



Welburn Community Primary School PSHE Curriculum

Our intent for PSHE at Welburn Primary School is to develop children who:

- thrive as individuals, family members and members of society
- can keep themselves healthy
- are prepared for life and work in a greater society
- are respectful and proactive
- are resilient
- can manage risk and keep themselves safe
- make informed decisions and understand what influences choices
- recognise, accept and shape their identities
- understand and accommodate diversity and change
- manage emotions
- communicate effectively including debate
- are aware of democracy, government and laws
- explore political and social issues

To implement this we will:

- teach the knowledge and skills needed
- allow pupils to investigate and explore
- make connections to other subjects including PE
- give children opportunities to experience a wide variety of real life scenarios, such as spending money at the Summer Fete
- use visits and visitors where possible
- use the PSHE and Citizenship Entitlement Framework
- ensure all pupils are included in PSHE
- ensure Reception will work towards the EYFS Early Learning Goals.

Long Term Planning:

Oak, Beech and Sycamore classes all follow the same long term plan. This outlines the explicit teaching each class will receive each term. Some PSHE outcomes are met through cross-curricular teaching. Evidence of this can be found in the class planning files and on the PSHE cohort trackers.

Year A	Keeping myself safe	My healthy lifestyle	Becoming an active citizen Me and my future
Year B	Keeping myself safe	Me and my relationships	Becoming an active citizen Me and my future

Progression in PSHE

EYFS Early Learning Goals

Self-Regulation

-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Me and My Relationships – Oak Class

Previous learning:

Key Learning: Different types of relationship e.g. family, friends and others. Safe people. Know when relationships make you feel unhappy/unsafe and know how to ask for help. Know what makes a healthy relationship. Share and work cooperatively. Dealing with loss/change e.g. moving house, losing toys/pets/friends. Know body parts and differences between good/bad touching. Stereotypes. Respect differences. Include on and offline.

Me and My Relationships – Beech Class

Previous learning: Different types of relationship e.g. family, friends and others. Safe people. Know when relationships make you feel unhappy/unsafe and know how to ask for help. Know what makes a healthy relationship. Share and work cooperatively. Dealing with loss/change e.g. moving house, losing toys/pets/friends/loved ones. Know body parts and differences between good/bad touching. Stereotypes. Respect differences. Include on and offline.

Key Learning: Ways to maintain a positive/healthy relationship (includes same sex). Changes to relationships and who and how to ask for help. Resolving fall outs. Awareness of bullying and how to respond. Respecting self (including body image) and others. Showing empathy. Change and loss including separation, divorce and bereavement. Challenge stereotypes (including trans).

Me and My Relationships – Sycamore Class

Previous learning: Ways to maintain a positive/healthy relationship (includes same sex). Changes to relationships and who and how to ask for help. Resolving fall outs. Awareness of bullying and how to respond. Respecting self (including body image) and others. Showing empathy. Change and loss including separation, divorce and bereavement. Challenge stereotypes (including trans).

Key Learning: Awareness of and how to deal with physical and emotional changes during puberty. Where to seek support if needed. Appropriate boundaries with friends on and offline. Respecting others but challenging views when appropriate. Risks on and offline and deciding how to behave responsibly. Acceptable and unacceptable physical contact. Civil partnerships/marriage. Resisting peer pressure on and offline. Awareness of anti-social behaviours e.g. bullying, cyber-bullying, homophobia, transphobia, biphobia and racism. Challenge discrimination and stereotyping. Hate crime.

Keeping Myself Safe – Oak Class

Previous learning:

Key Learning: Simple skills for personal safety. Drugs can be harmful when not used properly. Rules around medicine and other substances in the home. Say what is right and wrong on and offline. Awareness of peer pressure. Name people who can help and know how to call 999. Know the difference between good and bad secrets. Balancing time on computer games. Risks of being online.

Keeping Myself Safe – Beech Class

Previous learning: Simple skills for personal safety. Drugs can be harmful when not used properly. Rules around medicine and other substances in the home. Say what is right and wrong on and offline. Awareness of peer pressure. Name people who can help and know how to call 999. Know the difference between good and bad secrets. Balancing time on computer games. Risks of being online.

Key Learning: Predict, assess and manage risks in different situations including online and different places such as farm, rail etc. Basic techniques for resisting peer pressure. Awareness of consequences of behavior. Basic safety procedures e.g. medicines, crossing roads, sun protection, riding a bike. Keeping information private. Speaking to people online.

Keeping Myself Safe – Sycamore Class

Previous learning: Predict, assess and manage risks in different situations including online and different places such as farm, rail etc. Basic techniques for resisting peer pressure. Awareness of consequences of behavior. Basic safety procedures e.g. medicines, crossing roads, sun protection, riding a bike. Keeping information private. Speaking to people online.

Key Learning: Keeping self and others safe on and offline. Make informed decisions relating to medicines, alcohol, tobacco etc. Know about habits and how they can be hard to change. Pressure from a variety of places e.g. peers, media. Reporting harmful content. Awareness of online abuse. Media influence. Sharing images and safe use of mobile phones.

