



Our PSHE curriculum is ambitiously constructed to engage, inspire, challenge and develop a sense of personal understanding and self-confidence for our children.

A high-quality PSHE and Citizenship education should equip our children with the **knowledge** and **skills** they need in order to lead confident and healthy lives as responsible citizens. As pupils progress through our curriculum, they will be taught to **think** critically, **explore** attitudes and develop a rigorous **understanding** of the similarities and differences in the world around them. They should also know how to keep themselves and others safe.



BIG IDEAS

Our children will:

- Be active members of the school and wider community
- Be able to identify different risks in everyday life and rehearse strategies to help them stay safe
- Identify the need to keep healthy both physically and emotionally and create healthy relationships with others
- Have a clear understanding of rights and responsibilities
- Access the online world safely and responsibly
- Be aspirational in the lives they lead both now and in the future.

We recognise the important role that PSHE and Citizenship teaching can have in helping to broaden the human mind and increase the chances of future success for our children as well-rounded individuals.



CONTENT & SEQUENCING

Our curriculum for PSHE is sequenced to build on previous learning and reinforce key skills and knowledge. PSHE units of learning are adapted from the Personal Development Programme produced by the Cambridgeshire PSHE Service. The frameworks for learning are presented as questions with which children engage as they progress through the school, revisiting key concepts to both reinforce and deepen knowledge.

- **EYFS** – Developing social skills through carefully planned PSED opportunities in the continuous provision available to pupils, such as role play areas, stories shared during snack times and teaching inputs.
- **KS1 and KS2** – Broad themes of learning (Personal, Social and Health issues, Relationships and Economic understanding) are explicitly taught through regular timetabled lessons including weekly opportunities to talk and explore concepts e.g. circle time. Assemblies and other events provide further opportunities to develop and participate in a broader experience of Personal Development.
- **Planned events** - Whole school, phase and year group events including visits out and visitors in e.g. Life Education Centre, #BeKind weeks, etc. provide opportunities to focus more acutely on key concepts or issues. Transition programmes enable all children to complete and begin phases of their school journey positively.
- **School Council** - The school council consists of ten representatives, including pupils in Reception, voted for by pupils and meets weekly in order to have an active role in sharing our pupil voice.
- **Support & Counselling Services** – Pupils have access to a range of additional specialist services e.g. CHUMS, Young Carers and the Acorn Project to further support pupils' learning in conjunction with planned classroom sessions.



DIRECT INSTRUCTION

- High quality texts and stories are used as stimuli.
- Lessons are led by teachers (or suitably competent adults) with **learning focussed**, progressive activity.
- Feedback is predominantly 'in the moment' and explicit.
- Lessons planned are responsive to the needs of our pupils and families within our community.



RETRIEVAL PRACTISE

- "Can you still...?" tasks and regular role play sessions are systematically included in teaching sequences.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts, messages and vocabulary are regularly taught, reinforced and expected from all pupils and adults.



PROGRESS

- Units of work are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is the progression model.
- Organising, developing and connecting big ideas, through the effective use of responsive planning.
- Responses to key questions and discussions are often recorded in PSHE book or through displays.



SUPPORT

- Everyone has equitable access to units of work.
- Structured questions and **sentence stems** are used to support children's progress.
- Quality, guided instruction and explicit modelling are used for all.
- A range of learning activities ensure the key content is accessible to all and all adults are expected to model messages delivered in lessons and assemblies.



