



PSHE



at Ashlands Primary School

INTENT

At Ashlands, we strongly believe that PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals. PSHE is central in helping pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

PSHE helps to enable our children to become healthy, safe, independent and responsible members of society. It aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Through our PSHE curriculum, we also want 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 INTENT is to:

- Ensure **all** children are provided with a high-quality, broad and balanced PSHE curriculum.
- Provide children with the opportunity to develop their knowledge which will enable them to make informed decisions, both now and in their future, about their safety, wellbeing, health and relationships.
- Provide children with the opportunities for critical thinking and resilience so they feel fully-equipped to make informed decisions when facing risks or challenges.
- Prepare and equip children for moving on to the next stages in their life, such as moving to KS1, KS2 or moving on to high school.
- Ensure that our children have a high sense of self-belief and that they develop high aspirations for themselves.
- Promote the fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.

IMPLEMENTATION

We believe that PSHE plays a vital part of primary education and is therefore timetabled to be taught at least weekly to ensure that quality time is dedicated to these areas. Many objectives from the curriculum will also be covered as an important part of whole school, key stage or class assemblies, where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

Our PSHE curriculum is underpinned by the Coram SCARF programme of lessons. SCARF represents these important values for children: Safety, Caring, Achievement, Resilience and Friendship. In delivering this programme, we are confident that we meet all of the statutory Relationships Education and Health Education requirements, as the programme has been closely matched to each statutory objective. The Coram SCARF programme also delivers comprehensive content aligned with SMSC and British Values. As the curriculum is spiral, children build on their knowledge and understanding from previous years at age-appropriate levels. The six themes which are taught each half term are:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being my Best
- Growing and Changing

We ensure that the SCARF programme is tailored to suit our children's needs, which may vary from year group to year group or even class to class. Our PSHE curriculum is also supported and complemented by a variety of enrichment activities. These include: school trips, a residential trip to Buckden (Year 6), sports clubs, music opportunities, and a variety of extra-curricular opportunities. We also regularly welcome visitors in to school such as our local Police & PCSO, local firefighters, UK Parliament Education, First Aid trainers and local religious leaders.



IMPACT




The **impact** of our broad and balanced PSHE curriculum is that:





- Children will grow up to become healthy and responsible members of society.
- Children will be well prepared for life and work in modern Britain.
- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- A meaningful PSHE curriculum supports children in becoming happier, positive about school life as a whole, have a better understanding of rules and responsibilities, being better prepared to handle setbacks and disagreements.
- PSHE is evidenced in children's exercise books through the use of photographs, worksheets, thought bubbles, group work, class discussions etc.






- Children complete informal pre and post-assessments for each unit enabling class teachers to gain an understanding of how each child has progressed through each unit. Class teachers will use these assessments along with other informal assessment tools (circle time, class discussions, questioning) across the year to inform them of each child's progress in PSHE.
- All children are provided with equal opportunities, there is no disparity between disadvantaged and SEND children.
- Our children feel valued and included as part of our Ashlands' family.


PSHE Subject Overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	<p><u>Me and My Relationships/Valuing Differences</u> Recognise that we are unique. Understand that some families are different from theirs, but these families also love and care for one another. Describe different feelings and use this skill to manage relationships Recognise that there are differences and similarities between themselves. Celebrate their friends and include them. Understand people have different cultures and religions.</p> 		<p><u>Keeping Safe/Caring for our World (Rights and Responsibilities)</u> Explain what they should do if they feel unsafe. Recognise potential dangers and how to stay safe, inside and outside. Learn the importance of keeping safe around medicines and unknown products. Learn about taking some responsibility for their own health. Describe ways in which they can help others and why they would do so. Take care of their home, their learning environment and the natural environment.</p>		<p><u>Growing and Changing/Being My Best</u> Talk about change in the environment. Describe the changes in babies, young animals and plants as they grow. Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like. Talk about healthy choices and activities. Develop resilience and persistence in their learning. Work cooperatively with others when faced with a challenge.</p>	
Reception	<p><u>Me and My Relationships/Valuing Differences</u> I will recognise similarities and differences between myself and others and talk about some of my favourite things. I will talk about those that are special to me and know who I can talk to if I am upset. I can label some feelings (introduce 'Zones of Regulation') and learn how to be a good friend.</p>		<p><u>Keeping Safe/Caring for our World (Rights and Responsibilities)</u> I will learn to keep myself safe indoors, outdoors and online, thinking about different hazards e.g. in the kitchen. I will recognise the feelings I might get when I don't feel safe. I will understand why we have rules in place and talk about people who help us.</p>		<p><u>Growing and Changing/Being My Best</u> I know which foods that will keep me healthy and ways to keep my mind healthy. I notice things changing as the seasons change. I can talk about different lifecycles including plants, animals and humans. I will understand that some parts of the body are private.</p>	

