

Personal, Social, Health and Economic Education Curriculum



<p>Curriculum Intent</p>	<p>Intent Personal, social, health and economic education (PSHE) is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.</p> <p><u>Aims</u> At Field Junior School we will provide a comprehensive, engaging and progressive PSHE curriculum which fully meets the needs of every child. Mapped to the PSHE Association’s programme of study, our curriculum ensures full coverage of the statutory elements of relationship education and health education as well as knowledge and skills linked to spiritual, moral, social and cultural development (SMSC), safeguarding and economic wellbeing. There are many opportunities for cross-curricular links which will be utilised where possible. Through motivational and thought-provoking lessons, our children will experience a range of challenges and dilemmas in a safe and controlled environment. Through these experiences, they will develop the knowledge and skills to manage the many different influences, decisions and pressures of growing up in an ever-changing world.</p> <p>We will cover the learning opportunities in PSHE under four themes – statutory themes are in bold: Relationships Health and wellbeing Living in the wider world Sex education (y6)</p> <p><u>Breadth of Opportunity</u> The school will actively promote speakers from the wider community as well as class workshops and promote cohesion, learning and tolerance within our multicultural and diverse school community.</p> <p><u>Equal Opportunities</u> All children regardless of age, disability, ethnicity and culture, gender identity, religion or belief, sex or sexual orientation will have access to high quality PSHE provision.</p> <p><u>Resources and delivery</u> A copy of the school behaviour system, Human Rights, British values, school values, class rules and team points will be displayed in all classrooms. A positive statement reflecting each class’ ethos should be developed with each new intake during ‘getting to know you’ week and displayed in the classroom. Teaching resources have been agreed by teachers and governors and are a mix of resources including ‘Christopher Winter Project’, ‘NSPCC Pants Campaign’ and ‘Betty’ puberty resources as well as regularly updated links and resources from the PSHE Association.</p> <p><u>Home school links.</u> Children’s emotional, physical and mental wellbeing is promoted across the whole school and indicated on in the annual school report. Individual advice and support is offered to parent/carers as required.</p>
<p>Whole school implementation</p>	<p><u>Spiritual, moral, social and cultural development (SMSC)</u> Many aspects of our PSHE curriculum should be embedded in the everyday SMSC provision within our school community. Regular school assemblies and cultural celebrations should offer children an opportunity to reflect on their own and other’s beliefs and to celebrate the diverse community our school represents.</p> <p>During key stage two, children should begin by learning about themselves within a family and school community as growing and changing individuals with their own experiences and ideas. As they become more mature, independent and self-confident, they should learn about their responsibilities</p>

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within the wider world and the interdependence of communities within it. Field Junior School has an elected School Parliament which meets regularly to discuss the children’s concerns and ideas for improving our school. Pupil voice is considered a valuable asset and pupils are regularly consulted on a wide range of issues.

With guidance, children should develop a sense of social justice and moral responsibility and begin to understand that their own choices and behaviours can affect local, national or global issues as well as political and social institutions. They should be encouraged to learn how to take part in school and wider community activities.

In lower key stage 2, children should be regularly encouraged to make links between expectations, routines and activities that they experience in school with the British values of democracy; rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. In upper key stage 2, children should use their understanding of British Values to make links to compare and contrast national and global issues, around such themes as: freedom of speech, law and order and governance. By the end of KS2, children should be confident in evaluating and discussing British values within the context of The Declaration of Human Rights - developing their skills of critical thinking, analysis and debate through a wider range of scenarios. They should be able to express their opinions and views about a range of PSHE topics and take part in discussion and debate, justifying their ideas with the knowledge and skills they have gained throughout KS2.

Implementation of PSHE curriculum

The Field PSHE curriculum uses the PSHE Association ‘Question Builder’ model. Children are presented with an overriding question with learning objectives linking to that question. Teachers have the option of covering all of these objectives sequentially or returning to specific objectives during the year where cross curricular links can be utilised. Children will explore PSHE concepts and ideas in more depth as they progress through school. By the end of KS2, this programme of study will ensure that children have met the statutory relationship and health education requirements for key stage 2.

