



PSHE at Wantage CE Primary

(Revised Sept 2022)



“PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.”

PSHE Association

Statement of Intent

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. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, 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.

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By the end of primary school children should be taught about: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.”

Our intention is that, when children leave Wantage Church Of England Primary School, they do so with the knowledge, understanding and emotions to be able to play an active role in today’s society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. What do we want for our pupils?

- ❖ Develop a confidence in sharing their own thoughts and opinions with others
- ❖ Develop skills and attributes to keep themselves healthy and safe
- ❖ Develop an attitude of a responsible global citizen
- ❖ To show tolerance of others’ beliefs, religions and life choices.
- ❖ To build positive, respectful relationships with other people



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Implementation

We follow Jigsaw PSHE, which is a clear and comprehensive scheme of work in line with the National Curriculum. The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to British Values, Cultural Capital, SMSC and schools Core Values into the curriculum.

Planning and Lessons

All pupils have a weekly PSHE lesson which lasts for 30 minutes. Jigsaw PSHE Programme is accessible to all staff which has been introduced by PSHE lead to meet the needs of our pupils. The medium term planning incorporates PSHE sessions, Education for Social Responsibility (ESR) sessions and Educate and Celebrate sessions. All year groups access at least 3 ESR topics per year which focus on giving them the skills and knowledge to become responsible global citizens. Whilst we follow the scheme of work, we also review prior learning in PSHE topics. In addition, we may revisit certain aspects of the PSHE curriculum as a result of internal or external factors.

Enhancements

All year groups access 3 'Educate & Celebrate' books to teach LGBT+ issues and equal opportunities at an age appropriate level. Staff have accessed Philosophy for Children training and strategies and techniques are being implemented across school. P4C builds higher order thinking, questioning, speaking and listening skills and these are incorporated into the PSHE curriculum. Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning. Assemblies are planned to cover any additional sessions that would benefit the whole school. As a school we celebrate and promote various weeks linked to PSHE e.g. anti bullying week etc.

Assessment: FS Pupils are assessed against the EYFS Framework. Pupils in years 1-6 are assessed against the criteria in our Wantage Assessment data capture. Pupils are assessed using the following criteria: B=Working well below the age-related expectations; WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and GD= working at greater depth (above the age-related expectations).

Impact

We firmly believe that a meaningful PSHE curriculum incorporates our Learning Vision LIFE, including the vision core words Learn, Inspire, Flourish, Enjoy. We believe that our PSHE curriculum is the key to children learning to become confident, tolerant and well-rounded adults. Children are inspired to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children can build up tolerance and a sense of responsibility of being a flourishing global citizen. From engagement with a variety of Educate and Celebrate texts, children can take enjoyment in understanding the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.

Skills Key:

Year/ Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery/Foundation	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2	Hopes and fears for the year	Assumptions and stereotypes about	Achieving realistic goals	Motivation	Different types of family	Life cycles in nature Growing from young

	Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4	Being part of a class team Being a school citizen Rights, responsibilities and	Challenging assumptions Judging by appearance Accepting self and others	Hopes and dreams Overcoming disappointment Creating new, realistic dreams	Healthier friendships Group dynamics Smoking Alcohol Assertiveness	Jealousy Love and loss Memories of loved ones	Being unique Having a baby Girls and puberty Confidence in change Accepting change

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	<p>democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</p> <p>Having a voice</p> <p>What motivates behaviour</p>	<p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>	<p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Peer pressure</p> <p>Celebrating inner strength</p>	<p>Getting on and Falling Out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Preparing for transition</p> <p>Environmental change</p>
Year 5	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMART internet safety rules</p>	<p>Self- and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Preparing for transition</p>
Year 6	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p>



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	Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Differences as conflict, difference as celebration Empathy	Recognising achievements Compliments	Emotional and mental health Managing stress	Technology safety Take responsibility with technology use	Boyfriends/girlfriends Sexting Transition
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