



## **Broom Leys Primary School**



### **PSHE**

*'Good character is not formed in a week or a month. It is created little by little, day by day. Protracted and patient effort is needed to develop good character.'* Heraclitus.

#### **Intent**

Our intention is that when children leave Broom Leys Primary, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse 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. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

The teaching of Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our programme of study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of four core themes: healthy and safer lifestyles, myself and my relationships and citizenship, life education and economic wellbeing.

#### **Implementation**

We endeavour to provide our children with learning opportunities across and beyond the curriculum through discrete PSHE lessons as well as constant referral to British Values, as well as our Gem Powers and Character Values which underpin our approach to SMSC within school. The teaching of PSHE in our school allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of our diverse society, locally and globally. Our PSHE curriculum supports many of the principles of safeguarding and makes close links to the school's Safeguarding and Behaviour policy.

Personal, Social, Health Education is pivotal to our curriculum; it helps our children grow and develop, both as individuals and as members of families and communities. Through PSHE lessons, children will gain the knowledge, understanding, skills and dispositions they require to lead confident, healthy, independent lives. We aspire for our children to become informed, active and responsible global citizens. Our framework for PSHE also embeds the statutory aspects of the Relationships and Sex Education (2020), and Health Education guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. We adhere to the latest legislation and guidance from the Department for Education to ensure that our curriculum stays relevant and addresses current priorities.

Whole School Curriculum Map:

|               | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|---------------|--|--|---|--|--|---|
| <b>EYFS</b>   | <b>Myself and my relationships 1,2 &amp; 3: PSED</b> (filters through the year)                  | <b>Myself and my relationships 1,2 &amp; 3: PSED</b> (filters through the year)                                    | <b>Myself and my relationships 1,2 &amp; 3: PSED</b> (filters through the year) | <b>Myself and my relationships 1,2 &amp; 3: PSED</b> (filters through the year)                  | <b>Myself and my relationships 1,2 &amp; 3: PSED</b> (filters through the year)                  | <b>Myself and my relationships 1,2 &amp; 3: PSED</b> (filters through the year) |
| <b>Year 1</b> | Beginning and Belonging<br><br>(equality)(peer on peer)(protected characteristics)               | Family and Friends<br><br>(equality)(permission)(prevent)(peer on peer)  | E-safety – me and my online identity<br><br>(consent)(prevent) (peer on peer)   | Working Together<br><br>(equality)(permission)(prevent)(peer on peer)(protected characteristics) | Financial Capability   | Managing Change   |
|               | RS1 SEX and Relationships Education<br><br>(permission)(peer on peer)(protected characteristics) | Anti-Bullying<br><br>(equality)(permission)(peer on peer)(protected characteristics)                               |   |  |  |   |
| <b>Year 2</b> | My Emotions  | Rights, Rules and Responsibilities<br><br>(equality)(permission)(prevent)(peer on peer)(protected characteristics) | Diversity and Communities<br><br>(equality)(prevent)(protected characteristics) | Managing Risk<br><br>(permission)(prevent)(peer on peer)   | Personal Safety<br><br>(prevent)(peer on peer)   | Healthy Lifestyles  |
|               |  | Drug Education (Via History Florence Nightingale)  |   |  | RS2 Sex and Relationships Education<br><br>(permission)(peer on peer)(protected characteristics) |   |
| <b>Year 3</b> | Beginning and belonging<br><br>(equality)(peer on peer)(protected characteristics)               | Family and Friends<br><br>(equality)(consent)(prevent)(peer on peer)   | Healthy lifestyles  | SRE<br><br>(consent)(peer on peer)(protected characteristics)                                    | Personal safety<br><br>(prevent)(peer on peer)   | Safety Contexts<br><br>(prevent)  |

|        |   |   |   |  |                              |   |
|--------|---|---|---|--|------------------------------|---|
|        | Working Together<br>(equality)(peer on peer)(protected characteristics)                 | Anti-bullying<br>(equality)(prevent)(peer on peer)(protected characteristics)                 |   |  |                              |   |
| Year 4 | My emotions   | Rights, rules and responsibilities<br>(equality)(consent)(prevent)(protected characteristics) | Diversity and communities<br>(equality)(prevent)(protected characteristics)                   | Financial Capability   | Managing change              | Relationships and sex education<br><br>(consent)(peer on peer)(protected characteristics) |
|        | Digital lifestyles<br>(prevent)(peer on peer)   |   |   |  |                              | Drug education  |
| Year 5 | Beginning and Belonging<br>(equality)(peer on peer)(protected characteristics)          | Anti-Bullying<br>(equality)(prevent)(peer on peer)(protected characteristics)                 | Managing Risk<br>(prevent)  | Safety Contexts<br>(prevent)                                       | Personal Safety<br>(prevent) | Sex and Relationships Education<br><br>(consent)(peer on peer)(protected characteristics) |
|        | My Emotions   | Diversity and Communities<br>(equality)(prevent)(protected characteristics)                   |   |  |                              |   |
| Year 6 | Beginning and Belonging<br>(equality)(prevent)(peer on peer)(protected characteristics) | Rights, Rules and Responsibilities<br>(equality)(prevent)(protected characteristics)          | Rights, Rules and Responsibilities<br>(equality)(consent)(prevent)(protected characteristics) | Working Together<br>(equality)(prevent)(protected characteristics) | Financial Capability         | Drug Education (link to Science)  |
|        | Healthy lifestyles Linked with Science Topic for this term                              |   | Family and Friends<br>(equality)(consent)(prevent)(peer on peer)                              |  |                              | Managing Change   |

## **Wider Curriculum**

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence, embrace challenges, foster a love of learning and increase their level of happiness. We do this through praising children for their efforts and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values; we focus on Growth Mindsets in all aspects of school life:

- 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 Gem Powers and Character Values.
- PSHE, including SMSC and British Values, is an integral part of the whole school curriculum and is therefore often taught within another subject areas.
- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, British Values and SMSC displays throughout school reinforce the PSHE curriculum, enabling children to make connections within and across all of these aspects.

## **EYFS**

In the Foundation Stage, PSHE and citizenship is taught as an integral part of the curriculum and is embedded throughout the EYFS curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Birth to Five Matters' and the PSED Early Learning Goals.

## **Impact**

By the time our children leave Broom Leys 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 relationships 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.