

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.

Implementation:



1. EYFS
2. Long Term Overview
3. Colyton Enhancements
4. Knowledge & Skills Progression
5. Lesson Design
6. Impact
7. Inclusion
8. Partnership with Parents

EYFS

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' guidance which enriches the ELGs (Early Learning Goals) and information within the EYFS statutory framework.

Their PSHE learning is met through following these statements based on the 'Development Matters' guidance and ELGs.

Independent Individual

- I can think and talk about my feelings and the feelings of others and begin to manage my own feelings.
- I can set and work towards simple goals.
- I can wait for things I want and control my impulses.
- I can focus on what the teachers says, respond and follow instructions with several parts.
- I can be confident in new activities, be independent and show resilience and perseverance in the face of challenge.
- I know right from wrong and can explain why we have rules.
- I can manage my own personal hygiene and needs.
- I can talk about how to be healthy and have good wellbeing.
- I can see myself as a valuable individual.

Confident Communicator

- I can listen carefully and know why listening is important.
- I can respond with questions, comments and actions.
- I can make comments and ask questions to find out more and to check I understand what has been said to me.
- I can hold two-way conversation with my friends and teachers.
- I can have one to one, small group and class discussions speaking and listening in turn and using new vocabulary.
- I can talk to help work out problems and to explain how things work and why they might happen.
- I can talk about my ideas, feelings and experiences in well-formed sentences and can connect one idea or action to another using a range of connectives and different tenses
- I can learn and use new vocabulary and use it in different ways.
- I can develop social phrases.
- I can describe events in some detail.

Fantastic Friend

- I can build positive and respectful relationships with adults and children.
- I can work and play with others and take turns.
- I can think about my own and other people's needs.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives. It is also fundamental to their cognitive development and underpins their personal development to develop attachments that shape their social world. Strong, warm and supportive relationships with adults at Colyton enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, children will begin to understand how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they will begin to learn how to make good friendships, co-operate and resolve conflicts peacefully.

These attributes will provide a secure platform from which children can achieve at school and in later life. PSED is a prime area of the EYFS curriculum.

Implementation:



1. EYES
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3. Cultural Enhancements
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Long Term Overview

We follow a two-year rolling programme at Colyton and we use the PSHE Association Question Based which is structured around an overarching question for each term or half term. The **three core themes** from the Programme of Study are fully covered - colour-coding highlights whether the curriculum focus is Health and Wellbeing, Relationships or Living in the Wider World.

Relationships Health & Wellbeing Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 1/2 B	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with our money?	Who helps to keep us safe?	How can we look after each other & the world?
Year 3/4 A	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 3/4 B	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5/6 A	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	What jobs would we like?	How can drugs common to everyday life affect health?
Year 5/6 B	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

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How do we enhance the PSHE/RSE Curriculum?

At Colyton we enhance the curriculum through our separate Personal Development curriculum and by ensuring our lessons within the PSHE curriculum cover the key Personal Development and British Values themes:



