



# PSHE at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

## Rationale

PSHE at HPF contributes to our Federation vision. Our PSHE curriculum provides a wide range of multi-sensory experiences, which engage, motivate and **INSPIRE** deep learning and **INSPIRATION** for **LIFE-LONG LEARNING**. Through our mindfulness approach, we ensure that our children receive a diverse and engaging education that is personalised for Hanham Primary Federation.

We believe that children's **LEARNING** and achievement should not be effected by their emotional needs, poorly-developed social skills, mental health issues or complex family situations. Our PSHE curriculum is carefully aimed at supporting each child and enabling them to succeed.

At HPF, our over-arching aim is to ensure that we prepare all our children with the best knowledge, understanding and skills for life and living in the 21st Century within the context of their spiritual, moral, cultural, mental and physical development. We integrate personal and social development work, allowing children to build skills, attitudes, self-esteem, **INDEPENDENCE**, **PERSEVERENCE** and confidence.

We focus on **CELEBRATING** and teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults is a key part of our PSHE curriculum.

Our school has a sex and relationships education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.

Within PSHE lessons at our school, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual **RESPECT** and tolerance of those with different faiths and beliefs. This ensures that children become valuable and fully rounded members of society who treat others with **RESPECT** and tolerance, regardless of background.

The children of Hanham Primary Federation are at the heart of all PSHE lessons and we aim to improve their capacity to learn, their **PERSEVERENCE** and emotional well-being and mental health, thereby enhancing their life chances.



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## CELEBRATING – INSPIRING – LEARNING

Children are taught to celebrate and value the opinions and perspectives of others.

Children are given the freedom to share their ideas; this exposes them to a wealth of ideas and potential inspiration for developing their viewpoints.

Lessons provide space to discuss and share ideas provides children with an opportunity to learn from each other.

### Perseverance

The concepts of resilience and perseverance are at the core of our PSHE curriculum. They are taught as skills which must be practiced. Children engage in challenging learning which requires them to develop a growth mind-set.

### Respect

PSHE at HPF is a subject that is rooted in respect. All Jigsaw lessons begin with a reminder and discussion about respect and what it looks like during class discussions. Pupils are taught to respect other people and their viewpoints.

### Responsibility

Alongside the focus on respect, pupils learn about the responsibilities they have as young citizens. This takes place through our units of SRE and Drugs & Alcohol. Beyond this, learners' responsibility to be caring and compassionate permeates every lesson.

### Enjoyment

Pupils at HPF have strong ideas and are keen to share. They enjoy the structure of PSHE lessons as it allows them to express their ideas and hear from others. While the topic matter is often serious, teachers promote pupil engagement by providing the flexibility for pupils' ideas to be explored.

### Independence

During class debates, teachers act as facilitators. This enables learners to develop their discussion and debate skills and challenge each other's viewpoints in a safe, controlled environment. This fosters an independent spirit and allows pupils to develop ideas that are truly their own.

## Children will learn about:

**Health and wellbeing:** they will learn what is meant by a healthy lifestyle, how to maintain physical, mental and emotional health and wellbeing, ways of keeping physically and emotionally safe, about managing change, including puberty, transition and loss how to make informed choices about health and wellbeing and to recognise sources of help with this, their identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these), how to respond in an emergency, about harmful substances (both legal and illegal) and their damaging effects, to identify different influences on health and wellbeing and the positive and negative effects of these.

**Relationships:** they will learn how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts, how to recognise and manage emotions within a range of relationships, how to recognise risky or negative relationships including all forms of bullying and abuse, how to respond to risky or negative relationships and ask for help, how to deal with loss and how to respect equality and diversity in relationships.

**Living in the wider world:** they will learn about respect for the self and others and the importance of responsible behaviours and actions, about democracy and their rights and responsibilities as members of families, other groups and ultimately as citizens, about different groups and communities, about to respect equality and to be a productive member of a diverse community, about the importance of respecting and protecting the environment, about their dreams, goals and aspirations in life, about where money comes from, keeping it safe and the importance of managing it effectively, how money plays an important part in people's lives and a basic understanding of enterprise.

## What does this look like in EYFS?

PSHE is at the very centre of the EYFS curriculum. It is largely, but not solely, covered within our teaching of the strands, 'Making Relationships', 'Self-Confidence and Self Awareness', 'Managing Feeling and Behaviour' and 'Health and Self Care'.

Our graduated induction to school, considers all pupils' well-being and this programme can be tailored to suit the needs of an individual to ensure all children come to school happy, settled and confident. Jigsaw is taught from the very start of Reception, where children are taught about managing their own and others' feelings and behaviour and the consequences of choices. Children in Reception are actively encouraged to verbalise their feelings and to always model safe behaviour. The children build confidence to engage with their peers and familiar adults through stories, games, small group activities and whole class discussions and circle times.

