or Girl across Weston Federation. Other roles of responsibility in the school could also include being a School Council member or Play Leader.

A robust PSHE curriculum contributes towards children having a positive outlook towards school, a clear understanding of how to make safe choices and who to go to for help when it is needed and better enables them to exceed or achieve age related expectations across the wider curriculum.