



Personal, Social, Health and Economic Education

Today's children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. An integral part of our school mission is to develop well-rounded children. We aim to help our pupils establish a strong moral foundation so that they have a positive self-image and this is reflected in how they behave and interact with others. Our curriculum is built upon guidance from the PSHE Association and aims to help children understand how they are developing personally and socially; tackle many of the moral, social and cultural issues that are part of growing up; and promote British Values. We ensure our children appreciate what it means to be a member of a diverse society and that they are equipped to be independent and responsible citizens who can contribute positively to their community.



PSHE Strands

Relationships

Feelings and Relationships - Explore a range of feelings and relationships, both positive and negative. Pupils will learn about why people might behave differently and how to manage these behaviours.

Identity - A discovery of what makes us special with a positive understanding of uniqueness and diversity. Children will learn what it means to be part of a community and how to show respect for all people.



Health and Wellbeing

Healthy Lifestyles - A developing knowledge about how to keep our bodies healthy and what constitutes a balanced lifestyle. Pupils will learn about changes to their body and develop an awareness that mental and physical health are linked.

Keeping Safe - Understand what is meant by a risk, danger or hazard and how to manage these. They will learn the rules for safety in school, at home and the wider community and why we have these rules. Pupils will know who could help us if we are nervous, anxious or afraid.



Living in the Wider World

Rights and Responsibilities - Knowledge of shared responsibility and what rules and laws are and why we have them; learning about respecting the needs of ourselves and others. Pupils will learn that everyone has human rights, including children, and how to challenge stereotypes.

Money - Knowledge of what money is, where it comes from and how we can keep it safe.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	In Early Years, we focus on the core areas of PSHE: making relationships; self-confidence & awareness; and managing feelings & behaviour. Through our daily activities we teach children to demonstrate friendly behaviour, having the skills and confidence to initiate conversation and form good relationships. We give children the skills to ask questions, listen/play with other people respectfully and begin to appreciate that their actions can have consequences.					
Year 1	What is the same and different about us?	Who is special to us?	Who helps to keep us safe?	What can we do with money?	How can we look after each other and the world?	What helps us stay healthy?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?	How will we grow and change?



Support and Challenge



- The open-ended nature of PSHE, high level of talk, and deep thinking provides inclusive opportunities for all learners to access the lesson and objectives.
- Children are given scenarios to apply their skills and knowledge in real-life contexts, at a level which is accessible for them.
- Small steps within lessons ensure all children have the opportunity to make progress, whatever their starting points.