SMSC



Careers



Wellbeing



Healthy Lifestyle



Resilience



British Values



Citizenship



Health & Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	SMSC I understand why we look after friends and help them when they are sad	SMSC I understand what behaviour is acceptable and what isn't.	Careers I am aware of local jobs in my community	Wellbeing I know how to keep myself safe from harm	Careers I can learn about what is involved in a job as a dentist. Healthy Lifestyle I know how to keep myself healthy through a balanced diet.	Resilience and SMSC I can understand my own emotions and emotions of others.
Year 1/2 B	British Values I can understand and respect that everyone is different	British Values I respect that all families are different	Careers I can learn about what is involved in a job as a nurse Healthy Lifestyle I am aware of how to stay healthy	Citizenship I can understand the value of money and it's role within society	Careers I know the jobs that will keep us safe.	Citizenship I aware of how to look after people around me
Year 3/4 A	SMSC I understand what a good friend is.	Health and Safety I know how to keep myself and others safe in the car	British Values I respect that all families are different	Citizenship I can understand my local community through volunteering.	Careers I can learn about what is involved in a job as a dentist. Healthy Lifestyle I know how to my teeth healthy	Healthy Lifestyle I know why sleep is so important for keeping me healthy.
Year 3/4 B	SMSC I can recognise my own skills	SMSC and British Values I know why it is important to respect others, and I know how to show it	Resilience I understand how to manage my feelings	Wellbeing I know how my body will grow and change	Citizenship I can make changes at home at and at school to be more sustainable.	Health and Safety I can recognise the risk in different places
Year 5/6 A	SMSC I can recognise and respect similarities and differences between people	Citizenship I know how to be responsible with money.	Citizenship I can learn what to do in an emergency and develop First Aid Skills	Citizenship We can share why the internet is harmful with the rest of the school	Careers I can make decision about my career	Healthy Lifestyle I understand how drugs can affect health
Year 5/6 B	Wellbeing and SMSC I can recognise the signs of physical or mental ill-health and know where to get support		Wellbeing I can understand how the media and what I read online can affect how I feel		SMSC I understand that my friendships may change as I get older	
Whole School	Police visit National Mental Health Day	Black History Month Anti-Bullying Week	Children's Mental Health Week NSPCC Week Safer Internet Day	Clever Never Goes International Women's Day Fire Service visit	Walk to School Week May Pole Dancing	Lifeguard visit Sport's Day Thank you Cream Tea

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How do we enhance the PSHE/RSE Curriculum?

At Colyton we also enhance the curriculum by teaching additional lessons that provide children with the skills to navigate current local and national issues. These focus on the 5 themes of SRE, consent, local risks, mental / physical health and drugs / alcohol.

NB: The affects of smoking is taught within the Year 5/6 Science curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	Year 2 only SRE	Consent		Year 2 only Local risks: Fire safety visit		Mental health
Year 1/2 B	Year 2 only SRE		Physical health	Year 2 only Local risks: Fire safety visit	Drugs and alcohol	
Year 3/4 A		Local risks: Police Visit		Year 4 only SRE	Drugs and alcohol	Drugs and alcohol
Year 3/4 B		Consent	Mental health	Year 3/4 SRE + Year 4 only		Local risks: Beach safety visit
Year 5/6 A			Local risks: First aid training	Year 5 only Local risks: Fire safety visit		Year 6 only SRE Drugs and alcohol
Year 5/6 B	Mental health		Year 5 only Local risks: Fire safety visit		Year 6 only SRE Consent	

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Knowledge & Skills Progression

Year 1/2 A

What makes a good friend? (Autumn 1)	What is bullying? (Autumn 2)	What jobs do people do? (Spring 1)
NATIONAL CURRICULUM COVERAGE: PoS: R6, R7, R8, R9, R25	NATIONAL CURRICULUM COVERAGE: PoS: R10, R11, R12, R16, R17, R21, R22, R24, R25	NATIONAL CURRICULUM COVERAGE: PoS: L15, L16, L17, L7, L8
SUBSTANTIVE KNOWLEDGE: I KNOW how people behave when they are being friendly. I KNOW what makes a good friend.	SUBSTANTIVE KNOWLEDGE: I KNOW how words and actions can affect how people feel. I KNOW why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.	SUBSTANTIVE KNOWLEDGE: I KNOW how jobs help people earn money to pay for things they need to want. I KNOW a range of different jobs including those done by people I know or by people in my community. I KNOW how people have different strengths and interests that enable them to do different jobs. I KNOW how people use the internet and digital devices in their jobs and everyday life.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO make friends with others. I KNOW HOW TO recognise when I feel lonely and what I can do about it. I KNOW HOW TO resolve arguments that can occur in friendships. I KNOW HOW TO ask for help if a friendship is making them unhappy. + Year 2 only: I KNOW HOW TO use the correct names for the main parts of the body, including external genitalia, and that parts of bodies covered with underwear are private. VOCAB: penis testicles, vagina, vulva	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for and give permission, or not give permission, for physical contact. I KNOW HOW TO respond if physical contact makes them uncomfortable or unsafe. I KNOW HOW TO respond to name-calling, hurtful teasing, bullying and being deliberately excluded. I KNOW HOW TO report bullying or hurtful behaviour, including online, to a trusted adult, and the importance of doing so.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO find out more about different jobs including safely using the internet.

