



Curriculum Policy – PSHE

Subject Lead: Alice Johnston

Introduction:

At Robin Hood Primary School, we believe that personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of society. Affecting teaching of PSHE enables children to understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up.

Our whole school mission statement, 'SUCCESS IS A JOURNEY, NOT A DESTINATION; WE ARE ALL LEARNERS' alongside our whole school values encompass everything that we believe should be at the heart of quality teaching and learning. Below are the whole school values that link directly to PHSE:

- Excellence is achieved through the delivery of an inclusive curriculum, taught in a modern, well-resourced and stimulating environment by passionate, gifted and highly committed teachers and staff.
- Our curriculum prepares children for the 21st Century and is relevant, immersive, engaging and allows every child to make very good progress.
- We aim not only for academic excellence but also for our children to be keen, effective, confident independent and collaborative learners, who will be well prepared for success in adulthood.

Aims:

Through our PSHE curriculum, we aim that our pupils will;

- Develop spiritually, morally, socially and culturally;
- Develop self-confidence and self-responsibility;
- Value themselves and others;
- Acknowledge and appreciate difference and diversity;
- Be independent, responsible and active members of the school and the local community;
- Learn to make informed choices;
- Be prepared to be positive and active members of a democratic society;
- Understand what constitutes a safe and healthy lifestyle;
- Develop the ability to form healthy friendships and relationships;
- Understand and manage their emotions;
- Have opportunities to consider issues which may affect their own lives and/or the lives of others.

Our Curriculum at Robin Hood:

Our wider curriculum at Robin Hood is bespoke to our children and staff to instil a life-long love of learning. The curriculum itself is underpinned by the Essentials Curriculum by Chris Quigley. The Essentials Curriculum sets out the essential coverage, learning objectives and standards, which are required for all subjects. Furthermore, it provides progress measures for all subjects, including personal development.

One of the primary reasons we chose this curriculum is because it emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them onto the next skill needlessly when they have not truly mastered it. Each subject is based on the same 'Threshold Concept' which are explored in every year group ensuring children gradually increase their understanding. As the exploration of these concepts are repeated each year, it is important that pupils progress their understanding of them through Milestones; each Milestone contains a range of descriptors which provide more detail to be discovered within concepts over a two-year period: Milestone 1 (Year 1 and 2), Milestone 2 (Year 3 and 4) and Milestone 3 (Year 5 and 6). Children first develop a Basic understanding in Years 1, 3 and 5 before advancing their understanding through further exploration of a concept in Year 2, 4 and 6. Through application in a bread of contexts, they will reach a 'Deep' understanding in each subject.

Curriculum: EYFS

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a children's early development. PSHE is part of the prime area of 'Personal, Social and Emotional Development' as well as 'Playing' which is part of 'Cultural Awareness'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year.

Milestones in EYFS:

