



Personal, Social, Health and Economic Education

at Liscard Primary School





Intent

At Liscard Primary School, we are incredibly proud of our work on PSHE. We consider that Relationships and Sex Education is an integral part of the PSHE curriculum, and is linked to that for Science. We have used the new statutory RSE & Health Education document to inform our future planning and have ensured that the objectives are delivered at age appropriate stages. Our philosophy is underpinned by the values and principles of the United Nations' Convention the Rights of the Child (UNCRC). In line with the National Curriculum 2014, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education

Act 2002 and the Academies Act 2010, a PSHE curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum advises schools to make provision for personal, social, health and economic education (PSHE), drawing on good practice. At Liscard Primary School, PSHE is considered across the curriculum and is a fundamental part of the children's school experience. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

Implementation

We have used the PSHE Association alongside the new statutory RSE & Health Education document as well as The Christopher Winter Programme to create detailed long and medium term plans to ensure coverage of PSHE across the primary phase. Our long term plan outlines a clear overview to provide the teacher and adults leading PSHE confidence in progression of skills and knowledge and that outcomes have been met. The PSHE Association have created three core themes that we have adopted. Within these, there are four subsections that our learning outcomes have been divided into:

- **Health & Well Being (Healthy Lifestyles & Physical Wellbeing, Mental Health, Growing & Changing, Drugs, Alcohol, Tobacco & Keeping Safe)**
- **Relationships (Families, Friendships, Managing Hurtful Behaviour & Bullying, Respecting Self & Others)**
- **Living In The Wider World (Shared Responsibilities & Communities, Media & Digital Resilience, Economic Wellbeing & Money, Aspirations, Work & Career)**

Each year group has a progressive focus on these themes, revisiting and developing their knowledge and skills throughout their primary phase.

Wider Curriculum

- We believe that focusing on developing these important knowledge and skills in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. The use of recognition boards has been an excellent way to showcase positivity in the classroom and across school.
- PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject areas.
- Visitors such as emergency services, local churches and the school nurse complement our PSHE curriculum to offer additional learning.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of dream, believe and achieve.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Impact

PSHE learning is loved by teachers and pupils across school. By the time our children leave our school they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

Development Matters		
Birth to Three	Three and Four-Year-Olds	Children in Reception
<p>Self-Regulation/ Managing Self/ Building Relationships</p> <ul style="list-style-type: none"> • Is finding ways to calm himself/ herself, through being calmed and comforted by their key person. • Is establishing his/ her sense of self. • Expresses preferences and decisions. Tires new things and is starting to establish autonomy. • Engages with others through gesture, gaze and talk. • Uses engagement with others to achieve a goal e.g. gestures towards cup if wants a drink. • Is finding ways of managing transitions e.g. from their parents to their key person. • Is thriving as he/ she develops self- assurance. • Looks back as walks away from their key person. He/ she looks for clues for how to respond to something interesting. • Plays with increasing confidence oh his/ her own and with other children, because they know their key worker is nearby and available. • Feels confident when taken out around the local neighbourhood and enjoys exploring new places with key person. • Feels strong enough to express a range of emotions. • Is growing in independence, rejecting help ‘me do it’. Sometimes this leads to the feeling of frustration and tantrums. • Is beginning to show ‘effortful control’ e.g. waiting for a turn and resisting the strong impulse to grab what he/ she wants or push his/ her way to the front. • Is increasingly able to talk about and manage emotions. • Notices and asks questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion. • Is developing friendships with other children. • Safely explores emotions beyond his/ her normal range through play and stories. • Is talking about feelings in more elaborate ways such as ‘ I am sad because...’ 	<p>Self- Regulation</p> <ul style="list-style-type: none"> • Selects and uses activities and resources, with help when needed. This helps him/her to achieve a goal he/ she has chosen, or one, which is suggested to him/ her. • Developing sense of responsibility and membership of a community. • Helps to find solutions to conflicts and rivalries. • Increasingly follows rules, understanding why they are important. • Does not always need an adult to remind him/ her of a rule. • Is developing appropriate ways of being assertive. • Talks with others to solve conflicts. • Talks about feelings using words like ‘happy’ ‘sad’ ‘angry’ or ‘worried’. <p>Managing Self</p> <ul style="list-style-type: none"> • Is showing more confidence in new social situations. • Is increasingly independent in meeting own care needs e.g. brushing teeth, using the toilet, washing and drying hands. • Is able to make healthy choices about food, drink, activity and tooth brushing. <p>Building Relationships</p> <ul style="list-style-type: none"> • Is becoming more outgoing with unfamiliar people, in the safe context of the setting. • Plays with one or more children, extending and elaborating play ideas. • Is beginning to understand how others might be feeling. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Expresses his/ her own feelings and considers the feelings of others. • Is able to identify and moderate own feelings socially and emotionally. <p>Managing Self</p> <ul style="list-style-type: none"> • Sees himself/ herself as a valuable individual. • Shows resilience and perseverance in the face of a challenge. • Manages his/ her own needs around personal hygiene. <p>Building Relationships</p> <ul style="list-style-type: none"> • Builds constructive and respectful relationships. • Thinks about the perspective of others.

