



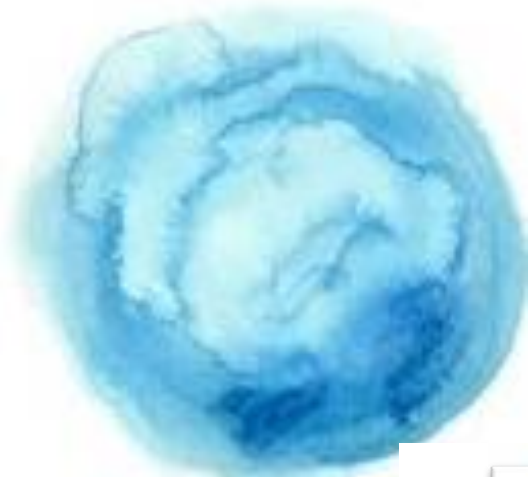
St Luke's School

Curriculum Progression Document

PSHE

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Curriculum Intent

School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

Subject Intent:

At St Luke's School we offer an engaging PSHE&C education that helps students learn important skills for living happy and healthy lives. As a Rights Respecting School, we focus on understanding children's rights and encouraging kindness towards our local and global communities. Our lessons inspire students to make good choices about their health and friendships, helping them get ready for the future. Our goal is to nurture responsible and caring citizens who can contribute positively to their communities and enjoy the rich diversity of the world around them.

Essential Characteristics in PSHE:

Health and Wellbeing

- The ability to recognise and manage emotions, building resilience and coping strategies.
- The ability to make healthy lifestyle choices, including balanced nutrition, exercise, sleep, and hygiene.
- The ability to understand and manage mental health, using coping strategies for stress or anxiety and knowing when to seek help.
- The ability to understand relationships, respect, consent, and body changes in an age-appropriate way.

Relationships

- The ability to show empathy, respect, and kindness in relationships with peers, teachers, and family members.
- The ability to communicate effectively, both verbally and non-verbally, expressing feelings and listening to others.
- The ability to resolve conflicts peacefully and manage disagreements by understanding compromise and cooperation.
- The ability to recognise bullying behaviour (physical, verbal, cyber) and respond appropriately, whether as a victim, bystander, or supporter.

Living in the Wider World

- The ability to understand and respect rights and responsibilities towards themselves, others, and the environment, promoting fairness and justice.
- The ability to appreciate and respect cultural diversity, fostering inclusion and equality.
- The ability to recognise the importance of environmental responsibility and sustainability, understanding how actions impact the planet.
- The ability to be an active global citizen, understanding global challenges and contributing to positive change.

Economic Wellbeing

- The ability to understand the value of money, make responsible financial decisions, and learn simple budgeting skills.
- The ability to understand the world of work, appreciating the importance of hard work, perseverance, and problem-solving.
- The ability to understand basic economic concepts like earning, saving, spending, and the role of businesses in society.
- The ability to make informed decisions in financial contexts and everyday life, considering the consequences of actions.

Curriculum Concepts:

The PSHE+C (**Personal, Social, Health, and Economic Education with Citizenship**) curriculum focuses on nurturing children's personal, social, emotional, and economic development. It also encourages responsible citizenship, preparing children to be active and informed members of their communities and the world.

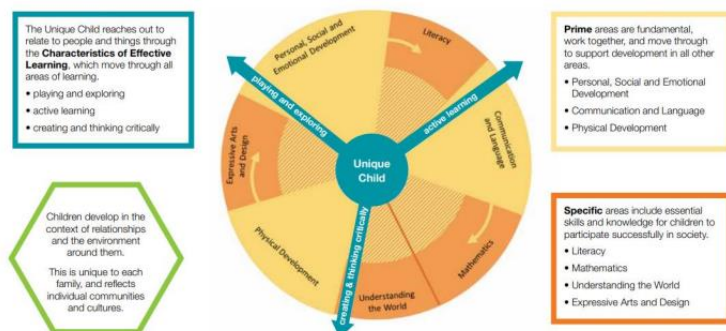


PSHE in the Early Years Foundation Stage

Developing early PSHE skills



Developing Early Subject Skills – EYFS info



Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of PSHE in our EYFS:

Prime Area: Personal, Social, Emotional Development

ELG: Self Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

ELG: Past and Present

Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society.



PSHE and the Jersey Curriculum



PSHE Implementation/development of a programme of study

The implementation and development of PSHE is around an overarching question for each term or half term. These begin in key stage 1 as 'What?' and 'Who?' questions and build throughout Key Stage 2 into 'Why?' and 'How?' questions. The three core themes from the Jersey Curriculum for PSHE and Citizenship is fully covered, colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World, although some half term blocks will draw on more than one core theme. Teaching builds according to the age and needs of the pupils throughout the primary phase with suggested developmentally appropriate learning objectives given to respond to each key question.

