

# Bolton-on-Swale St Mary's CE Primary School Personal, Social, Health, Citizenship and Economic (PSHCE) Curriculum Plan (incorporating the School Policy on Relationships, Sex and Health Education)

*'To love, live and learn together'*

With reference to The PSHE Association Programme of Study; Twinkl Life PSHE and Citizenship Scheme of work. School Policy on Relationship, Health and Sex Education and resources for Church schools – Goodness and Mercy

## Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

### Personal, Social and Emotional Development (Building Relationships)

Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own and to others' needs.

### Personal, Social and Emotional Development (Managing Self)

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

### Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### Understanding the World (Past and Present)

Children can talk about the lives of the people around them and their roles in society.

### Understanding the World (People, Culture and Communities)

Children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

They can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### Understanding the World (The Natural World)

Children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

## Government Guidance

### SMSC, Personal Development and Behaviour and Attitude

▶ All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**Taken from: Section 78 (1) Education Act 2002**

## Safeguarding

▶ The **statutory guidance on safeguarding for children in schools and colleges** requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance **Inspecting Safeguarding in Early Years, Education and Skills Settings**, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- Child-on-child abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

## Curriculum

▶ Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to 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, all of which fall within the non-statutory **Programme of Study for Citizenship at KS1 and KS2**.

▶ The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: **Guidance for Personal, Social, Health and Economic (PSHE) Education 2019**

▶ Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

Our resources for PSHE and Citizenship have been chosen so that they are fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association **Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes: **Health and Wellbeing; Relationships and Living in the Wider World.**

### Long Term Planning

The themes below use resources from the **Twinkl Life PSHE and Citizenship** Scheme of work (click on the link below) and the **Goodness and Mercy RSHE** (access the link through our RSE Policy) resources. They build upon the skills and knowledge established during the **EYFS Reception year**. Flexibility will be required to establish meaningful cross-curricular links to many aspects of the whole school curriculum: Science, Computing, RE, Maths, Geography, History, Music, PE, English, Art and Design and Design Technology. Also to our whole school vision and ethos underpinned by our Christian values: 'To love, live and learn together'.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A Y1/2	<b><u>KS1 TEAM</u></b> (Relationships) <b>Twinkl Life Resources</b>	<b><u>KS1 Think Positive</u></b> (Health and Wellbeing) <b>Twinkl Life Resources</b>	<b><u>KS1 Diverse Britain</u></b> (Living in the Wider World) <b>Twinkl Life Resources</b>	<b><u>KS1 Be Yourself</u></b> (Relationships) <b>Twinkl Life Resources</b>	<b><u>Health KS1</u></b>  <b>Goodness and Mercy Resources (RSE Plans)</b>	<b><u>KS1 Aiming High</u></b> (Living in the Wider World) <b>Twinkl Life Resources</b>
Year B Y1/2	<b><u>Relationships KS1</u></b> <b>Goodness and Mercy Resources (RSE Plans)</b>	<b><u>KS1 Safety First</u></b> (Health and Wellbeing)	<b><u>KS1 One World</u></b> (Living in the Wider World)	<b><u>KS1 Digital Wellbeing</u></b> (Relationships) link with Computing Digital Literacy	<b><u>KS1 Money Matters</u></b> (Living in the Wider World)	
Year A Y3/4	<b><u>LKS2 TEAM</u></b> (Relationships)	<b><u>LKS2 Think Positive</u></b> (Health and Wellbeing)	<b><u>LKS2 Diverse Britain</u></b> (Living in the Wider World)	<b><u>LKS2 Be Yourself</u></b> (Relationships)	<b><u>LKS2 It's My Body</u></b> (Health and Wellbeing)	<b><u>LKS2 Aiming High</u></b> (Living in the Wider World)
Year B Y3/4	<b><u>LKS2 VIPs</u></b> (Relationships)	<b><u>LKS2 Safety First</u></b> (Health and Wellbeing)	<b><u>LKS2 One World</u></b> (Living in the Wider World)	<b><u>LKS2 Digital Wellbeing</u></b> (Relationships) link with Computing Digital Literacy	<b><u>LKS2 Money Matters</u></b> (Living in the Wider World)	
Year A Y5/6	<b><u>UKS2 TEAM</u></b> (Relationships)	<b><u>UKS2 Think Positive</u></b> (Health and Wellbeing)	<b><u>UKS2 Diverse Britain</u></b> (Living in the Wider World)	<b><u>UKS2 Be Yourself</u></b> (Relationships)	<b><u>Health KS2</u></b> <b>Goodness and Mercy Resources (RSE Plans)</b>	<b><u>UKS2 Aiming High</u></b> (Living in the Wider World)
Year B Y5/6	<b><u>Relationships KS2</u></b> <b>Goodness and Mercy Resources (RSE Plans)</b>	<b><u>UKS2 Safety First</u></b> (Health and Wellbeing)	<b><u>Sex Education Y5/6</u></b> <b>Goodness and Mercy Resources (RSE Plans)</b>	<b><u>UKS2 One World</u></b> (Living in the Wider World)	<b><u>UKS2 Money Matters</u></b> (Living in the Wider World)	