Each ‘Big Question’ should be posed to the children in the form of a cold task, an assessment of the child’s current knowledge. Relevant learning objectives linking to the ‘Big Question’ will then be covered in sessions where child led discussion and exploration of themes should be central to teaching. Children should be offered opportunities to raise questions and share ideas. Children’s responses and progress can be evidenced in a variety of ways and evidenced on the class PSHE working wall. At the end of the planned unit, children can complete a final response or revisit their cold task and annotate to demonstrate their personal progress. At this point, teachers can identify any children who will need more support with a specific concept and address the child’s needs using their professional judgement.

Core themes	Year 3	Year 4	Year 5	Year 6
Relationships	<p><i>The Big Question: How can we be a good friend?</i></p> <ul style="list-style-type: none"> To identify ways that friendships support 	<p><i>The Big Question: What is respectful behaviour?</i></p> <ul style="list-style-type: none"> Make links between how people’s behaviour 	<p><i>The Big Question: How can friends communicate safely?</i></p>	<p><i>The Big Question: How do friendships change as we grow?</i></p>



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	<p>wellbeing and to know the importance of seeking support if feeling lonely or excluded (link to Zones of Regulation- ZoR)</p> <ul style="list-style-type: none"> • To identify ways to recognise if others are feeling lonely and excluded and to know strategies to include them • To know qualities of good friendships, including identifying qualities in themselves that contribute to positive friendships (including trustworthiness) • Know some strategies to manage when there is a problem or an argument between friends to resolve disputes and reconcile differences (conflict resolutions) (ZoR link) • To recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and know who and how to ask for support <p>The Big Question: <i>What are families like?</i></p>	<p>(including online) affects themselves and others (ZoR link)</p> <ul style="list-style-type: none"> • Know about the right to privacy and permission giving (including online) • Understand when a confidence or secret should be kept, such as a birthday surprise, and list feelings connected with keeping a positive secret • Understand when a secret or confidence should not be agreed to and when to tell (e.g. if someone is being upset or hurt) and list feelings connected with keeping a negative secret • Develop strategies for how to respond to disrespectful, aggressive or inappropriate behaviour– know how to report concerns (ZoR link) <p>The Big Question: <i>How can we stay safe online?</i></p> <ul style="list-style-type: none"> • Know that the internet can be a negative place – understand the terms: trolling, online bullying/ harassment 	<ul style="list-style-type: none"> • Evaluate how friends and family communicate together; explain how the internet and social media can be used positively • Give examples of how knowing someone online differs from knowing someone face-to-face • Link the law with the seeking and giving consent before images or personal information is shared with friends or family • Give advice on how to respond if a friendship is making someone feel worried, unsafe or uncomfortable (ZoR link) • Use a range of strategies to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety (role play for online scenarios) (ZoR link) • List ways people can be influenced by their peers' behaviour and by a desire for peer approval including online • Develop strategies for how to manage this influence 	<ul style="list-style-type: none"> • Give reasons for the importance of different kinds of relationships in their lives as they grow, including romantic, and know that all of these relationships should be based on mutual trust and respect • Explain why it is important and right to respect people's choices and love for each other regardless of their own, or others', background, beliefs, choices or identity – links to equality laws and British Values • Demonstrate an understanding that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • Explain and discuss why marriage should be wanted equally by both people and understand that forcing someone to marry against their will is a crime – links to human rights and British law
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	<ul style="list-style-type: none"> • To know and give examples of some ways that other families may be similar or differ from their own • Recognise and respect that not every family has the same family structure but all should be characterised by love and care • To know that family should be a source of love, security and stability and give examples of some ways that these qualities can present themselves (ZoR link) • To identify stable, caring relationships within a healthy family life (siblings, relatives, guardians or godparents, close family friends) and know how these relationships should make them feel • Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<ul style="list-style-type: none"> • predict, assess and know how to manage risk in different negative situations online • Demonstrate they know how to keep safe online, including strategies for managing requests for personal information and recognising what is appropriate to share or not share online • Develop strategies for coping with uncomfortable situations online and know how to report concerns, including about inappropriate online content and contact (ZoR link) 	<p>The Big Question: What makes up our identity?