## What does this look like in KS1?

As they move in KS1, children continue to build on previous skills learnt in their early stage of life. They begin to deepen their knowledge in certain areas and discuss appropriate terminology for their age. Children's confidence develops and they begin to understand their feelings and emotions and are able to verbalise these.

Pupils' PSHE learning at KS1 is based on three main strands:

### **Health and wellbeing:**

- Children are taught how to keep healthy and clean and how to stay safe.
- Children begin looking at lifecycles and changes in themselves as they grow (including learning the correct terminology for male and female body parts)
- Children are taught how to stay safe at home, in school and on the road.

### **Relationships:**

- Children learn about families and how they differ.
- Children are taught about the qualities of a good friendship and who they can trust.
- Children learn about celebrating differences and using their unique qualities to strengthen relationships.
- Children are taught about the different types of bullying and to deal with it.

### **Living in the wider world:**

- Children are taught to be part of a class and begin to learn about democracy.
- Children are inspired to have goals and aspirations for their life.
- Children are taught to celebrate their achievements and to overcome obstacles.

## What does this look like in KS2?

As they move into the Junior school, children continue to develop the skills they have previously been taught. They begin to understand their role in society and look towards their future. Children learn to manage their emotions and develop effective strategies to aid them to do so.

As in KS1, pupils' learning is organised into three strands:

### **Health and wellbeing:**

- Children are taught about the importance of exercise and maintaining a healthy balance.
- Children learn about drugs (including cigarettes and alcohol) and the harmful effects on the body.
- Children learn how to administer emergency aid.
- Children learn about body image and how this (and leading a healthy lifestyle) links to mental health.
- All children are taught about puberty for girls and boys, the changes (internally and externally) and the life cycle of a baby from conception to birth.
- Children in each year group focus on transition in preparation for the following year.

### **Relationships:**

- Children learn about love and loss and how to deal with it.
- Children learn about different types of relationships (including heterosexual and homosexual).
- Children learn how to keep themselves safe online and continue to discuss all types of bullying and ways to deal with it.
- Children are taught about healthy relationships with peers and how to deal with 'peer pressure'.

### **Living in the wider world:**

- Children continue to learn about democracy and their role as a school citizen.
- Children learn that along with rights and responsibilities comes rewards and consequences.
- Children are continuously inspired to have goals and aspirations and are taught tips and ideas about how to achieve these.
- Children are taught the importance of money, managing money and making a difference in the world (charity).
- Children are taught to challenge assumptions and discuss judging by appearance and the effect it can have.

Strand	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
YR	<ul style="list-style-type: none"> <li>• Self-identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges</li> <li>• Perseverance</li> <li>• Goal-setting</li> <li>• Overcoming obstacles</li> <li>• Seeking help</li> <li>• Jobs</li> <li>• Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• Exercising bodies</li> <li>• Physical activity</li> <li>• Healthy food</li> <li>• Sleep</li> <li>• Keeping clean</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Family life</li> <li>• Friendships</li> <li>• Breaking friendships</li> <li>• Falling out</li> <li>• Dealing with bullying</li> <li>• Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul>

Strand	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud</li> <li>• Consequences</li> <li>• Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Understanding bullying and knowing how to deal with it</li> <li>• Making new friends</li> <li>• Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Identifying successes and achievements</li> <li>• Learning styles</li> <li>• Working well and celebrating achievement with a partner</li> <li>• Tackling new challenges</li> <li>• Identifying and overcoming obstacles</li> <li>• Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Healthier lifestyle choices</li> <li>• Keeping clean</li> <li>• Being safe</li> <li>• Medicine safety/safety with household items</li> <li>• Road safety</li> <li>• Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Differences between female and male bodies (correct terminology)</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> <li>• Transition</li> </ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group co-operation</li> <li>• Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> <li>• Healthy eating and nutrition</li> <li>• Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Self-identity and worth</li> <li>• Positivity in challenges</li> <li>• Rules, rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Responsible choices</li> <li>• Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and trying to overcome obstacles</li> <li>• Evaluating learning processes</li> <li>• Managing feelings</li> <li>• Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise</li> <li>• Fitness challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it's important online and off line scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes</li> <li>• Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Preparing for transition</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>• Environmental change</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking, including vaping Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul>

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict, difference as celebration</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including ‘county lines’ and gang culture</li> <li>• Emotional and mental health</li> <li>• Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Conception to birth</li> <li>• Reflections about change</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends/girlfriends</li> <li>• Sexting</li> <li>• Transition</li> </ul>
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