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Knowledge & Skills Progression

Year 1/2 A

<i>What helps us to stay safe?</i> (Spring 2)	<i>What helps us grow and stay healthy?</i> (Summer 1)	<i>How do we recognise our feelings?</i> (Summer 2)
NATIONAL CURRICULUM COVERAGE: PoS: L10, L11, L12, L13	NATIONAL CURRICULUM COVERAGE: PoS: H10, H33, H35, H36, R15, R20, L5	NATIONAL CURRICULUM COVERAGE: PoS: H26, H27, R21, R22, R24, R25, L2, L3
SUBSTANTIVE KNOWLEDGE: I KNOW what money is, that it comes in different forms and how it can be obtained (e.g. earned, won, borrowed, presents). I KNOW how people make choices about what to do with money, including spending or saving. I KNOW the difference between needs and wants (people cannot always have what they want).	SUBSTANTIVE KNOWLEDGE: I KNOW that people have different roles in the community to help them keep safe. I KNOW who can help me in different places and situations. I KNOW what to do if I feel unsafe or worried, and that I should keep on asking for support until I have the help I need.	SUBSTANTIVE KNOWLEDGE: I KNOW how kind and unkind behaviour can affect others. I KNOW the responsibilities I have in and out of the classroom. I KNOW how people and animals need to be looked after and cared for. I KNOW what can harm the local and global environment. I KNOW how people grow and change, and how their needs change as they grow from young to old.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO keep money safe and the different ways of doing this.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO attract someone's attention or ask for help. I KNOW HOW TO respond safely to adults that I don't know. I KNOW HOW TO get help if there is an accident and someone in hurt, including how to dial 999 and what to say	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO be polite and courteous. I KNOW HOW TO work and play co-operatively. I KNOW HOW TO care for the local and global environment. I KNOW HOW TO manage change when moving to a new class or year group.

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Knowledge & Skills Progression

Year 1/2 B

What is the same and different about us? (Autumn 1)	Who is special to us? (Autumn 2)	What helps us stay healthy? (Spring 1)
NATIONAL CURRICULUM COVERAGE: PoS: H21, H22, H23, H25, R13, R23, L6, L14	NATIONAL CURRICULUM COVERAGE: PoS: L4, R1, R2, R3, R4, R5	NATIONAL CURRICULUM COVERAGE: PoS: H1, H5, H6, H7, H10, H37
SUBSTANTIVE KNOWLEDGE: I KNOW what I like/dislike and am good at I KNOW what makes me special and how everyone has different strengths. I KNOW how my personal features or qualities are unique to me. I KNOW how I am similar and different to others, and what they have in common	SUBSTANTIVE KNOWLEDGE: I KNOW that family is one of the groups I belong to, and about the different people in my family. I KNOW that families are all different but share common features. I KNOW how my family members make me feel loved and cared for, and what we do/enjoy together.	SUBSTANTIVE KNOWLEDGE: I KNOW what being healthy means and who helps me to stay healthy (e.g. parent, dentist, doctor) I KNOW how medicines (including vaccinations and immunisations) can help people stay healthy. I KNOW why hygiene is important and how simple hygiene routines can stop germs from being passed on.
DISCIPLINARY KNOWLEDGE: <u>Year 2 only:</u> I KNOW HOW TO use the correct names for the main parts of the body, including external genitalia, and that parts of bodies covered with underwear are private. VOCAB: penis testicles, vagina, vulva	SUBSTANTIVE KNOWLEDGE: I KNOW that family is one of the groups I belong to, and about the different people in my family. I KNOW that families are all different but share common features. I KNOW how my family members make me feel loved and cared for, and what we do/enjoy together.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO take care of myself on a daily basis, e.g. brushing teeth and hair, hand washing.