My Healthy Lifestyle – Oak Class

Previous Learning:

Key Learning: A healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health. How diseases can be spread and how to wash hands/body properly and clean teeth. Recognise and name a range of feelings and have strategies to manage them.

My Healthy Lifestyle – Beech Class

Previous Learning: A healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health. How diseases can be spread and how to wash hands/body properly and clean teeth. Recognise and name a range of feelings and have strategies to manage them.

Key Learning: Know good habits for looking after body. Recognise choices about lifestyle can have good or bad consequences. Know the benefits of physical exercise and time outdoors. Know how to look after mental wellbeing. Know positive and negative factors effecting physical, mental and emotional health. Communicate feelings to others and recognise how others are feeling, responding appropriately. Resilience. Safe and unsafe sun exposure. Managing emotions.

My Healthy Lifestyle – Sycamore Class

Previous Learning: Know good habits for looking after body. Recognise choices about lifestyle can have good or bad consequences. Know the benefits of physical exercise and time outdoors. Know how to look after mental wellbeing. Know positive and negative factors effecting physical, mental and emotional health. Communicate feelings to others and recognise how others are feeling, responding appropriately. Resilience. Safe and unsafe sun exposure. Managing emotions.

Key Learning: Managing time to include regular exercise and self-care. Making own choices about eating a balanced diet. Impact of growth and adolescence on hygiene, sleep and nutrition needs. Know risks associated with inactivity, poor diet etc. Know early signs of physical illness e.g. weight loss. Know how change can impact feelings of belonging. Importance of good oral hygiene, including dentist visits.

Becoming an Active Citizen – Oak Class

Previous Learning:

Key Learning: Expressing opinions and taking part in debates/discussions (respectfully). Participate in classroom life and follow the rules. Know the role of the school council and vote for members. Know that people and other living things have needs and we have a responsibility to meet those needs. Know about belonging to different groups e.g. school, family, community. Know what improves/harms the environment and know ways to look after the environment.

Becoming an Active Citizen – Beech Class

Previous Learning: Expressing opinions and taking part in debates/discussions (respectfully). Participate in classroom life and follow the rules. Know the role of the school council and vote for members. Know that people and other living things have needs and we have a responsibility to meet those needs. Know about belonging to different groups e.g. school, family, community. Know what improves/harms the environment and know ways to look after the environment.

Key Learning: Acknowledge different viewpoints. Know why and how rules and laws are made and enforced. Take part in making and changing rules. Recognise aggressive behaviours and the effect on individuals/communities such as travelers, migrants and asylum seekers. Begin to respond to/challenge negative behaviours such as stereotyping, homophobia, racism etc. Respect views of others and explain my views in order to resolve differences. Know how own choices impact on environment. Describe values of the school. Describe 'British values'. Empathise with others through topical issues. Know where to find impartial advice to make a decision.

Becoming an Active Citizen – Sycamore Class

Previous Learning: Acknowledge different viewpoints. Know why and how rules and laws are made and enforced. Take part in making and changing rules. Recognise aggressive behaviours and the effect on individuals/communities such as travelers, migrants and asylum seekers. Begin to respond to/challenge negative behaviours such as stereotyping, homophobia, racism etc. Respect views of others and explain my views in order to resolve differences. Know how own choices impact on environment. Describe values of the school. Describe 'British values'. Empathise with others through topical issues. Know where to find impartial advice to make a decision.

Key Learning: Democracy and how a democratic government works (awareness of other types). Take part in democratic events in school. Understand consequences of breaking the law and how the criminal justice system works in the UK. Know that circumstances in other countries and cultures differ to our own. Migration. Difference between economic migrant, asylum seeker and refugee. Fair Trade. Poverty. Recognise and challenge stereotypes. Understand media bias. Human rights. Discuss controversial issues in a sensitive manner such as terrorism, migration and racism.

Me and My Future – Oak Class

Previous Learning:

Key Learning: Different ways of paying for items and recognizing coins/notes. How to keep money safe. Spending and saving money. Difference between needs and wants. Not getting everything you want. Importance of learning. Positive about achievements. Setting targets for next year. Awareness of work people do in family, school and where we live.

Me and My Future – Beech Class

Previous Learning: Different ways of paying for items and recognizing coins/notes. How to keep money safe. Spending and saving money. Difference between needs and wants. Not getting everything you want. Importance of learning. Positive about achievements. Setting targets for next year. Awareness of work people do in family, school and where we live.

Key Learning: Looking after and handling money in everyday situations. Make simple financial decisions, considering how to spend money including charity. Awareness of different financial circumstances. Different ways of gaining money. Charity. Why people work and have different jobs. Challenge work stereotypes.

Me and My Future – Sycamore Class

Previous Learning: Looking after and handling money in everyday situations. Make simple financial decisions, considering how to spend money including charity. Awareness of different financial circumstances. Different ways of gaining money. Charity. Why people work and have different jobs. Challenge work stereotypes.

Key Learning: Make decisions about saving, spending and giving. Differentiate between essentials and desires. 'Value for money'. Fair treatment in jobs. Other benefits of employment other than financial e.g. making a difference, caring for others. Awareness of how local businesses are run. Awareness of skills employers will be looking for.