	<p>I will learn that not all family structures are the same. COEL – introduce characters and our class display.</p>		<p>I will think about how I help my family members and how I can help people in our class. I will learn ways in which to care for our world. I will learn to recognise coins and different items relating to money.</p>		<p><u>Transition to Year 1</u> Share worries. Become familiar with some routines and changes such as playtimes and lunchtimes.</p>	
Year 1	<p><u>Me and my Relationships</u> Name a variety of different feelings and explain how these might make me behave. Think of some different ways of dealing with 'not so good' feelings. Know when I need help and who to go to for help. Tell somebody some different classroom rules.</p>	<p><u>Valuing Difference</u> Recognise, value and celebrate difference. Say ways in which people are similar as well as different.</p>  <p>Say why things sometimes seem unfair, even if they are not.</p>	<p><u>Keeping Safe</u> Say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). Give examples of how I keep myself healthy. Say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p><u>Being My Best</u> Name a few different ideas of what I can do if I find something difficult. Say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p> 	<p><u>Growing and Changing</u> Identify an adult I can talk to at both home and school if I need help. Tell you some things I can do now that I couldn't do when I was a toddler. Tell you what some of my body parts do. Identify parts of the body that are private.</p>	<p><u>Rights and Respect</u> Give some examples of how I look after myself and my environment - at school or at home. Say some ways that we look after money. Managing money *Enterprise*</p> 
Year 2	<p><u>Me and my Relationships</u> Explain some ways that I can get help, if I am</p>	<p><u>Valuing Difference</u> Recognise, value and celebrate difference.</p>	<p><u>Keeping Safe</u> Give some examples of safe and unsafe secrets and I can think of safe</p>	<p><u>Being My Best</u> Name different parts of my body that are inside me</p>	<p><u>Growing and Changing</u> Identify different stages of growth (e.g. baby,</p>	<p><u>Rights and Respect</u></p>

	<p>being bullied and what I can do if someone teases me. Suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. Discuss some classroom rules we have made together. Give lots of ideas about being what makes a good friend and also explain how to be a good friend. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>Say how I could help myself if I was being left out. Give a few examples of good</p>  <p>listening skills and I can explain why listening skills help to understand a different point of view. Identify people who are special to me.</p>	<p>people who can help if something feels wrong. Give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. Explain that medicines can be helpful or harmful, and say some examples of how they can be used safely</p>	 <p>and help to turn food into energy.</p> <p>I know what I need to get energy. What I need to do to stay healthy. Explain how setting a goal or goals will help me to achieve what I want to be able to do. Growth mindset.</p>	<p>toddler, child, teenager, adult). Explain who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. Give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). Understand that there are unsafe secrets and secrets that are nice surprises. Identify which parts of the human body are private. Explain that a person's genitals help them to make babies when they are grown up.</p>	<p>Cooperation and self-regulation. Give examples of when I've</p>  <p>used some of these ideas to help me when I am not settled. Managing money *Enterprise*</p>
<p>Year3</p>	<p><u>Me and my Relationships</u> Identify people who they have a special relationship with.</p> 	<p><u>Valuing Difference</u> Recognise and respect diversity. Give examples of different community groups and what is good about having different groups. Talk about examples in our</p>	<p><u>Keeping Safe</u> Say what I could do to make a situation less risky or not risky at all. Say why medicines can be helpful or harmful.</p>	<p><u>Being My Best</u> Give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this.</p>	<p><u>Growing and Changing</u> Name a few things that make a positive relationship and some things that make a negative relationship. Tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p>	<p><u>Rights and Respect</u> Say some ways of checking whether something is a fact or just an opinion. Say how I can help the people who help me, and how I can</p>