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Knowledge & Skills Progression

Year 1/2 B

<i>What can we do with our money? (Spring 2)</i>	<i>Who helps to keep us safe? (Summer 1)</i>	<i>How can we look after each other & the world? (Summer 2)</i>
NATIONAL CURRICULUM COVERAGE: PoS: L10, L11, L12, L13	NATIONAL CURRICULUM COVERAGE: PoS: H10, H33, H35, H36, R15, R20, L5	NATIONAL CURRICULUM COVERAGE: PoS: H26, H27, R21, R22, R24, R25, L2, L3
SUBSTANTIVE KNOWLEDGE: I KNOW what money is, that it comes in different forms and how it can be obtained (e.g. earned, won, borrowed, presents). I KNOW how people make choices about what to do with money, including spending or saving. I KNOW the difference between needs and wants (people cannot always have what they want).	SUBSTANTIVE KNOWLEDGE: I KNOW that people have different roles in the community to help them keep safe. I KNOW who can help me in different places and situations. I KNOW what to do if I feel unsafe or worried, and that I should keep on asking for support until I have the help I need.	SUBSTANTIVE KNOWLEDGE: I KNOW how kind and unkind behaviour can affect others. I KNOW the responsibilities I have in and out of the classroom. I KNOW how people and animals need to be looked after and cared for. I KNOW what can harm the local and global environment. I KNOW how people grow and change, and how their needs change as they grow from young to old.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO keep money safe and the different ways of doing this.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO attract someone's attention or ask for help. I KNOW HOW TO respond safely to adults that I don't know. I KNOW HOW TO get help if there is an accident and someone is hurt, including how to dial 999 and what to say	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO be polite and courteous. I KNOW HOW TO work and play co-operatively. I KNOW HOW TO care for the local and global environment. I KNOW HOW TO manage change when moving to a new class or year group.

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Knowledge & Skills Progression

Year 3/4 A

How can we be a good friend? (Autumn 1)	What keeps us safe? (Autumn 2)	What are families like? (Spring 1)
NATIONAL CURRICULUM COVERAGE: PoS: R10, R11, R13, R14, R17, R18	NATIONAL CURRICULUM COVERAGE: PoS: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	NATIONAL CURRICULUM COVERAGE: PoS: R5, R6, R7, R8, R9
SUBSTANTIVE KNOWLEDGE: I KNOW how friendships support wellbeing and the importance of seeking support if I am feeling lonely or excluded. I KNOW that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.	SUBSTANTIVE KNOWLEDGE: I KNOW that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable. I KNOW how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly). I KNOW what to do in an emergency, including calling for help and speaking to the emergency services.	SUBSTANTIVE KNOWLEDGE: I KNOW how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents). I KNOW how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. I KNOW how people within families should care for each other and the different ways they demonstrate this.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise if others are feeling lonely and excluded and strategies to include them. I KNOW HOW TO build good friendships, including identifying qualities that contribute to positive friendships. I KNOW HOW TO how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. I KNOW HOW TO help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. I KNOW HOW TO recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online). I KNOW HOW TO react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

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Knowledge & Skills Progression

Year 3/4 A

What makes a community? (Spring 2)	Why should we eat well and look after our teeth? (Summer 1)	Why should we keep active and sleep well? (Summer 2)
NATIONAL CURRICULUM COVERAGE: PoS: R32, R33, L6, L7, L8	NATIONAL CURRICULUM COVERAGE: PoS: H1, H2, H3, H4, H5, H6, H11, H14	NATIONAL CURRICULUM COVERAGE: PoS: H1, H2, H3, H4, H7, H8, H13, H14
SUBSTANTIVE KNOWLEDGE: I KNOW how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. I KNOW what is meant by a diverse community; how different groups make up the wider/local community around the school. I KNOW how the community helps everyone to feel included and values the different contributions that people make. An additional session for Year 4 girls should be offered this half term to introduce menstruation and menstrual wellbeing. This could be after school, as a workshop with parents invited to join.	SUBSTANTIVE KNOWLEDGE: I KNOW how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health. I KNOW how people make choices about what to eat and drink, including who or what influences these. I KNOW how, when and where to ask for advice and help about healthy eating and dental care.	SUBSTANTIVE KNOWLEDGE: I KNOW how regular physical activity benefits bodies and feelings. I KNOW how the lack of physical activity can affect health and wellbeing. I KNOW how lack of sleep can affect the body and mood and simple routines that support good quality sleep.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO how to be respectful towards people who may live differently to them.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO eat a healthy diet and the benefits of nutritionally rich foods. I KNOW HOW TO maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO be active on a daily and weekly basis - how to balance time online with other activities. I KNOW HOW TO make choices about physical activity, including what and who influences decisions. I KNOW HOW TO make choices about physical activity, including what and who influences decisions. I KNOW HOW TO seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.