PSHE: Health & Well-Being

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

<p>PSHE</p> <p>Key Themes: Myself & My Relationships Citizenship Healthy & Safer Lifestyles Economic Well-Being</p> <p>(Cams PSHE scheme)</p>	<p>All units of learning will include weekly Circle Time sessions enabling children to apply themes being taught to current class, year group or school and community context. Outcomes will focus on supporting the development of reflective, measured and rounded citizens who are able to problem solve as independent, confident young people.</p>							
	<p>Citizenship 1 The children will learn about identify and diversity in relation to the people in their class and family.</p>	<p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG) The children will learn about respecting others to make the classroom a safe and happy place.</p>	<p>Citizenship Diversity and Communities (DC 1/2) The children will learn about how to ask for help at home and school and keeping the belonging to our school.</p>	<p>Citizenship Rights, Rules & Responsibilities (RR 1/2) The children will learn about rules and responsibilities.</p>	<p>Citizenship Diversity and Communities (DC 3/4) The children will learn about challenging stereotypes and the value of diversity within our school and wider community.</p>	<p>Citizenship Working Together (WT 3/4) The children will learn about effective communication and giving and receiving feedback.</p>	<p>Citizenship Diversity and Communities (DC 5/6) The children will learn about influences on identity, perceptions and gender stereotypes.</p>	<p>Myself & My Relationships Family and Friends (FF 5/6) The children will learn about consent on and offline and healthy friendships on and offline.</p>
	<p>Healthy and Safer Lifestyles 3 The children will learn about healthy lifestyle choices including exercise, sleep and nutrition.</p>	<p>Myself and My Relationships 3 My Emotions (C, R, GTBM) The children will learn about emotions and how people express emotion.</p>	<p>Myself & My Relationships Family and Friends (FF 1/2) The children will learn about problem solving in friendships and networks of support.</p>	<p>Myself & My Relationships Anti-bullying (AB 1/2) The children will learn about bullying and how to build positive/safe relationships.</p>	<p>Citizenship Rights, Rules & Responsibilities (RR 3/4) The children will learn about what respect means and making democratic decisions.</p>	<p>Myself & My Relationships Anti-bullying (AB 3/4) The children will learn about how bullying and falling out differ. Being assertive, the role of bystanders and abuse of power.</p>	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG) The children will learn about critically considering online friendships, contacts and sources of information, responsibilities for their own and others' mental and physical wellbeing online and how to flag concerns.</p>	<p>Myself & My Relationships Anti-bullying (AB 5/6) The children will learn about responding assertively to bullying, online and offline and the characteristics of bullying.</p>
	<p>Healthy and Safer Lifestyles 3 The children will learn about healthy lifestyle choices including dental hygiene and feeling unwell.</p>	<p>Healthy and Safer Lifestyles 3 The children will learn about healthy lifestyle choices including leisure time.</p>	<p>Healthy & Safer Lifestyles (HL 1/2) The children will learn about what it means to be healthy.</p>	<p>Myself & My Relationships My Emotions (ME 1/2) The children will learn about celebrating what is special about themselves and associated emotions.</p>	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 3/4) The children will learn about what actions to take in an emergency and safety around strangers.</p>	<p>Myself & My Relationships My Emotions (ME 3/4) The children will learn about self-respect and mental wellbeing.</p>	<p>Healthy & Safer Lifestyles (HL 5/6) The children will learn about the benefits and risks of spending time online/on electronic devices, in relation to physical and mental health.</p>	<p>Myself & My Relationships My Emotions (ME 5/6) The children will learn about the importance of mental and physical wellbeing and managing feelings.</p>