	<p>To usually accept the views of others and understand that we don't always agree with each other.</p> <p>Give lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>classroom where respect and tolerance have helped to make it a happier, safer place.</p>	<p>Tell you a few things about keeping my personal details safe online.</p>  <p>I can explain why information I see online might not always be true.</p>	<p>Explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>Identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.</p>	<p>do this. I can give an example of this.</p>  <p>Managing money. *Enterprise*</p>
Year 4	<p><u>Me and my Relationships</u></p> <p>Explain what we mean by a 'positive, healthy relationship'.</p> <p>Give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>Say what I could do if someone was upsetting me or if I was being bullied.</p> <p>Explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p><u>Valuing Difference</u></p> <p>Say a lot of ways that people are different, including religious or cultural differences.</p>  <p>Explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p><u>Keeping Safe</u></p> <p>Give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>Say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>Give examples of positive and negative influences, including things that could</p>	<p><u>Being My Best</u></p> <p>Give a few examples of different things that I do already that help to me keep healthy.</p> <p>Give different examples of some of the things that I do already to help look after my environment.</p> 	<p><u>Growing and Changing</u></p> <p>Label some parts of the body that only boys have and only girls have.</p> <p>List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>Explain why some people get married.</p> 	<p><u>Rights and Respect</u></p> <p>Explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.</p> <p>Explain how reports (TV, newspapers or their websites) can give messages that might influence how people</p>

			influence me when I am making decisions.			think about things and why this might be a problem. Discuss decisions and choices about spending money. Managing money *Enterprise*
Year 5	<p><u>Me and my Relationships</u> Give a range of examples of our emotional needs and explain why they are important. Give a few examples of</p>  <p>how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p><u>Valuing Difference</u> Give examples of different faiths and cultures and positive things about having these differences. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. Recognise that some people can get bullied because of the way they express their gender.</p>	<p><u>Keeping Safe</u> Give examples of things that might influence a person to take risks online. I can explain that I have a choice. Understand the norms of drug use (cigarette and alcohol) Say an approximate percentage of people aged 11-15 years old that smoke in the UK and I can give reasons why some people think it's a lot more than this. Describe some of the health risks caused by vaping and that there are potential health risks of vaping that are not yet fully known.</p>	<p><u>Being My Best</u> Give an example of when I have had increased independence and how that has also helped me to show responsibility. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p><u>Growing and Changing</u> Explain what resilience is and how it can be developed. List ways that I can prepare for changes (e.g. to get the facts, talk to someone). Identify when I need help and can identify trusted adults in my life who can help me. Recap the changes that children go through during puberty.</p>	<p><u>Rights and Respect</u> Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. Give a few different examples of things that I am responsible for to keep myself healthy. Explain that local councils have to make decisions about how money is spent on things</p>

Online safety.



we need in the community. Give examples



of some of the things they have to allocate money for. *Enterprise*

Year 6

Me and my Relationships

Give examples of negotiation and compromise. Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.



Valuing Difference

Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. Challenge gender stereotypes.

Keeping Safe

Explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. Explain some ways of making sure that I keep myself safe when using a



mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. Understand that drugs can have both medical and non-medical uses.

Being My Best


Tell you how I can overcome problems and challenges on the way to achieving my goals. Give examples of an emotional risk and a physical risk.

Growing and Changing

Give an example of a secret that should be shared with a trusted adult. Tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. Know a variety of ways in which the sperm can fertilise the egg to create a baby. Know the legal age of consent and what it means. Give examples of other ways in which the way a person feels about themselves can be

Rights and Respect

Explain why people might show certain aspects of themselves and how social media can affect how a person feels about themselves. Explain that what 'environmentally sustainable' living means and give an example of how we can live in a more

	<p>Explain what inappropriate touch is and give example.</p>		<p>Explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	<p>Learn the basics of first-aid, for example dealing with common injuries, including head injuries.</p>	<p>affected (e.g. images of celebrities).</p>	<p>'sustainable' way. Learn about democracy in Britain such as elections and how laws are made. Explain the</p>  <p>advantages and disadvantages of different ways of saving money. *Enterprise*</p> <p><u>Transition to secondary school.</u></p>
				