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Knowledge & Skills Progression

Year 3/4 B

What strengths, skills and interests do we have? (Autumn 1)	How do we treat each other with respect? (Autumn 2)	How can we manage our feelings? (Spring 1)
NATIONAL CURRICULUM COVERAGE: PoS: H27, H28, H29, L25	NATIONAL CURRICULUM COVERAGE: PoS: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	NATIONAL CURRICULUM COVERAGE: PoS: H17, H18, H19, H20, H23
SUBSTANTIVE KNOWLEDGE: I KNOW to develop self-worth by identifying positive things about themselves and their achievements. I KNOW how their personal attributes, strengths, skills and interests contribute to their self-esteem.	SUBSTANTIVE KNOWLEDGE: I KNOW how people's behaviour affects themselves and others, including online. I KNOW about the relationship between rights and responsibilities. I KNOW about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt). I KNOW the rights that children have and why it is important to protect these. I KNOW that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.	SUBSTANTIVE KNOWLEDGE: I KNOW how everyday things can affect feelings. I KNOW how feelings change over time and can be experienced at different levels of intensity. I KNOW the importance of expressing feelings and how they can be expressed in different ways. I KNOW ways of managing feelings at times of loss, grief and change.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise personal qualities and individuality. I KNOW HOW TO to set goals for themselves. I KNOW HOW TO manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return I KNOW HOW TO respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) - how to report concerns.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO how to respond proportionately to, and manage, feelings in different circumstances. I KNOW HOW TO how to access advice and support to help manage their own or others' feelings.

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Knowledge & Skills Progression

Year 3/4 B

How will we grow and change? (Spring 2)	How can our choices make a difference to others and the environment? (Summer 1)	How can we manage risk in different places? (Summer 2)
NATIONAL CURRICULUM COVERAGE: PoS: H31, H32, H34	NATIONAL CURRICULUM COVERAGE: PoS: L4, L5, L19, R34	NATIONAL CURRICULUM COVERAGE: PoS: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15
SUBSTANTIVE KNOWLEDGE: I KNOW about puberty and how bodies change during puberty, including: Females: breasts grow; waist and hips change shape. Males: muscles increase; penis and testicles grow; voice 'breaks' (goes deeper); Adam's Apple grows. Both: pubic and body hair grows; body produces more oil, leading to greasy hair; spots may develop; more sweat is produced - this becomes smellier/body odour develops; grow taller; voice gets deeper. I KNOW how puberty can affect emotions and feelings. I KNOW how personal hygiene routines change during puberty, eg washing more frequently, changing clothes regularly, managing body odour. I KNOW about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. An additional session for Year 4 girls should be offered this half term to introduce menstruation and menstrual wellbeing. This could be after school, as a workshop with parents invited to join.	SUBSTANTIVE KNOWLEDGE: I KNOW that people have a shared responsibility to help protect the world around them. I KNOW how everyday choices can affect the environment. I KNOW how what people choose to buy or spend money on can affect others or the environment (e.g. single use plastics, giving to charity). I KNOW the vocabulary I need to share my thoughts, ideas and opinions in discussion about topical issues.	SUBSTANTIVE KNOWLEDGE: I KNOW how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. I KNOW how people's online actions can impact on other people. I KNOW that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for advice and support about growing and changing and puberty.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO show care and concern for others (people and animals). I KNOW HOW TO carry out personal responsibilities in a caring and compassionate way.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise, predict, assess and manage risk in different situations. I KNOW HOW TO keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). I KNOW HOW TO keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. I KNOW HOW TO report concerns, including about inappropriate online content and contact.