	<p>Citizenship 2 The children will learn about how to look after their environments including home, school and neighbourhood.</p>	<p>Citizenship 2 Me and My World The children will learn about people who can help us and what money can be used for.</p>	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2) The children will learn about risky situations and how to stay safer including 999 calls, sun safety and water safety</p>	<p>Healthy & Safer Lifestyles Drug Education (DE 1/2) The children will learn about how to keep safe including medicines and substances at home and school.</p>	<p>Healthy & Safer Lifestyles Personal Safety (PS 3/4) The children will learn about identifying risky behaviour, early warning signs and online safety.</p>	<p>Myself & My Relationships Family and Friends (FF 3/4) The children will learn about healthy friendships and personal boundaries.</p>	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6 and PS 5/6) The children will learn about basic first aid and responsibility for their own safety.</p>	<p>Citizenship Diversity and Communities (DC 5/6) The children will learn about showing respect to those with different lifestyles, beliefs & traditions.</p>
	<p>My Emotions (C, R, GTBM) The children will learn about emotions and words associated.</p>	<p>Keeping Safe (Including Drug Education) The children will learn about how to stay safe and medicine.</p>	<p>Healthy & Safer Lifestyles Personal Safety (PS 1/2) The children will learn about identifying and communicating feelings to trusted adults including at times of worry.</p>	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles) The children will learn about the digital world including identity and keeping safe.</p>	<p>Healthy & Safer Lifestyles Drug Education (DE 3/4) The children will learn about legal drugs (medicines), immunisations and safety rules around substances.</p>	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles) The children will learn about how their use of technology may change as the get older and reliability of online sources.</p>	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles) The children will learn about some ways in which information and data is shared and used online and how media shapes opinions.</p>	<p>Healthy & Safer Lifestyles Drug Education (DE 5/6) The children will learn about medicines, alcohol, smoking, solvents and illegal drugs.</p>
	<p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB) The children will learn about the value of friendship.</p>	<p>Healthy and Safer Lifestyles 1 My Body and Growing Up The children will learn about growing bodies and self-care skills</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1) The children will learn about keeping clean and names of external body parts.</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 2) The children will learn about how babies change and grow and responsibility.</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3) The children will learn about male and female bodies and how they change as you grow.</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 4) The children will learn about the main stages of the human lifecycle.</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5) The children will learn about puberty and names and functions of male and female sexual parts.</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6) The children will learn about the effect might puberty have on people's feelings and emotions and how babies are conceived and born.</p>
Themed Study		Anti-Bullying Week Choose Kindness	Online Safety	Anti-Bullying Week Choose Kindness	Online Safety	Anti-Bullying Week Choose Kindness	Online Safety	Anti-Bullying Week Choose Kindness

PSHE Curriculum Unit Planner

Unit Topic	#BeKind Week (inc. Anti-Bullying)	Year	All	Term	Autumn
Key Question	What does it mean to #BeKind?				

Links to <i>Relevant</i> Prior Learning	Preparation for <i>Relevant</i> Future Learning
<ul style="list-style-type: none"> • What is a friend? • Good to be me • Managing risk & staying safe • People who can help us 	<ul style="list-style-type: none"> • Online bullying - Cybercrime • Relationship abuse • Body image and self esteem • Peer Pressure • Consent

Core Content

Children will create a class book to evidence the learning that has taken place this could form photographs of role play and freeze frame, speech bubbles recording things pupils have said during the learning, posters and messages for others or extended writing reporting on the meaning of bullying and its form.

Pupils should be able to suggest a course of action to take if they witness or experience bullying. Through discussions, circle time, study, research and debate pupils should form their own opinions about their personal relationships and their role in society in relation to bullying and its form including that of racism and homophobia.

All preparatory work e.g. in PSHE books will form an integral part of final class book outcomes, evidencing the learning journey throughout the unit.

Note: A range of media could be used to develop the annual anti-bullying national message. Each annual themed week also needs to be designed to fit the needs of pupils within the whole school alongside individual Key Stages and cohorts.

E.g. Upper Key Stage 2: Focus on social media – Assess what apps and forms of communication are pupils using e.g. TikTok, WhatsApp etc. and then focus learning. Own it – message for keyboard when texting or messaging people, if you wouldn't say it to them don't type it. If you would report it if you heard it report it if you see it.

Key Vocabulary

physical	behaviour	bystander	intentional
emotional	bully	friendship	intimidate
verbal	belittle	fear	coerce
gossip	cruel	constant	systematic
rumours	threatening	vulnerable	isolated
brave	confront	taunt	support
challenge	respectful	right	online
			racist
			homophobic

Assessment Opportunity

All work to be made into a class book or display. This will then be available for parents to view during Parent Consultation 'evenings' and other events.