</p> <ul style="list-style-type: none"> • Give examples of ways we can recognise and respect similarities and differences between people and what they have in common with others – using examples from their own experiences • explore and discuss a range of factors that contribute to a person’s identity and how individuality and personal qualities make up someone’s identity • understand and give examples of stereotypes and explain how they are not always accurate, and can negatively influence behaviours and attitudes towards others (including racial/gender/class) • demonstrate the ability to constructively challenge those they disagree with when challenging stereotypes and assumptions about others in everyday experiences (role play) 	<p>The Big Question: How can we stay safe as we grow?</p> <ul style="list-style-type: none"> • To demonstrate an understanding that a person’s body belongs to them. • To know the difference between appropriate and inappropriate or unsafe physical or online contact (ZoR link) • To know strategies for responding safely and appropriately to adults or others they may encounter, whom they do not know • To know how to ask for advice/ report concerns or abuse, using clear, scientific vocabulary and remaining assertive and persistent until they are heard • To be able to list different safe sources of advice
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Health and wellbeing	<p>The Big Question: What keeps us safe?</p> <ul style="list-style-type: none"> To list common hazards that may cause harm or injury in their everyday lives (local journey/school/home/play) and know what they should do to reduce risk and keep themselves (or others) safe – including sun safety To know that their body belongs to them and should not be hurt or touched without their permission; Know who/how to ask for advice/report concerns if they feel uncomfortable or worried, using clear, precise vocabulary Can list strategies to respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) Match everyday health and hygiene rules and routines with staying safe and healthy (including how to 	<p>The Big Question: How can we manage our feelings?</p> <ul style="list-style-type: none"> To make links between everyday events and fluctuations in feelings (cause and effect) - (ZoR link) Demonstrate how to respond proportionately to, and manage, feelings in a range of scenarios (ZoR link) Use some strategies for how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking (growth mindset) (ZoR link) To identify ways to access advice and support to help manage their own or others' feelings – including in times of grief or loss. (ZoR link) <p>The Big Question: How will we grow and change?</p> <ul style="list-style-type: none"> To know what puberty means and understand there is a wide range of changes and timeframes to expect in the way our 	<p>The Big Question: Why is our mental health important to our wellbeing?</p> <ul style="list-style-type: none"> Recognise and give examples of how their own mental health and physical wellbeing are linked Know how to recognise early signs of mental ill-health and what to do about this, including knowing who to speak to in and outside school (ZoR link) Give examples of how growth mindset can help my mental health and wellbeing. (ZoR link) Make connections for how positive friendships and being involved in activities such as clubs and community groups can support wellbeing (ZoR link) Monitor online usage and link fluctuations in their mood/wellbeing with online usage – give possible causes for this (ZoR link) Understand and explain benefits of safe sun 	<p>The Big Question: How can we keep healthy as we grow?</p> <ul style="list-style-type: none"> be able to suggest a range of ways we can make choices that support a healthy, balanced lifestyle and give examples of these including: knowing nutritional and calorific value in food, linking this to how our digestive system and circulatory system works Demonstrate an understanding of how to plan for a nutritional, healthy meal ways to stay physically active linking these to our understanding of how our body functions and our mental and physical wellbeing (ZoR link) Explain how habits can be healthy or unhealthy; suggest strategies to help change or break an unhealthy habit or take up a new healthy one Give examples of how health problems, including mental health problems,
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	<p>avoid the spread of germs/viruses)</p> <ul style="list-style-type: none"> know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns Know what to do in an emergency and who can help including calling for help and speaking to the emergency services - <p>The Big Question: How can we keep healthy?</p> <ul style="list-style-type: none"> To list the main food groups and list some examples from each. Know what a balanced diet means and design a healthy plate meal To list ways that regular physical activity makes people feel better (bodies and feelings) (ZoR link) To list ways to be active on a daily and weekly basis To know that there should be balance between time online with other activities (ZoR link) Know how to make choices about physical activity, 	<p>bodies look and change (all)</p> <ul style="list-style-type: none"> To know what menstruation is (girls) To understand the need for good personal hygiene (all) To identify some ways that puberty can affect emotions and feelings (all) <p>ZONES</p> <ul style="list-style-type: none"> To know common signs to look out for when menstruation begins (girls) To know how to use a pad and when/ who to ask for assistance or advice when menstruating (girls) <p>The Big Question: Why should we look after our teeth?