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Knowledge & Skills Progression

Year 5/6 A

What makes up a person's identity? (Autumn 1)	What decisions can people make with money? (Autumn 2)	How can we help in an accident or emergency? (Spring 1)
NATIONAL CURRICULUM COVERAGE: PoS: H25, H26, H27, R32, L9	NATIONAL CURRICULUM COVERAGE: PoS: R34, L17, L18, L20, L21, L22, L24	NATIONAL CURRICULUM COVERAGE: PoS: H43, H44
SUBSTANTIVE KNOWLEDGE: I KNOW that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). I KNOW how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). I KNOW about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.	SUBSTANTIVE KNOWLEDGE: I KNOW how people make decisions about spending and saving money and what influences them. I KNOW 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). I KNOW that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.	SUBSTANTIVE KNOWLEDGE: I KNOW that if someone has experienced a head injury, they should not be moved. I KNOW when it is appropriate to use first aid and the importance of seeking adult help. I KNOW the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise and respect similarities and differences between people and what they have in common with others. I KNOW HOW TO challenge stereotypes and assumptions about others.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO keep track of money so people know how much they have to spend or save. I KNOW HOW TO recognise what makes something 'value for money' and what this means to them.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.

Implementation:

1. EYFS
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Knowledge & Skills Progression

Year 5/6 A

How can friends communicate safely? (Spring 2)	What jobs would we like? (Summer 1)	How can drugs common to everyday life affect health? (Summer 2)
NATIONAL CURRICULUM COVERAGE: PoS: R1, R18, R24, R26, R29, L11, L15	NATIONAL CURRICULUM COVERAGE: PoS: L26, L27, L28, L29, L30, L31, L32	NATIONAL CURRICULUM COVERAGE: PoS: H1, H3, H4, H46, H47, H48, H50
SUBSTANTIVE KNOWLEDGE: I KNOW about the different types of relationships people have in their lives. I KNOW how friends and family communicate together; how the internet and social media can be used positively. I KNOW how knowing someone online differs from knowing someone face-to-face. I KNOW about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.	SUBSTANTIVE KNOWLEDGE: I KNOW that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. I KNOW that some jobs are paid more than others and some may be voluntary (unpaid). I KNOW about the skills, attributes, qualifications and training needed for different jobs. I KNOW that there are different ways into jobs and careers, including college, apprenticeships and university. I KNOW how people choose a career/job and what influences their decision, including skills, interests and pay.	SUBSTANTIVE KNOWLEDGE: I KNOW how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. I KNOW that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. I KNOW how laws surrounding the use of drugs exist to protect them and others. I KNOW why people choose to use or not use different drugs. I KNOW how people can prevent or reduce the risks associated with them. I KNOW that for some people, drug use can become a habit which is difficult to break. I KNOW how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. Year 6 only + other SRE objectives (see Year 5/6 B Summer): I KNOW that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise risk in relation to friendships and keeping safe. I KNOW HOW TO respond if a friendship is making them feel worried, unsafe or uncomfortable. I KNOW HOW TO ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO question and challenge stereotypes about the types of jobs people can do. I KNOW HOW I might choose a career/job for myself when I am older, why I would choose it and what might influence my decisions.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for help from a trusted adult if they have any worries or concerns about drugs.

Implementation:



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Knowledge & Skills Progression