Jersey Curriculum:		
Health and Wellbeing Key Stage 1 and 2 Pupils should be taught: <i>1. what is meant by a healthy lifestyle</i> <i>2. how to maintain physical, mental and emotional health and wellbeing</i> <i>3. how to manage risks to physical and emotional health and wellbeing</i> <i>4. ways of keeping physically and emotionally safe</i> <i>5. about managing change, including puberty, transition and loss</i> <i>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</i> <i>7. how to respond in an emergency</i> <i>8. to identify different influences on health and wellbeing.</i>	Relationships Key Stage 1 and 2 Pupils should be taught: <i>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</i> <i>2. how to recognise and manage emotions within a range of relationships</i> <i>3. how to recognise risky or negative relationships including all forms of bullying and abuse</i> <i>4. how to respond to risky or negative relationships and ask for help</i> <i>5. how to respect equality and diversity in relationships.</i>	Living in the wider world (Economic wellbeing, careers, the world of work and being a responsible citizen) Key Stage 1 and 2 Pupils should be taught: <i>1. about respect for self and others and the importance of responsible behaviours and actions</i> <i>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</i> <i>3. about different groups and communities</i> <i>4. to respect equality and to be a productive member of a diverse community</i> <i>5. about the importance of respecting and protecting the environment</i> <i>6. about where money comes from, keeping it safe and the importance of managing it effectively</i> <i>7. how money plays an important part in people's lives</i> <i>8. a basic understanding of enterprise.</i>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	Relationships: Children will learn about: <i>What is the same and different about us?</i> ○ what they like/dislike and are good at ○ what makes them special and how everyone has different strengths ○ how their personal features or qualities are unique to them ○ how they are similar or different to others, and what they have in common ○ 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	Health and Wellbeing: Children will learn about: <i>What helps us to stay healthy?</i> ○ what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) ○ that things people put into or onto their bodies can affect how they feel ○ how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy ○ why hygiene is important and how simple hygiene routines can stop germs from being passed on ○ what they can do to take care of themselves daily, e.g. brushing teeth and hair, hand washing	Health and Wellbeing: Children will learn about: <i>Who helps to keep us safe?</i> ○ that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people ○ who can help them in different places and situations; how to attract someone's attention or ask for help; what to say ○ how to respond safely to adults they don't know ○ what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard ○ how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
	<i>Who is special to us?</i> ○ that family is one of the groups they belong to, as well as, for example, school, friends, clubs about the different people in their family / those that love and care for them ○ what their family members, or people that are special to them, do to make them feel loved and cared for how families are all different but share common features – what is the same and different about them ○ about different features of family life, including what families do enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried	Living in the Wider World: Children will learn about: <i>What can we do with money?</i> ○ what money is - that money comes in different forms ○ how money is obtained (e.g. earned, won, borrowed, presents) ○ how people make choices about what to do with money, including spending and saving ○ the difference between needs and wants - that people may not always be able to have the things they want ○ how to keep money safe and the different ways of doing this	Living in the Wider World: Children will learn about: <i>How can we look after each other in the world?</i> ○ how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively ○ the responsibilities they have in and out of the classroom ○ how people and animals need to be looked after and cared for ○ what can harm the local and global environment; how they and others can help care for it ○ how people grow and change and how people's needs change as they grow from young to old ○ how to manage change when moving to a new class/year group
Year 2	Relationships: Children will learn: <i>What makes a good friend?</i> ○ how to make friends with others ○ how to recognise when they feel lonely and what they could do about it ○ how people behave when they are being friendly and what makes a good friend	Living in the Wider World: Children will learn: <i>What jobs do people do?</i> ○ How jobs help people earn money to pay for things they need and want ○ about a range of different jobs, including those done by people they know or people who work in their community ○ how people have different strengths and interests that enable them to do different jobs	Health and Wellbeing: Children will learn: <i>What helps us grow and stay healthy?</i> ○ that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest ○ that eating and drinking too much sugar can affect their health, including dental health ○ how to be physically active and how much rest and sleep they should have everyday

