

Ballifield PSHE Primary's Curriculum



**You must be the change
you wish to see in the
world.**

-Mahatma Gandhi

“

**Each person must
live their life as a
model for others.**

ROSA PARKS

Southern Living

Context

The context of PSHE at Ballifield Primary School is that of a large urban primary school, serving children in the age range 3-11 years. Since September 2021, we teach according to “**The Learn Sheffield PSHE Curriculum**”. Learn Sheffield PSHE Curriculum consists of seven core areas:

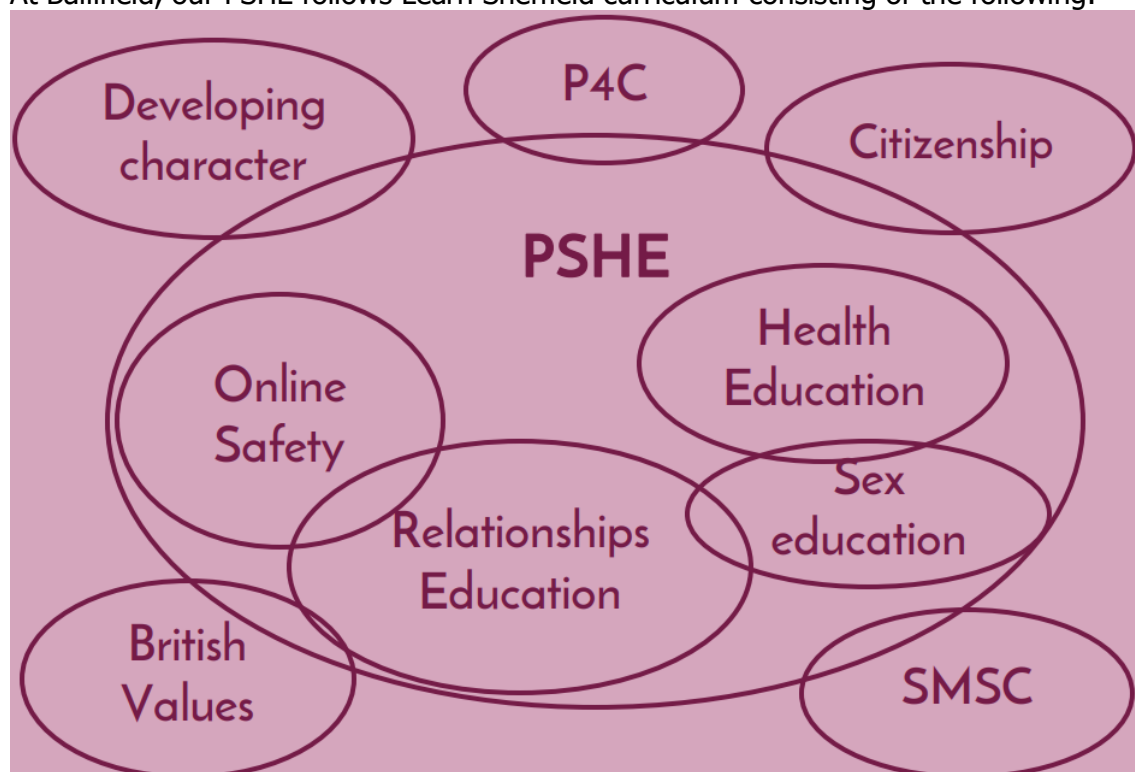
Mental Health
Family
Friends
Community
Physical Health
Growing up
Online Safety

This curriculum is supplemented by additional schemes: **Learn Sheffield Online Safety**, **PSHE Association Consent**, **Anti-Racism Education** and **St John’s Ambulance First Aid**.

Throughout the PSHE Curriculum are the **British Values**. Our pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. Pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in Great Britain are subject to its law.

At Ballifield Primary School we recognise the necessity to develop, through our curriculum, pupils’ appreciation of **culture** and **religion** (Ballifield Ofsted Inspection Report, March 2022).