Year 5/6 B

<i>How can we keep healthy as we grow? (Autumn 1 and 2)</i>	<i>How can the media influence people? (Spring 1 and 2)</i>	<i>What will change as we become more independent? How do friendships change as we grow? (Summer 1 and 2)</i>
NATIONAL CURRICULUM COVERAGE: PoS: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	NATIONAL CURRICULUM COVERAGE: PoS: H49, R34, L11, L12, L13, L14, L15, L16, L23	NATIONAL CURRICULUM COVERAGE: PoS: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16
SUBSTANTIVE KNOWLEDGE: I KNOW how mental and physical health are linked. I KNOW how positive friendships and being involved in activities such as clubs and community groups support wellbeing. I KNOW that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one. I KNOW how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them. I KNOW that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. I KNOW that anyone can experience mental ill-health and to discuss concerns with a trusted adult. I KNOW that mental health difficulties can usually be resolved or managed with the right strategies and support.	SUBSTANTIVE KNOWLEDGE: I KNOW how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions. I KNOW that not everything should be shared online or social media and that there are rules about this, including the distribution of images. I KNOW that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. I KNOW how text and images can be manipulated or invented; strategies to recognise this. I KNOW how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. I KNOW to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. I KNOW to discuss and debate what influences people's decisions, taking into consideration different viewpoints.	SUBSTANTIVE KNOWLEDGE: THIS UNIT SHOULD BE TAUGHT SEPARATELY TO YEAR 5 AND 6 TO ALLOW FOR AGE-SPECIFIC KNOWLEDGE TO BE TAUGHT Year 5: I KNOW that people have different kinds of relationships in their lives, including romantic or intimate relationships. I KNOW that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another. I KNOW that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. I KNOW that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. I KNOW how puberty relates to growing from childhood to adulthood. Year 6: I KNOW about the reproductive organs and process - how babies are conceived and born and how they need to be cared for. I KNOW that there are ways to prevent a baby being made. I KNOW how growing up and becoming more independent comes with increased opportunities and responsibilities. I KNOW how friendships may change as they grow and how to manage this. I KNOW that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO make choices that support a healthy, balanced lifestyle including: how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - how to benefit from and stay safe in the sun - how and why to balance time spent online with other activities - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep - how to manage the influence of friends and family on health	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts I KNOW HOW TO recognise unsafe or suspicious content online and what to do about it. I KNOW HOW TO make decisions about the content they view online or in the media and know if it is appropriate for their age range. I KNOW HOW TO respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

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Lesson Design:

At Colyton we tailor all of our lessons to the needs of the cohort and use the PSHE Association framework and PSHE Association SEND framework as our guide.

All of our lessons encompass all of these elements. We expect children to be respectful, mindful and understanding in a safe classroom environment. We want them to be confident in who they are and the decisions they make to be good citizens.

Question:

We encourage children to be inquisitive about the world around them and encourage them to question what they don't understand.

Discuss:

In a safe and supportive environment we want children to be able to discuss challenging issues and learn from others before forming their own ideas.

Debate:

We want children to be critical thinkers and challenge ideas that they don't feel are fair or just but to have the evidence to support their ideas.

Understand:

Through questioning and discussion we want children to develop their own understanding about right, wrong and changes that may be happening to their world..

Safe:

Once children understand the world around them and feel safe to question and challenge ideas we can be assured that they will be safe and responsible citizens.

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Lesson Design (Cont.):

At Colyton we follow the PSHE Association's guidelines around teaching, and teachers are encouraged to follow the principles below when planning and delivering lessons.

Don't
inspire,
glamorous
or instruct
in harmful
behaviours

Take a
positive
approach

Access
learning
and
progress

Give time
for
personal
reflection

Don't set
out to
shock,
shame or
scare

Balance
knowledge,
skills and
attributes

Handle
myths
with care

Don't
inspire,
glamorise
or instruct
in harmful
behaviours

Make
learning
accessible
for all

Provide
accurate
unbiased
informatio
n

Implementation:



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Impact:

During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage.

PSHE education offers learning opportunities and experiences which reflect the increasing independence, and physical and social awareness of children as they move through the primary phase.

They learn skills to develop effective relationships, assume greater personal responsibility to keep themselves safe. PSHE education gives children specific opportunities to explore the range of attitudes and values in society, to continue to explore British Values and to consider the kind of society they want to live in.

Through exploration (scenarios, film, role play) and discussion of topical political, spiritual, moral, social and cultural issues they develop skills and attitudes that promote:

- Empathy and a willingness to perceive and understand the interests, beliefs and viewpoints of others.
- A willingness and ability to apply reasoning skills to problems and to value a respect for truth and evidence in forming or holding opinions.
- A willingness and ability to participate in decision-making, to value freedom, to choose between alternatives and to value fairness as a basis for making and judging decisions.
- An understanding of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs (British Values).

Assessment

Assessment in PSHE education should be active and participatory. Short baseline assessments at the beginning of the topic (e.g. asking Big Questions) help to gain sense of children's current understanding and allows them to recognise the progress they are making in developing and taking part, as well as in their knowledge and understanding.