Nursery	<p style="text-align: center;"><u>Nursery (End)</u></p> <p style="text-align: center;"><u>Personal, Social and Emotional Development:</u></p> <p style="text-align: center;">Becoming Me</p> <p>Is beginning to use language rather than physical outbursts to express themselves. Is beginning to use appropriate behaviour for different settings, e.g. indoor voices. Can name some basic feelings, e.g. happy, sad, angry and scared. Identifies basic character virtues, e.g. kindness. Uses the toilet independently.</p> <p style="text-align: center;">Becoming a Friend</p> <p>Takes turns and shares (not consistently). Seeks the approval of an adult. Enjoys make-believe play. Has a set of feelings about themselves. How they feel about themselves is influenced by their relationships with people around them.</p> <p style="text-align: center;">Becoming a Citizen</p> <p>Is beginning to follow rules. Takes interest in roles in the home, e.g. who makes their meals, who reads their bedtime stories. Can describe their local environment. Knows that money is used to buy things.</p> <p style="text-align: center;"><u>Cultural Awareness: Playing:</u></p> <p>Bases pretend play on events they have seen or heard about but not personally experienced. Gives toys a voice. Talks when planning and during play and afterwards about their play. Includes short, time-related sequences of activities in play.</p>
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Reception	<p style="text-align: center;"><u>R1 (Mid-point)</u></p> <p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <p style="text-align: center;">Becoming Me</p> <p>Is becoming confident and self-assured. Enjoys dramatic play. Can cope with delays in having needs met? Demonstrates persistence and some emotional control. Is able to identify basic character virtues and opportunities to use them. Identifies basic feelings and some strategies to manage them. Follows basic hygiene rules.</p> <p style="text-align: center;">Becoming a Friend</p> <p>Is sociable and enjoys silly talk. May have a best friend. Plays with a group. Has a stable self-concept. Is beginning to identify what makes them special.</p> <p style="text-align: center;">Becoming a Citizen</p> <p>Helps to create rules. Takes notice of roles performed by members of their family outside the home. Knows that people earn money by working. Can describe what they like and don't like about their environment.</p> <p style="text-align: center;"><u>Cultural Awareness: Playing:</u></p> <p>Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others changing roles in response to the play. Includes planned events with cause and effect sequences in play. Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'</p>	<p style="text-align: center;"><u>R2 (End)- Personal, Social and Emotional Development</u></p> <p style="text-align: center;">Becoming Me</p> <p>Is able to complete tasks. Identifies more complex feelings and begins to recognise them in others. Has a stable view of themselves. Demonstrates some basic character virtues. Manages own needs. Takes responsibility for washing, dressing and using the toilet independently.</p> <p style="text-align: center;">Becoming a Friend</p> <p>Is developing a sense of social rules. Prefers games of rivalry. Enjoys cooperative play, often relying on an adult to sort out conflicts. Shows sensitivity to the needs of others. Much of their personality is established. Is beginning to recognise differences between themselves and others.</p> <p style="text-align: center;">Becoming a Citizen</p> <p>Follows negotiated rules and uses strategies to manage non-compliance. Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers. Knows that to buy some things you may have to save up money. Can describe what might be done to care for their environment.</p> <p style="text-align: center;"><u>Cultural Awareness: Playing:</u></p> <p>Takes on multiple roles. Includes highly imaginative themes with multiple plans and sequences in play. To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence. Collaborates with others, planning roles and scenarios.</p>
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Curriculum: KS1

Year 1	Autumn 1	Autumn 2	Spring 1
	Physical health and wellbeing: What keeps my body healthy?	Mental health and emotional wellbeing: What are my feelings?	Keeping safe and managing risk: How do I stay safe indoors and outdoors?
	Spring 2	Summer 1	Summer 2
	Drug, alcohol and tobacco education: What should I put into my body?	Relationship education: Who are my friends and family?	Wider World: What makes me special?
Year 2	Autumn 1	Autumn 2	Spring 1
	Physical health and wellbeing: How can I help my body?	Mental health and emotional wellbeing: How can I manage big emotions?	Keeping safe and managing risk: How do I protect myself from dangers?
	Spring 2	Summer 1	Summer 2
	Drug, alcohol and tobacco education: How do I know what is safe for my body?	Relationship education: How are boys, girls and families special?	Wider World: How should I use my money?

Curriculum: KS2

Year 3	Autumn 1	Autumn 2	Spring 1
	Physical health and wellbeing: What helps me choose?	Mental health and emotional wellbeing: How do I deal with strengths and challenges?	Relationship education: How are we similar or different?
	Spring 2	Summer 1	Summer 2
	Drug, alcohol and tobacco education: What are the risks of smoking?	Keeping safe and managing risk: What is bullying?	Wider World: What is a community?
Year 4	Autumn 1	Autumn 2	Spring 1
	Physical health and wellbeing: What is important to my health?	Mental health and wellbeing: What makes a good friend?	Relationship education: How do I change as I grow?
	Spring 2	Summer 1	Summer 2
	Drug, alcohol and tobacco education: How do I know if a habit is healthy?	Keeping safe and managing risk: How do I play safely?	Wider world: Who do I aspire to be?
Year 5	Autumn 1	Autumn 2	Spring 1
	Physical health and wellbeing: How does the media influence my health?	Mental health and emotional wellbeing: How do I deal with changing emotions?	Relationship education: How do I control the changes that happen as I grow?
	Spring 2	Summer 1	Summer 2
	Drug, alcohol and tobacco education: How do I resist different pressures?	Keeping safe and managing risk: What do I do if things go wrong?	Wider world: How do we create a diverse community?
Year 6	Autumn 1	Autumn 2	Spring 1
	Physical health and wellbeing: How do I look after my personal hygiene?	Mental health and emotional wellbeing: How do I support myself and others mental health?	Relationship education: How do relationships change as we grow up?
	Spring 2	Summer 1	Summer 2
	Drug, alcohol and tobacco education: How do I manage different risks?	Keeping safe and managing risk: How do I resist peer pressure?	Wider World: What are my identity and rights?