At Ballifield, our PSHE follows Learn Sheffield curriculum consisting of the following:



OUR INTENT FOR THE TEACHING OF PSHE AT BALLIFIELD PRIMARY SCHOOL

Purpose

The purpose of the teaching of PSHE at Ballifield Primary School is that all children, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being will have the knowledge and skills to stay healthy, safe and prepared for life and work in modern Britain. They will be provided with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. We have a strong emphasis on **British Values**, emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE/RSHE within a whole school approach. We also promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus.

Aim

The aim of the study of PSHE at Ballifield Primary School is that we develop the qualities and attributes children need to thrive as individuals, family members and members of society within Britain. We want our children to apply the **British Values** within society, build positive relationships, understand their own mental and physical health, understand the importance of consent, be safe in school, online and in the wider community, define and understand discrimination, racism and racial stereotypes and recognise unconscious bias.



PSHE Curriculum Aims

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy.

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of consent, courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- the importance of consent, permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or

someone else's mental wellbeing or ability to control their emotions (including issues arising online).

- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent bodies

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

OUR IMPLEMENTATION OF THE TEACHING OF PSHE AT BALLIFIELD PRIMARY SCHOOL

Legal Requirements (according to legislation in England):

The Relationships Education RHE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, it is *optional*. The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). Additional requirements on schools in law that have informed this policy and our approach include the Equality Act (Equality Act 2010: advice for schools) and Keeping Children Safe in Education – Statutory Safeguarding Guidance 2020.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

As a maintained primary school, we at Ballifield Primary School must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the **elements of sex education contained in the science curriculum**. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Ballifield Primary School we teach RSE/PSHE as set out in this policy.

PSHE is for all pupils including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being:

- Every pupil has an entitlement to Relationships Education, Relationships and Sex Education, Personal, Social and Health Education and Economic Education (PSHE).
- PSHE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, *unless withdrawn by their parents*.

Right of withdrawal:

Parents have the right to request that their child be withdrawn from **some or all of sex education which is delivered as part of statutory RHE**. Before granting any such request, the PSHE lead and head teacher will discuss the request with parents, which should be in writing*, stating their reasons for withdrawal and, as appropriate, with the child to ensure that their wishes are understood. School will document this process to ensure a record is kept.

The head teacher during the course of the discussion with parents will include the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances**, our school will respect the parents' request to withdraw the child.

**However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools other than as part of the science curriculum.

If a pupil is excused from sex education, Ballifield will ensure that the pupil receives appropriate, purposeful education during the period of the missed sessions.

Parents do not have the right to withdraw their children from relationships education more broadly. Parents only have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

*Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

PSHE Requirements

- PSHE will be taught a minimum of once a week.
PSHE is to be taught by class teachers and not left for cover staff to deliver. As a school, we feel that our teachers have the best relationships with the children in their class, so they are best placed to teach such crucial and sometimes sensitive/thought-provoking content.
- Staff to be considerate, flexible and responsive to students' differing needs in PSHE.

- Links will be made to previous units of study in order to develop children's understanding and build on knowledge and skills.
- Online Safety will be taught in every half term.
- Written and evidenced learning in books providing questions and scenarios.

Teaching and Learning

The teaching and learning of PSHE at Ballifield Primary School is set out as per Appendix 2. This may be changed and adapted as and when necessary in regards to safeguarding. Ballifield have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

- RSHE is taught **weekly** where teachers have planned to deliver a unit of work. This allows for meaningful coverage of a unit of work and takes into consideration pupil age and stage of development.
- A range of teaching strategies in RSHE is encouraged to deliver the curriculum
- Coherent links are made to other curriculum areas where appropriate
- Themed weeks/themed days/visits to local/national places of culture are built into planning and visitors in to school support the children's enjoyment of learning.
- Whole school activities support annual events such as Anti-Bullying Week, Odd Socks Day, Comic Relief and Children in Need.