- Is learning to use the toilet with help and developing independence.

Early Learning Goals

Self- Regulation

Is able to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.

Can set and work towards simple goals, is able to wait for what he/she wants and control his/ her immediate impulses when appropriate.

Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/ her behaviour accordingly.

Managing Self

Is confident to try new activities and shows independence, resilience and perseverance in the face of challenge.

Can explain the reasons for rules, knows right from wrong and tried to behave accordingly.

Managed own basic hygiene and personal needs, including dressing and going to the toilet and understands the importance of healthy food choices.

Building Relationships

Forms positive attachments to adults and friendships with peers.

Shows sensitivity to own and to others needs.

Works and plays cooperatively and takes turns with others.

Key Stage 1 & 2

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. Most of PSHE education becomes statutory for all schools from September 2020 under the Children and Social Work Act 2017. This includes Relationships Education at key stages 1 and 2, and Health Education across both key stages. The Programme of Study is set out into three core themes:

1. Health & Wellbeing
2. Relationships
3. Living In The Wider World

PSHE education addresses both pupils' current experiences and preparation for their future. The Programme of Study therefore provides a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Knowledge, skills and understanding breakdown of PSHE

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health & Well Being	Healthy Lifestyles & Physical Well Being	<ul style="list-style-type: none"> • Have an awareness of keeping teeth clean and not eating too many sweets. • Manage own basic hygiene and personal needs and understanding the importance of healthy food choices. 	<ul style="list-style-type: none"> • Know how to stay healthy • Know how physical activity helps us stay healthy • Know simple hygiene routines that can stop germs from spreading including hand washing and brushing your teeth • Know about allergies & vaccines 	<ul style="list-style-type: none"> • Know about foods that support good health and the characteristics of a poor diet • Know that medicines can help people stay healthy • Know the importance of play and when to take breaks from time online • Know how to keep safe in the sun and protect skin from sun damage 	<ul style="list-style-type: none"> • Know the elements of a healthy lifestyle • Know about the risks associated with an unhealthy lifestyle • Know about choices that support healthy lifestyles • Know about what good physical health means 	<ul style="list-style-type: none"> • Know what constitutes a healthy diet and the principles of planning • Know how to maintain good oral hygiene • Know about the benefits of sun exposure & the risks of over exposure 	<ul style="list-style-type: none"> • Know the benefits of regular exercise and positive effects on mental health • Know about choices that support a healthy lifestyle, & recognise what might influence these 	<ul style="list-style-type: none"> • Know how sleep contributes to healthy lifestyles • Know how bacteria and viruses can affect health & the importance of personal hygiene can reduce the spread of infection • Know that habits can have both positive and negative effects on a healthy lifestyle
	Mental Health	<ul style="list-style-type: none"> • Shows sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> • Know about different feelings that humans can experience • Know how feelings can affect people's bodies and how they behave, and to recognise how others may be feeling • Know that not everyone feels the same at the same time, or feels the same about the same things 	<ul style="list-style-type: none"> • Know how to recognise and name different feelings & understand there is a scale of emotion • Know about different ways to share feelings using key vocabulary and develop strategies for managing feelings • Know about the feelings associated with change and loss 	<ul style="list-style-type: none"> • Know that mental health, like physical health, is part of everyday life • Know about everyday things that can affect feelings & the importance of expressing feelings • Know that mental health is common and anyone can experience it 	<ul style="list-style-type: none"> • Use strategies and behaviours to support mental health • Be able to use strategies to respond to feelings and how to manage them appropriately • Know about change and loss including death & how these can affect feelings 	<ul style="list-style-type: none"> • Know that feelings can change over time in range and intensity • Know the warning signs about mental ill health and wellbeing and how to seek support 	<ul style="list-style-type: none"> • Have a varied vocabulary when talking about feelings • Know how to express feelings in different ways • Know problem solving strategies for dealing with emotions, challenges and change, including transition to a new school