</p> <ul style="list-style-type: none"> Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist List ways that not eating a balanced diet can affect dental health, including the impact of too much sugar/acidic drinks on dental health 	<p>exposure. Understand negative/harmful effects of sun damage and ways to protect themselves</p> <ul style="list-style-type: none"> Evaluate an element of their lives (sleeping habits/physical activity or online activity) and develop a plan for changes to improve their overall wellbeing – note benefits (ZoR link) Demonstrate a range of strategies for managing the influence of friends and family on lifestyle choices (role play scenarios) <p>The Big Question: (Hazard Alley) How can we stay safe and help in an accident or emergency?</p> <ul style="list-style-type: none"> To explain how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety) Know how to carry out basic first aid including what to do if someone is choking, has an asthma attack or allergic reactions 	<p>can build up if they are not recognised, managed, or if help is not sought early on (ZoR link)</p> <ul style="list-style-type: none"> Explore/debate the usefulness of using ‘growth mindset’ strategies when feeling overwhelmed and in helping us to reframe unhelpful thinking (ZoR link) Understand that anyone can experience mental ill-health and recognise the importance of discussing concerns with a trusted adult (ZoR link) use strategies for managing change, including moving to secondary school; including how to ask for support or where to seek further information and advice regarding growing up and changing (ZoR link) <p>The Big Question: How can drugs common to everyday life affect health?</p> <ul style="list-style-type: none"> Know how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and
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	<p>including listing examples of what and who influences decisions and list how the lack of physical activity can affect health and wellbeing</p> <ul style="list-style-type: none"> • Know some strategies for how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking (growth mindset) (ZoR link) • Link how lack of sleep can affect the body and mood and know simple routines that support good quality sleep (ZoR link) • Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<ul style="list-style-type: none"> • Know how people make choices about what to eat and drink, including who or what influences these. (adverts/peers) • know how, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> • Understand that if someone has experienced a head injury, they should not be moved • Recognise when it is appropriate to use first aid and the importance of seeking adult help • Explain the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services and list some consequences of panic (ZoR link) <p>The Big Question: How will we grow and change?</p> <ul style="list-style-type: none"> • To understand the key facts about the menstrual cycle and menstrual wellbeing. • To understand and explain the types of physical changes to expect leading up to and during puberty in boys and girls • To know that there is a variation in the timeframe 	<p>medicines) can affect health and mental wellbeing</p> <ul style="list-style-type: none"> • Understand that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal and to know the difference • Make connections between laws surrounding the use of drugs and alcohol and the need to keep ourselves and others safe and protected • Consider and explore reasons why people choose to use or not use different drugs (ZoR link) • Explain how people can prevent or reduce the risks associated with them • Reflect on reasons (social/emotional/physical) that lead some people to use drugs and why it can become a habit which is difficult to break (ZoR link) • Use a range of assertive strategies to manage difficult situations linked to influence and peer
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			<p>for physical and emotional changes in puberty and that an individual's experience may vary</p> <ul style="list-style-type: none"> • Explore and discuss how puberty can affect emotions and feelings and the need for sensitivity, respect and supportive behaviours • be familiar with the types of products available to manage personal hygiene • Explain where to get information, help and advice about growing, changing and puberty 	<p>pressure in a range of scenarios</p> <ul style="list-style-type: none"> • Explain how to ask for help from a trusted adult if they have any worries or concerns about drugs or are struggling with peer pressure or negative influences <p>The Big Question: How can the media and online information influence us?</p> <ul style="list-style-type: none"> • To debate and discuss how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions – linking to peer pressure, body image and expectations (ZoR link) • Explore and discuss how text and images online and in the media can be manipulated or invented; consider motives for this and list strategies to recognise this • Know how to be a discerning consumer of information online – understanding that information and search
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				<p>engines are ranked, selected and targeted</p> <ul style="list-style-type: none"> to discuss and debate how information online and in the media can influence people’s decisions, including personal behaviours and choices, taking into consideration different viewpoints
<p style="text-align: center;">Sex Education Y6</p>				<p>The Big Question: Why are our bodies changing as we grow?</p> <ul style="list-style-type: none"> To identify the external and internal reproductive organs in males and females To understand and make links between, the process of puberty (including menstruation) and human reproduction To know about the process of reproduction as part of the human life cycle. To learn and understand how babies are conceived To contextualise the act of conception within a loving, respectful relationship