Units of learning

- **Families and people who care for me**
 - **Caring friendships**
 - **Respectful relationships**
 - **Online relationships**
 - **Being safe**

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Ballifield Primary will comply with the relevant provisions of the Equality Act 2010, under which disability, religion or belief, gender and sexual identity are amongst the protected characteristics. This will also include SEND. School will also consider the makeup of our own pupils including the gender, ability, age range and home backgrounds of their pupils. Consultation with pupils can also be used as part of this planning and decision making. All pupils, whatever their experience, background and identity, are entitled to quality PSHE that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy. All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. We will ensure PSHE is matched to the needs of our pupils by differentiation methods – including meeting the needs of learners

with special educational needs, learning difficulties, children's age and physical and emotional maturity.

Planning

Long term plans set out the overall provision map for each subject across each year group for the academic year. Class teachers ensure that the curriculum is effectively covered by mapping both the National Curriculum for each subject to each year group and then identifying key areas of learning alongside opportunities for extended learning opportunities, educational visits, learning beyond the classroom, SMSC and British values. These opportunities support exciting and stimulating learning.

Medium term plans set out a planned route for covering subjects and the relevant subject specific key concepts over several weeks in an engaging and exciting way. Overarching questions are used whenever possible to open up the content and the detail to be taught. Planned endpoints are included in MTP for each unit to support assessment. The **endpoints** will make clear what pupils need to know by the end of a topic.

Lesson Plans link overarching ideas including British Values. The pupils know that they are learning PSHE and can draw links from other ideas and subjects.

PSHE Resources

Colour	Location of planning
Black – PSHE Curriculum	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red – Online Safety	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red * - Online Safety	https://drive.google.com/drive/folders/1lhBQw72JLIRcgwiyqY1VXpHghs-ELspv
Purple – PSHE Association	PSHE Association scheme of work - StaffShare
Green – First Aid	https://drive.google.com/drive/folders/1Fz1EnIOFZb8b17csHO6odEfueWUgnx9-
Dark Blue - Consent	Consent folder – StaffShare
Orange – Anti-Racism / Discrimination	Primary (KS1 and KS2) lessons — Anti-Racism Education (antiracism.education) https://www.antiracism.education/primary
Gold – British Values	British Values Folder - StaffShare

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of PSHE, SMSC and the British Values. We aim to arrange visits/visitors in each key stage. Each week, an assembly focuses on key events in the calendar which help promote a diverse Britain encouraging SMSC and the British Values.

Inclusion

We understand that the most effective inclusion strategy begins with high-quality inclusive PSHE teaching, which benefits all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Teachers are aware that pupils who have barriers to learning in other areas may flourish in PSHE, being able to explain their understanding and knowledge very well. We also recognise that strong foundations in communication, language, reading, writing and maths will aide pupils to access our PSHE curriculum more fully. Adaptive teaching methods will be put into practice to support all pupils. Teachers also recognise that pupils' work and learning outcomes can take many forms.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe, supported and able to engage with the key messages.

Ballifield will ensure that pupils learn about these topics in an environment that's appropriate for them:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Considers the level of adaptative teaching needed

Use of resources:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

EYFS

Personal, Social, and Emotional Development (PSED) in the Early Years Foundation Stage (EYFS) is a **key prime area** focusing on children building a positive sense of self, making friends, managing emotions, developing independence, and learning right from wrong, forming the foundation for healthy lives, wellbeing, and future learning. It involves building strong attachments, understanding feelings, developing self-regulation, learning to

cooperate and resolve conflicts, and caring for their bodies, all crucial for school readiness and life success.

PSHE and SMSC

At Ballifield, we believe that PSHE plays a role in the personal development of children. In each part of SMSC, Ballifield aim to improve these skills and outcomes:

Spiritual

- Own beliefs
- Different people's beliefs
- Enjoyment and fascination
- Imagination and creativity
- Reflection

Moral

- Right and wrong
- Legal and illegal
- Consequences
- Sharing and listening to views

Social

- Social skills
- Interacting with people from different religious, ethnic and socio-economic backgrounds
- Communities and social settings
- Resolving conflicts
- Fundamental British values
- Modern life in Britain