Teacher's assess children's work and understanding within PSHE education within informal activities, such as:

- Questioning
- Discussion
- Brainstorming
- Role-play / hot-seating, freeze-frames
- Mind maps
- Quizzes / questionnaires
- Self assessment

Teachers' judgements can also be made as they observe children during lessons and at other times during the school day, for example how they manage conflict, make decisions and promote positive relationships.

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Inclusion:

Inclusion in PSHE means **EVERY** child is equipped to keep themselves safe and happy. To develop positive and fulfilling relationships and flourish in the wider world, setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

The PSHE Association 'PSHE education planning framework for pupils with SEND' can be used by teachers where a child's educational needs require additional provision, or where an objective or curricular goal needs to be broken down into smaller steps.

Possible struggles and challenges, and the support to consider:

Difficulties with language / communication

- Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact.
- Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support.
- Active learning methods using a variety of ways of communicating, not only verbal/ written, are important for all pupils, and particularly those with communication impairments and learning disabilities. These can include circle work, matching and sequencing pictures, storytelling, role-play, mime and 3D models.
- Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on PSHE and citizenship vocabulary is available where needed.
- Use a magic shell, ball or soft toy. The person holding the object is the only person allowed to speak. The object is then passed to the next pupil, who then speaks. This gives pupils time to think and respond, and is particularly helpful in conducting debates on issues of concern to pupils. It encourages turn-taking and listening, and helps to increase participation and build self-confidence.

Difficulties with writing / recording

- Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.
- You could agree in advance on alternative forms of record keeping, such as photographs.
- ICT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing.

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Inclusion (Cont.):

Difficulties with physical disability / sensory impairment

- Select resources that: are in a range of media, include disabled people, and promote positive messages about disability.
- Film and video are powerful tools to support PSHE learning. Deaf pupils and pupils with speech, language and communication difficulties may need subtitles to gain full benefit from these media.

Difficulties with memory/ processing

- Use circle approaches with prompts like "one thing I have learnt today about how we vote is..." or "one thing I could do better/improve is..." to encourage pupils to reflect on their learning. This can be done in a group, in pairs or individually.
- Revisiting a mind map of the same area of learning regularly throughout a sequence can be a good way of assessing - through the added 'branches' of the map - how pupils' understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. It can also show children how different strands within the sequence link together.
- Invite pupils to comment on a key issue, reformulating it in their own words to check that they understand.
- Reinforcement and repetition are likely to be required for some pupils with SEN and/or disabilities. Reinforcing learning through a range of media will benefit many pupils.

Difficulties with engagement, for example because of SEMH needs

- Use paired and small group discussion to establish shared ground rules with pupils to help them feel part of the group and take some responsibility for themselves and their behaviour in the group.
- Encourage pupils to comment constructively and respectfully on each other's work and contributions to class and group activities.
- Draw on pupils' personal experiences to offer real-life examples of concepts being explored and to ensure that the context of discussions is relevant to their lives - e.g. fairness, respect for diversity.
- Enable pupils to extend their personal perspectives to a wider perspective in which other people's experiences and points of view are considered.
- Set up working agreements so that no one will be expected to ask or answer a personal question.

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Partnership with Parents and Carers:

At Colyton we believe it is important to create and maintain an open dialogue between parents and teachers.

As the DfE statutory guidance states: "Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum."

During 2021 - 2022 our aim has been to establish a broad, balanced and aspirational PSHE/RSE curriculum.

During the academic year of 2022- 2023 our action plan for PSHE will aim to establish successful approaches for engaging effectively with parents

This will include:

- Communicating with parents about PSHE education from the moment their child starts at the school. This is more likely to lead to a positive view of the subject and an understanding of its breadth and content.
- Parents will be informed regularly through Knowledge Organisers about the content of Personal, Social, Health Education (PSHE) and Relationships and Health Education taught in each year group. (These are currently sent out at the beginning of each term)
- Information will also be available on the school website. Parents are welcome to discuss the content with the class teacher.
- Parent surveys - establishing parents' current understanding of RSE, questions and concerns. This can be used to plan open evenings/information events/communications between school and home
- Information evenings - explaining what will be taught and sharing resources that will be used
- Publishing our PSHE education curriculum on the school website.
- Publishing FAQs on PSHE education, including RSE, on the school website