Curriculum Milestones: Year 1 to Year 6

Threshold Concepts:

1. Relationship and sex education (RSE)
2. Drug, alcohol and tobacco education
3. Physical health and wellbeing
4. Mental health and emotional wellbeing
5. Keeping safe and managing risk
6. Wider world – This includes; careers, financial capability & economic wellbeing, identity, society and equality.

Teaching and Learning:

To ensure high quality teaching and learning in PSHE at Robin Hood, we follow a progressive and inspiring curriculum, which meets the needs of all our children across school using the PSHE Association to support with resources and training. This broad and balanced curriculum ensures children receive quality weekly PSHE lessons throughout the year.

The children are given the opportunity to engage in a range of activities which promote an understanding of themselves as growing and changing individuals and as members of a wider community. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

We encourage the children to take part in a range of practical activities that promote active citizenship e.g. fundraising, lunchtime jobs, playground buddies, school council and the planning of school events. Children also have the opportunities to meet and work with members of the community, such as health workers, firefighters, police, and representatives from the local church and local community.

Assessment:

Subject leader's plans and overviews indicates the focus for each unit through learning objectives and key vocabulary identified. Teachers assess the children's understanding of the six Key Concepts through Milestones and these are assessed at a basic, advancing and deep level, which inform future planning to ensure progress is made. Before each unit, teachers establish the pupils' level of knowledge through the school tracking system to identify the children's knowledge of the milestones previously taught; this is used to refine planning. Verbal feedback is paramount through the unit and an online floor book is used to show progression from lesson 1 to lesson 6 in each unit. Pupils are also encouraged to make judgements about how they can improve their own work.

Whole-School Events:

- Assemblies lead by the Wellbeing Ambassadors
- Macmillan Charity Day
- Red Nose Day
- Mental Wellbeing Week
- World Meditation Day
- World Health Day
- British Values Day
- Anti-Bullying Week
- Aspirations Day

British Values:

In accordance with The Department for Education, we aim to promote British values in our school to ensure young people leave school prepared for life in modern Britain. PSHE lessons are well placed to teach children about these values and to inspire children to actively demonstrate these values. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

British Values within PSHE:

Respect and Tolerance	EYFS	KS1	KS2
	We learn how to be a good friend. We learn that people might have other interests to us.	We learn about how we are special and how other people can be similar or different.	We learn about how diverse our community can be. We learn about positive relationships and the difference between fact and opinion.
Rule of Law	EYFS	KS1	KS2
	We follow negotiated rules and use strategies to manage non-compliance.	We follow school rules and help to create classroom rules. We learn about how rules and special people keep us safe.	We follow school rules and help to create classroom rules. We learn about different laws and why they were created.
Democracy	EYFS	KS1	KS2
	We take notice of people outside of our family who contribute to society e.g. politicians, teachers, police and nurses.	We learn that we all have opinions and these can be similar or different to other people.	We learn the difference between fact and opinion. We learn about our Government. We debate ideas and know that we can have different opinions.
Individual Liberty	EYFS	KS1	KS2
	We learn what we need to stay happy and healthy. We learn that we are responsible for our own behaviour. We know who can help us and how we can help other people.	We learn to recognise our own emotions. We learn what it means to be a good friend. We learn how to be responsible both in school and outside of school. We develop our self-confident and have pride on our learning.	We learn what bullying is and learn how to challenge it. We learn about discrimination and how we challenge this. We learn about stereo-typing and how this can be challenged. We learn about our rights and responsibilities in our society.

Resources:

All classrooms have access to the following resources; Wellbeing and PSHE books that are suited to the key stage that the children are in and keep calm boxes which are designed to be used to support groups or individuals. Teacher also have access to the online 'PSHE Association' portal which provides quality assured resources and training.

