

# PSHE Rationale

PSHE is at the heart of our school ethos. Our taught curriculum is within a wider school belief and learning for our children. We recognise the importance of supporting children in managing their own social and emotional needs in an age appropriate way outside of our wonderful PSHE curriculum.

## EYFS

EYFS sees the children begin their journey in to the study of PSHE. Within the EYFS Framework, there is a particular emphasis on pupils developing their own identity, skills and attitudes, together with building healthy relationships and promoting healthy lifestyles.

In Health & Wellbeing the children will begin to talk about how they and others feel, including commenting on theirs and others behaviour. The children begin to recognise what keeps them healthy, how to exercise and what is healthy food.

SRE for EYFS consists of 3 stand-alone lessons including caring friendships, being kind and families.

In Relationships the children begin to play co-operatively with others recognising other's ideas, becoming more confident in talking in a group situation with familiar people. The children begin to express when they do/don't need help, thus leading on to form relationships with other children and adults.

In Living in The Wider World children begin to gain confidence when facing new unfamiliar situations and activities. They will know their classroom rules and know they need to follow these rules.

## Year 1

In Health & Wellbeing children continue build on from EYFS and describe their own emotions and start to use simple strategies to manage their feelings. The children begin to understand about people around them and can identify how to approach other people for help. The children begin to identify and celebrate their strengths, set themselves, with help, achievable goals. With help they can make choices to benefit their health.

SRE for Year 1 consists of 3 stand-alone lessons including: growing and changing, different friends, families and care.

In relationships the children build on from communicating with people they are confident with in EYFS to communicating their feelings, recognise what

other people are feeling and identify how other people show their feelings. The children will begin to understand how to care for people especially those close to them. They also know that different people can help them in different ways. They will begin to identify similarities and differences between people which will link to looking at living in the wider world by understanding ways in which we are all unique.

In Living in The Wider World children will build on their knowledge of classroom rules from EYFS and begin to look at why we have rules. From EYFS they know people who help us in our community and will build upon this to recognise the special people in our community and begin to know that they too belong in different communities and groups.

## Year 2

In year 2 the children will build upon their knowledge from Year 1 of staying healthy and extend this to look at dental hygiene and making continued good choices around food and exercise with guidance. They know about positive and negative feelings and recognise they may feel conflicting emotions. They can describe their feelings to others more confidently and use simple strategies for managing feelings.

SRE for Year 2 consists of 3 stand-alone lessons including: differences, male and female animals and naming body parts.

In relationships children will continue to build upon their previous understanding of emotions and now be able to communicate their feelings to others and recognise how others show feelings. They will know from EYFS and year 1 about similarities and differences between people and start to show respect and celebrate these. This leads to the children being able to offer constructive support and feedback to others.

In Living in The Wider World we will extend our focus on rules into the different roles we play in groups and settings. The children will also, for the first time, develop their understanding of the role they play in protecting the environment.

## Year 3

In Health and Wellbeing children will develop their KS1 knowledge on a healthy balanced diet by looking at what positively and negatively affects their health. This will allow them to make informed choices. In Safety, the children will look at the risks that are prevalent on roads, rails and water. The children start to confidently identify strengths, celebrate their achievements and moving forward, can set high aspirations and goals, whilst recognising these may change overtime.

SRE for Year 3 consists of 3 stand-alone lessons including: body difference, personal space and help and support

In relationships the children continue to recognise different types of relationships and start to develop skills to form and maintain healthy relationships. They continue their journey of looking at similarities and differences between people but extending this further by knowing that stereotypes of people can form. Children will become more aware that their actions affect others and are taught how to respond appropriately to this. They are beginning to understand personal boundaries: what they are willing to share with others.

In Living in The Wider World children can further develop their thinking about rules and roles in society from Year 2, by looking at human rights, and within that, children's rights. They know what being part of a community means and recognise their responsibility in that. They will increasingly see and respect others' points of view. The children extend their environmental knowledge from Year 2 by developing this to looking at protection and making sustainable choices in the environment.

#### **Year 4**

In Health & Wellbeing the healthy lifestyle theme continues but now begins to look at what negatively affects their emotional health as well as their physical health. As in Year 3 the children looked at celebrating individuals, in Year 4 they now look at recognising conflicting emotions and when/how to overcome these with a range of given strategies, building their resilience. The children will learn to recognise increased independence means increased responsibility not only around the school and home but also in the wider community.

SRE for Year 4 consists of 3 stand-alone lessons including: changes, what is puberty and healthy relationships

In relationships children will start to recognise and respond to a range of feelings in others and know how their behaviour affects other people, which leads them to respond appropriately to a range of feelings in others. They will build upon their understanding of what a healthy relationship is from year 3 by recognising different types of relationship and that their actions can affect themselves and others.

In Living in The Wider World children will begin to develop their understanding that they have different responsibilities, rights and duties. Leading to them developing skills to exercise responsibilities mainly through debate. The environmental theme will build upon further from Year 2 and will continue to look at making sustainable choices to protect the environment in and around school and home.

## Year 5

In Health & Wellbeing children know what positively and negatively affects their mental and emotional health from prior learning in Year 3 and 4. They will develop this further by learning how to make informed choices. Bridging back to previous learning on a balance diet and the effect of exercise. The children's resilience continues to be built. They understand positive and negative emotions and have a range of strategies to deal with these in a constructive way. The theme of safety concentrates heavily on online safety especially around the usage of mobile devices.

SRE for Year 5 consists of 3 stand-alone lessons including: puberty, the reproductive system and help and support.

In relationships children can confidently communicate their feelings to others and they will start to recognise that differences between people arise from a number of factors and understand the term stereotype and equality. They will begin to understand the importance of sometimes working collaboratively towards shared goals, building on their knowledge from Year 4 of how their actions can affect others.

In living in the wider world children consider the consequences of antisocial, harmful behaviour thus leading on to developing skills to exercise responsibilities. The children will develop strategies for getting support for themselves from different sources. Children continue to bridge back to

their understanding of sustainable choices environmentally and suggest ways in which their actions can impact on a larger scale.

## Year 6

In Year 6 they will concentrate on the preparation to move into a more independent phase of their lives bridging back from everything they have been previously taught. The Health & Wellbeing topic will revisit a number of previous themes throughout the years of primary. A number of topics covered in year 6 will reflect a growth in maturity; for example, human reproduction.

SRE for Year 6 consists of 4 stand-alone lessons including: puberty and reproduction, communication in relationships, families, conception and pregnancy and online relationships.

In Relationships children further develop skills from year 5 to exercise responsibilities, develop strategies for getting support for themselves and work collaboratively towards shared goals. They further develop strategies to resolve disputes and conflicts through negotiation and compromise, as well as listening to other people and raising own concerns confidently. They will have the opportunity to bridge back to all their prior learning to help develop and foster healthy relationships in a new setting.

In Living in The Wider World Year 6 will revisit and extend concepts looked at in previous years; anti-social behaviour and resolving differences. Additionally, children will look at responsibilities in the world of social media.

Environmentally, the children will continue to build upon their knowledge of how their choices can help protect the environment through studying extinction of some of the world's animals and causes.