	Growing & Changing	<ul style="list-style-type: none"> • See themselves as valuable individuals. 	<ul style="list-style-type: none"> • Say what makes them special and unique • Know what they are good at and what they like and dislike • Have an understanding that babies need care and support, and that older children can be more independent 	<ul style="list-style-type: none"> • Name the main parts of the body including external genitalia • Know about growing and changing from young to old and how people's needs change • Know some differences between male and female animals 	<ul style="list-style-type: none"> • Explore the differences between male and female bodies • Know about personal identity; what contributes to who we are and to recognise individuality and personal qualities 	<ul style="list-style-type: none"> • Know the external genitalia and the internal reproductive organs in males and females and how puberty relate to human reproduction • Know about the human lifecycle 	<ul style="list-style-type: none"> • Know about physical and emotional changes that happen during puberty • Know the importance of personal hygiene during puberty • Know what happens during menstruation and sperm production 	<ul style="list-style-type: none"> • Describe how and why the body changes during puberty in preparation for reproduction • Know about the process of reproduction and birth as part of the human life cycle • Know that for some people gender identity does not correspond with biological sex • Know where to get advice and report concerns if worried about their own or someone else's personal safety

	Drugs, Alcohol, Tobacco & Keeping Safe	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing. Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> Know about risks in everyday life and how to keep safe at home Know about ways to keep safe in unfamiliar environments Know about people whose job it is to keep us safe Know when and how to take medicines safely, and know who is able to give us medicine 	<ul style="list-style-type: none"> Know basic rules to keep safe online and to tell a trusted adult if they come across something that scares them Know what to do if there is an accident or emergency Know that household products (including medicines) can be harmful if not used properly Know about things that people can put into their bodies and on their skin and how these can affect people 	<ul style="list-style-type: none"> Know about the risks, effects, and impact to legal drugs common to everyday life Consider smoking and its effects, including the impact of passive smoking Know about basic first aid and dealing with common injuries 	<ul style="list-style-type: none"> Know about the laws surrounding the use of legal and illegal drugs Know about hazards that may cause harm Know about the effect alcohol can have on the body and its risks 	<ul style="list-style-type: none"> Explore a range of legal and illegal drugs, their risks and effects Know about why people choose to use or not use drugs Know about the mixed messages in the media about drugs 	<ul style="list-style-type: none"> Know that Female Genital Mutilation (FGM) is against the law and whom to tell if they or someone they know is at risk Know about the organisations that can support people who use drugs Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable; strategies for managing this
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		Knowledge, skills and understanding breakdown of PSHE						
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Families	<ul style="list-style-type: none"> Talks about members of his/her immediate family and community. Names and describes people who are familiar to him/her. 	<ul style="list-style-type: none"> Identify common features of family life Know that it is important to tell a trusted adult if something about their family makes them worried or unhappy Know about the people who love and care for them 	<ul style="list-style-type: none"> Know about the roles of different people in our lives Know about different types of families that may be different from their own 	<ul style="list-style-type: none"> Know about different types of relationships Know people who love and care for each other can be in a committed relationship Recognise the characteristics of a healthy family life 	<ul style="list-style-type: none"> Know about marriage and civil partnership as a legal declaration of commitment Know that a feature of positive family life is caring relationships & spending time together 	<ul style="list-style-type: none"> Know that forcing anyone to marry against their will is a crime Know and respect different types of family structure 	<ul style="list-style-type: none"> Know that people may be attracted to someone in different ways e.g. emotionally, sexually (regardless of gender identity) Know how to recognise if family relationships make them feel unhappy or unsafe and how to seek advice
	Friendships	<ul style="list-style-type: none"> Builds constructive and respectful relationships. Thinks about the perspective of others. Works and plays cooperatively with others. Forms positive attachments to adults and friendships with peers. 	<ul style="list-style-type: none"> Know how to make friends and what makes a good friendship Know how to ask for help if a friendship makes them feel unhappy 	<ul style="list-style-type: none"> Recognise when they or someone else feels lonely and what to do Use simple strategies to resolve arguments between friends 	<ul style="list-style-type: none"> Know the importance of friendships Know about the importance of seeking support if feeling lonely/excluded 	<ul style="list-style-type: none"> Know what constitutes a positive healthy friendship; understanding that the same principles apply online as to face to face Know that healthy friendships make people feel included 	<ul style="list-style-type: none"> Know how friendship can change over time Use strategies to resolve disputed and reconcile differences positively Know strategies for recognising and managing peer influence 	<ul style="list-style-type: none"> Know that if a friendship (online or offline) makes them feel unsafe/uncomfortable, to ask for support if necessary Explore the process of grooming Know when to intervene without escalating a situation