Cultural

- Cultural influences shape heritage
- Range of different cultures make modern Britain
- Common values
- Democratic parliamentary system
- Art, music, sport and culture
- Celebrate, explore and understand diverse cultures

PSHE and British Values

At Ballifield, we promote the fundamental British values of:

- 1. Democracy**
- 2. The rule of law**
- 3. Individual liberty**
- 4. Mutual respect**
- 5. Tolerance** of those with different faiths and beliefs

We believe that PSHE can make a key educational contribution to children's' explorations of British Values. Ballifield see the British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst

strengthening relationships within the community. At Ballifield, the British Values are a whole school approach which tie-in to all contexts. They create sense of identity which include questioning and nuance.

THE IMPACT OF THE TEACHING OF PSHE AT BALLIFIELD PRIMARY SCHOOL

The impact of our PSHE curriculum will be that all our children especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being understand the importance of PSHE, SMSC and British Values and the positive effects they can have on their life. Educating pupils to stay safe, healthy and build positive relationships can improve the physical, psychological and social well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

Assessment, reporting and monitoring

- Throughout units of learning, teachers recap and review previous learning to ensure that progression is evident and achieved.
- Gaps are filled before new knowledge is taught and AfL is used constantly to ensure children know and remember more.
- Pupils' attainment in PSHE throughout the school will be tracked and monitored by the Subject Leader in order to ensure that PSHE provision at Ballifield is impactful. The Subject Leader will also be able to identify areas for development and children who are finding it difficult to achieve the learning outcomes and crucial knowledge. Through discussion with teachers, ways to further support children to meet the learning outcomes are devised.
- As required by law, we report pupils' attainment in PSHE in written form to parents once a year, specifying whether their child has met the learning outcomes taught through our PSHE curriculum.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in PSHE at Ballifield. This role includes:

- Develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure appropriate training is offered to members of the governing body.
- Ensure that all staff are given regular and ongoing training on issues relating to RHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, policy and any other guidance relating to RHE.
- Provide support and training to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils.
- Ensure that RHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RHE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RHE curriculum.
- Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RHE in school.

- Communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the school policy and curriculum for RHE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as is appropriate.
- Ensure that provision of RHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.
- Carry out a variety of monitoring arrangements: planning and book scrutinies, learning walks, pupil voice and staff feedback. All information will be carefully considered before next steps are taken.

This policy will be reviewed by Cohn Sanderson (PSHE Subject Leader) and Clare Roddis (Deputy Headteacher) annually. At every review, the policy will be approved by the Headteacher and governors.

Policy date: January 2026

Policy review date: January 2027

Appendix 1 – Right to withdraw

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

TO BE COMPLETED BY PARENTS

Parent signature	

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

Appendix 2 – Ballifield PSHE Curriculum

RSHE Sheffield Scheme at Ballifield

Colour	Location of planning
Black – PSHE Curriculum	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red – Online Safety	https://drive.google.com/drive/folders/1r_mu18BHjpuZ8hMoyyG1UfQLUQaxd8Zp
Red * - Online Safety	https://drive.google.com/drive/folders/1lhBQw72JLIRcgwiyqY1VXpHghs-ELspv
Purple – PSHE Association	PSHE Association scheme of work - StaffShare
Green – First Aid	https://drive.google.com/drive/folders/1Fz1Enl0FZb8b17csHO6odEfueWUqnx9-
Dark Blue - Consent	Consent folder – StaffShare
Orange – Anti-Racism / Discrimination	Primary (KS1 and KS2) lessons — Anti-Racism Education (antiracism.education) https://www.antiracism.education/primary

Foundation Stage

Personal, Social and Emotional Development

	Autumn		Spring		Summer	
FS 1	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop their sense of responsibility and membership of a community.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Understand gradually how others might be feeling.	Develop appropriate ways of being assertive. Talk with others to solve conflicts.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them	Develop appropriate ways of being assertive. Talk with others to solve conflicts.