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<p>Living in the wider world (to be covered in assemblies each half term)</p>	<p>The Big Question: What makes a community?</p> <ul style="list-style-type: none"> To list examples of how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups To know what is meant by a diverse community; how different groups make up the wider/local community List some ways the school and local community helps everyone to feel included and values the different contributions that people make Demonstrate how to be respectful towards people who may live differently to them and know some strategies for finding out more about those differences so that they understand them better 	<p>The Big Question: How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> Understand how people have a shared responsibility to help protect the world around them Identify how everyday choices can affect the environment Make links demonstrating how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) Begin to demonstrate skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues (turn taking/respectful listening/clear speaking/positive language) List ways of showing care and concern for others (people and animals) Know how to carry out personal responsibilities in 	<p>The Big Question: What decisions can people make with money?</p> <ul style="list-style-type: none"> How people make decisions about spending and saving money and what influences those decisions How to keep track of money so people know how much they have to spend or save How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) How to recognise what makes something 'value for money' and what this means to them That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions 	<p>The Big Question: What jobs would we like?</p> <ul style="list-style-type: none"> That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime That some jobs are paid more than others and some may be voluntary (unpaid) About the skills, attributes, qualifications and training needed for different jobs That there are different ways into jobs and careers, including college, apprenticeships and university How people choose a career/job and what influences their decision, including skills, interests and pay How to question and challenge stereotypes about the types of jobs people can do How they might choose a career/job for themselves when they are older, why they would choose it and
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		<p>a caring and compassionate way</p>		<p>what might influence their decisions</p>
<p>ALL YEARS: The Big Question: How are my strengths, skills and interests useful to me?</p> <ul style="list-style-type: none"> • Recognise personal qualities and individuality • Demonstrate self-worth by identifying positive things about themselves and their achievements • Link how their personal attributes, strengths, skills and interests contribute to their self-esteem • Set manageable, measurable and age-appropriate goals for themselves <p>All Years: Whole School Values – Assemblies/school and class rules and ethos The Big Question: How do we respect ourselves and others?</p> <ul style="list-style-type: none"> • That personal behaviours can affect other people; to recognise and model respectful behaviour at all times • To recognise the importance of self-respect: everyone should expect to be treated politely in school and wider community • To respect differences and similarities between people, recognising what they have in common with others e.g. physically, personality, choices and background • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • To be able to discuss and debate topical issues, respecting other’s point of view and constructively challenging those they disagree with <p>Green highlighted objectives for each year group are ‘Growth mindset’ – helping hand revisit/review.</p>				