	Managing Hurtful Behaviour & Bullying	<ul style="list-style-type: none"> Helps to find solutions to conflicts and rivalries. Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. Shows an understanding of his/her own feelings and those of others, and is beginning to regulate his/her behaviour accordingly. 	<ul style="list-style-type: none"> Know that bodies and feelings can be hurt by words and actions Know that people can say hurtful things online Know what is kind and unkind behaviour 	<ul style="list-style-type: none"> Know about how people may feel if they experience hurtful behaviour or bullying Know that hurtful behaviour online and offline is not acceptable and the importance of telling a trusted adult 	<ul style="list-style-type: none"> Know about the impact of bullying both online and offline Know the consequences of hurtful behaviour (including on mental health) 	<ul style="list-style-type: none"> Use strategies to respond to hurtful behaviour experiences or witnessed online or offline Know how to report concerns and get support 	<ul style="list-style-type: none"> Know about why someone may behave differently online Recognise appropriate things to share & things that should not be shared online Identify scenarios that involve grassing or grooming 	<ul style="list-style-type: none"> Know how to discuss & debate topical issues, respect other people's points of view & constructively challenge those they disagree with
	Respecting Self & Others	<ul style="list-style-type: none"> Sees himself/herself as a valuable individual. Shows an understanding of his/her own feelings and the feelings of others. 	<ul style="list-style-type: none"> Understand that we are all different but can still be friends even when you have different choices, beliefs, preferences and physical differences Know how to treat themselves and others with respect Know the importance of respecting privacy Know how to respond if physical contact makes them feel uncomfortable 	<ul style="list-style-type: none"> Know what to do if they feel unsafe or worried; who to ask for help; the importance of keeping trying until heard Know basic techniques for resisting pressure to do something Understand courtesy and manners 	<ul style="list-style-type: none"> Know about privacy and personal boundaries Know to respond safely and appropriately to adults they encounter Understand the difference between appropriate and inappropriate physical contact 	<ul style="list-style-type: none"> Know about keeping something confidential or secret, when this should/ should not be agreed to & when is it right to share a secret Recognise different types of physical contact; what is acceptable & unacceptable; strategies to respond to unwanted physical contact 	<ul style="list-style-type: none"> Know the importance of self-respect and how this can affect their thoughts and feelings about themselves Listen and respond respectfully to a wide range of people from diverse backgrounds Know about seeking or giving permission in different situations 	<ul style="list-style-type: none"> Know about discrimination, what it means and how to challenge it Know about stereotypes; how they can negatively influence behaviours & attitudes towards others; strategies for challenging stereotypes Recognise important stages in the radicalisation process and identify actions that an individual can take in order resist the process of radicalisation