FS 2	•Identifying feelings •Building positive relationships •Knowing the importance of sleep and tooth brushing •Class rules	•Identifying and explaining feelings •Building independence (toileting, eating) •School rules	•Setting goals – perseverance •Knowing right from wrong •Keeping healthy	•Working as part of a group/class •Understanding others' feelings	•Making healthy food choices •Working independently	•Remaining focussed •Explaining right and wrong •Being resilient
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KS1 & KS2

Context	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mental Wellbeing	Relationships and Family	Relationships Friends	Living in the wider world. Community	Physical Health	Growing up
Unit Codes OS = Online Safety Sx = Sex (optional) First Aid PSHE Association Anti-Racism	M = Mental Wellbeing	Fa = Family	Fr = Friend	C= Community	P= Physical Health	G= Growing up
KS1						
Y1	M1) Where do feelings	Fa1) Who's in my family?	Fr1) Who is my friend?	C1) How do we make a happy school?	P1) How do I help my body stay healthy?	Os) Communicating online S3 *

	come from? M2) Who am I? Os) Passwords C1 * Consent KS1 Asking for permission British Values Introduction	Fa2) Do Families always stay the same? Fa3) How should families treat each other? Os1) Screen time (L1) British Values Rule of Law	Fr2) What makes a good friend? Os) What is the internet? C2* R9. how to ask for help if a friendship is making them feel unhappy Anti-discrimination lessons British Values Democracy	C2) Who lives in my neighbourhood? Os) Choosing what to do online L2* L10. what money is; forms that money comes in; that money comes from different sources L13. that money needs to be looked after; different ways of doing this Anti-discrimination lessons British Values Individual Liberty	P2) How do I decide what to eat? Os) Searching safely P3 * British Values Respect and Tolerance	Os) Being kind online S2* First Aid – Emergencies and calling for help. Consent Recap KS1 Asking for permission British Values Summary / Evaluation
Y2	Recap M2 M2) Who am I? M3) What helps me to be happy?	Fa4) When should I say no? Fa5) Who owns my body? I do!	Fr3) Should friends tell us what to do? Fr4) How do we stop	Recap C2 C2) Who lives in my neighbourhood? C3) What makes a boy or a girl?	P3) How do we stop getting ill? P4) How can I stay safe? Os) Accepting	G1) How bodies change as we get older (link with science)

	Os) Feeling uncomfortable online * Consent KS1 Asking for permission British Values Introduction	Fa6) Are all families the same? Os2) Personal information (S1) L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want British Values Rule of Law	bullying? Os3 Online strangers (P1) Anti-discrimination lessons British Values Democracy	C4) How should I save up to buy something? Os4) Fake News (N1) L11. that people make different choices about how to save and spend money Anti-discrimination lessons British Values Individual Liberty	messages C3* H20 – about change and loss (including death): to identify feelings associated with this; to recognise what helps people to feel better British Values Respect and Tolerance	Os) Content Creators N1* First Aid – Emergencies and calling for help. Consent Recap KS1 Asking for permission British Values Summary / Evaluation
LKS2						
Y3	M1) How do I manage my feelings? Os1) Online strangers (P1) Consent KS2 Giving and seeking permission	Fa1) Do Families always stay the same? Fa2) Are all families like mine? Os2) Sharing Online(P2) Racism	Fr1) What makes a good friend? Fr2) Are all friends the same? Os3) Friendship Online (S1) Consent KS2	C1) How do we make the world fair? C2) Where do you feel like you belong? Os4) Personal Information (C2) Racism	P1) How do I keep my body healthy? P2) How do I get a healthy diet? Os) Screen Time L1* Os) Sleep L2* H40. about the	Os4) Personal Information (C2) Os) Deciding what is appropriate L3 * Os) Suspicious Messages C4 *

	British Values Introduction	<u>Lesson 1: Talking about race and racism</u> British Values Rule of Law	Personal boundaries British Values Democracy	<u>Lesson 2: Defining anti-racism</u> British Values Individual Liberty	importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) Consent KS2 Appropriate and inappropriate touch British Values Respect and Tolerance	First Aid – Bites and stings British Values Summary / Evaluation
Y4	Recap M1 M1) How do I manage my feelings? M2) Are we happy all the time? Os5) Digital media (N1) Consent KS2 Giving and seeking permission	Recap Fa2 Fa2) Are all families like mine? Fa3) Are boys and girls the same? Os6) Verifying content and echo chambers (N3) Racism <u>Lesson 3: Redefining racism</u>	Recap Fr1 and 2 Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun? Fr4) What is sexism? Os) Passwords C5 * Consent KS2	Recap C2 C2) Where do you feel like you belong? C3) How can we help the people around us? Os) Media Bias N2 * H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to	P3) How do I stop getting ill? Os) Copyright C3 * H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping Consent KS2	Os) Advertising C1 * First Aid – Asthma British Values Summary / Evaluation

	British Values Introduction	British Values Rule of Law	Personal boundaries British Values Democracy	own, use and give to others Racism <u>Lesson 4: Understanding racial socialisation and stereotypes</u> British Values Individual Liberty	Appropriate and inappropriate touch British Values Respect and Tolerance	
UKS2						
Y5	M1) Does everybody have the same feelings? M2) Should we be happy all the time? Os) Social Media anxiety L1* Os) Self Esteem L2* Consent KS2 Giving and seeking permission British Values	Fa1) Why do people get married? Fa2) Are families ever perfect? Os1) Control and consent (S1) Os2) Protecting our identity(P1) Os) Passwords C3* Racism <u>Lesson 5: Unconscious bias</u>	Fr1) What makes a close friend? Fr2) Should I try and fit in with my friends? Fr3) Should friends tell us what to do? Os) Online Behaviour S2* Os) Protecting images of us online P2* Consent KS2	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? Os3a) Meeting strangers online (P4) Os3b) How do we decide what to share? Os4) Personal Information, terms and conditions Os) Fake news N2*	P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill? Os5) Analysing Digital Media (N1) Os) Digital '5 a day' L4* H48. about why people choose to use or not use drugs (including nicotine,	G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty G4) What is Menstruation? Os6) Bias (N2) Os) Game ratings L6* First Aid - Bleeding

	Introduction	British Values Rule of Law	Personal boundaries British Values Democracy	Racism <u>Lesson 6: Being anti-racist in our actions</u> British Values Individual Liberty	alcohol and medicines); H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns Consent KS2 Appropriate and inappropriate touch British Values Respect and Tolerance	British Values Summary / Evaluation
Y6	M3) Why do we argue? M4) Who am I? Os7) Echo Chambers (N5) Os8) Does the internet make us	Recap Fa1 and Fa2 Fa1) Why do people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a	Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?	C4a) How can I be a great citizen? C4b) How can we make positive changes in the world? C5a) Why is money important?	P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?	Recap G1, G2, G3 and G4 G1) How will my body change as I get older? G2) How will my feelings change as I get

	happy? (L1) Consent KS2 Giving and seeking permission British Values Introduction	normal family? Os) Meeting Strangers P4 * Os) Online Stereotypes L5 * Racism <u>Lesson 7: Representation matters</u> British Values Rule of Law	Fr7) How do we reduce sexism? Os) Verifying info online N3* Consent KS2 Personal boundaries British Values Democracy	C5b) How should I spend my money? C5c) How can I earn money? C6) What makes us feel like we belong? C7) What does it mean to be British? Os) Online Ads and money on the internet C1* Os) In App purchases and credit card info C5 Racism <u>Lesson 8: Myth busting anti-racism</u> British Values Individual Liberty	Os) Inaccurate health info L3* Consent KS2 Appropriate and inappropriate touch British Values Respect and Tolerance	older? G3) How will I stay clean during puberty G4) What is Menstruation? Sx1) How do plants and animals reproduce? (Statutory - Taught through science - does not include sexual intercourse) Sx2) Optional lessons on sexual reproduction/ (Not statutory - taught at the discretion of the leadership of each school) Os) Unhealthy Attention P3 *
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						First Aid – Choking and basic life support. British Values Summary / Evaluation
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