		Knowledge, skills and understanding breakdown of PSHE						
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living In The Wider World	Shared Responsibilities & Communities	<ul style="list-style-type: none"> Increasingly follows rules, understanding why they are important. Does not always need an adult to remind him/her of a rule. Can explain the reasons for rules, knows right from wrong and tried to behave accordingly. 	<ul style="list-style-type: none"> Know about rules and why they are needed Know about things they can do to look after the environment Know about different roles and responsibilities in the community 	<ul style="list-style-type: none"> Know about different groups of people they belong to Know about how people and other living things have different needs Know how to be polite and courteous Recognise the ways in which they are the same and different to others 	<ul style="list-style-type: none"> Know about reasons for rules and laws and the consequences of not adhering to them Know about human rights that are there to protect everyone Know about what living in a community means and different groups in the community 	<ul style="list-style-type: none"> Recognise their individuality and personal qualities Know about the relationship between rights and responsibilities Value the different contributions that people make to the community Respect the similarities and differences between people 	<ul style="list-style-type: none"> Know about the importance of compassion and the shared responsibility we have for caring for people and other living things Know about diversity and the benefits of living in a diverse community 	<ul style="list-style-type: none"> Know about ways of carrying out shared responsibilities for protecting the environment and how our everyday choices can affect this Know about prejudice and discrimination and ways of responding to it
	Media & Digital Resilience	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques. 	<ul style="list-style-type: none"> Know about the role of the internet in everyday life and its benefits 	<ul style="list-style-type: none"> Know that sometimes people may behave differently online, including by pretending to be someone they are not Know how the internet & digital services can be used safely to find things out & communicate 	<ul style="list-style-type: none"> Recognise ways in which the internet & social media can be used positively & negatively e.g. bullying, trolling and harassment. 	<ul style="list-style-type: none"> Know how to assess the reliability of sources of information online; how to make safe, reliable choices from search results 	<ul style="list-style-type: none"> Know about some of the different ways information and data is shared and used online, including for commercial purposes Know about the benefits of the internet & the importance of balancing time online 	<ul style="list-style-type: none"> Know about how information is ranked, selected & targeted at specific individuals & groups; that connected devices can share information Know about how text & images in the media & on social media can be manipulated or invented
	Economic Wellbeing &	<ul style="list-style-type: none"> Starts to use money in role-play. 	<ul style="list-style-type: none"> Know what money is; what forms it comes in; that money comes from different sources Know that money needs to be looked after 	<ul style="list-style-type: none"> Know that people make different choices about how to save & spend money Know about the difference between needs and wants 	<ul style="list-style-type: none"> Know about the different ways to pay for things & the choices people have Know about different ways to keep track of money 	<ul style="list-style-type: none"> Recognise that people have different attitudes towards saving and spending money Identify the ways that money can impact of people's feelings and emotions 	<ul style="list-style-type: none"> Know that people's spending decisions can affect others & the environment e.g. Fairtrade, single-use plastics Know about the risks associated with money & ways of keeping money safe 	<ul style="list-style-type: none"> Recognise that people make spending decisions based on priorities, needs & wants Know about the risks involved in gambling
	Aspirations, Work & Careers	<ul style="list-style-type: none"> Talks about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> Know that everyone has different strengths Know that jobs help people to earn money to pay for things 	<ul style="list-style-type: none"> Know a wide range of jobs that people they know and in the community do Know about the strengths and interest someone might need to do different jobs 	<ul style="list-style-type: none"> Know that there is a broad range of jobs/careers that people can have Recognise positive things about themselves & their achievements 	<ul style="list-style-type: none"> Know what might influence people's decisions about a job/career 	<ul style="list-style-type: none"> Know that some jobs are paid more than others & money is one factor that may influence a person's job/career choice Know about some of the skills that will help them in future careers 	<ul style="list-style-type: none"> Identify the kind of job they might like to do when they are older Recognise a variety of routes into careers