	○ how to resolve arguments that can occur in friendships ○ how to ask for help if a friendship is making them unhappy	○ how people use the internet and digital devices in their jobs and everyday life	○ that there are different ways to learn and play; how to know when to take a break from screen-time ○ how sunshine helps bodies to grow and how to keep safe and well in the sun
	Health and Wellbeing: Children will learn: <i>What helps us to stay safe?</i> ○ how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) ○ how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them ○ how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets ○ how not everything they see online is true or trustworthy and that people can pretend to be someone they are not ○ how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them	Relationships: Children will learn: <i>What is bullying?</i> ○ how words and actions can affect how people feel ○ how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe ○ why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable ○ how to respond if this happens in different situations ○ how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	Health and Wellbeing: Children will learn: <i>How do we recognise our feelings?</i> ○ how to recognise, name and describe a range of feelings ○ what helps them to feel good, or better if not feeling good ○ how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) ○ how feelings can affect people in their bodies and their behaviour ○ ways to manage big feelings and the importance of sharing their feelings with someone they trust ○ how to recognise when they might need help with feelings and how to ask for help when they need it
Year 3	Relationships: Children will learn: <i>How can we be a good friend?</i> ○ how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded ○ how to recognise if others are feeling lonely and excluded and strategies to include them ○ how to build good friendships, including identifying qualities that contribute to positive friendships ○ that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences ○ how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support	Relationships: Children will learn: <i>What are families like?</i> ○ how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, stepparents, blended families, foster and adoptive parents) ○ how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays ○ how people within families should care for each other and the different ways they demonstrate this ○ how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	Health and Wellbeing: Children will learn: <i>Why should we eat well and look after our teeth?</i> ○ how to eat a healthy diet and the benefits of nutritionally rich foods ○ how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist ○ how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these ○ how, when and where to ask for advice and help about healthy eating and dental care
	Health and Wellbeing: Children will learn: <i>What keeps us safe?</i> ○ how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe	Living in the Wider World: Children will learn: <i>What makes a community?</i> ○ how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups	Health and Wellbeing: Children will learn: <i>Why should we keep active and sleep well?</i> ○ how regular physical activity benefits bodies and feelings ○ how to be active on a daily and weekly basis – how to balance time online with other activities

	○ how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers ○ 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 ○ how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) ○ 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) ○ how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns ○ what to do in an emergency, including calling for help and speaking to the emergency services	○ what is meant by a diverse community; how different groups make up the wider/local community around the school ○ how the community helps everyone to feel included and values the different contributions that people make ○ how to be respectful towards people who may live differently to them	○ how to make choices about physical activity, including what and who influences decisions ○ how the lack of physical activity can affect health and wellbeing ○ how lack of sleep can affect the body and mood and simple routines that support good quality sleep ○ how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried
Year 4	Relationships: Children will learn: <i>How do we treat each other with respect?</i> ○ how people's behaviour affects themselves and others, including online ○ how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return ○ about the relationship between rights and responsibilities ○ 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) * ○ the rights that children have and why it is important to protect these* ○ that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination ○ how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns	Health and Wellbeing: Children will learn: <i>How can we manage our feelings?</i> ○ how everyday things can affect feelings ○ how feelings change over time and can be experienced at different levels of intensity ○ the importance of expressing feelings and how they can be expressed in different ways ○ how to respond proportionately to, and manage, feelings in different circumstances ○ ways of managing feelings at times of loss, grief and change ○ how to access advice and support to help manage their own or others' feelings	Living in the Wider World: Children will learn: <i>How can our choices make a difference to others and the environment?</i> ○ how people have a shared responsibility to help protect the world around them ○ how everyday choices can affect the environment ○ 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) ○ the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues ○ how to show care and concern for others (people and animals) ○ how to carry out personal responsibilities in a caring and compassionate way

	Health and Wellbeing: Children will learn: <i>What strengths, skills and interests do we have?</i> ○ how to recognise personal qualities and individuality ○ to develop self-worth by identifying positive things about themselves and their achievements ○ how their personal attributes, strengths, skills and interests contribute to their self-esteem ○ how to set goals for themselves ○ how to manage when there are set backs, learn from mistakes and reframe unhelpful thinking	Health and Wellbeing: Children will learn: <i>How will we grow and change?</i> ○ about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams ○ how puberty can affect emotions and feelings ○ how personal hygiene routines change during puberty ○ how to ask for advice and support about growing and changing and puberty	Health and Wellbeing: Children will learn: <i>How can we manage risk in different places?</i> ○ how to recognise, predict, assess and manage risk in different situations ○ 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) ○ how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence ○ how people's online actions can impact on other people ○ how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online ○ how to report concerns, including about inappropriate online content and contact ○ 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
Year 5	Health and Wellbeing: Children will learn: <i>What makes up a persons' identity?</i> ○ how to recognise and respect similarities and differences between people and what they have in common with others ○ that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) ○ 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) ○ about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others ○ how to challenge stereotypes and assumptions about others	Health and Wellbeing: Children will learn: <i>How can we help in an accident or emergency?</i> ○ how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions ○ that if someone has experienced a head injury, they should not be moved ○ when it is appropriate to use first aid and the importance of seeking adult help ○ the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services	Health and Wellbeing: Children will learn: <i>How can drugs common to everyday life affect health?</i> ○ how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing ○ that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal ○ how laws surrounding the use of drugs exist to protect them and others ○ why people choose to use or not use different drugs ○ how people can prevent or reduce the risks associated with them ○ that for some people, drug use can become a habit which is difficult to break ○ how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use

			○ how to ask for help from a trusted adult if they have any worries or concerns about drugs
	Living in the Wider World: Children will learn: <i>What decisions can people make with money?</i> ○ how people make decisions about spending and saving money and what influences them ○ 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	Relationships: Children will learn: <i>How can friends communicate safely?</i> ○ about the different types of relationships people have in their lives ○ how friends and family communicate together; how the internet and social media can be used positively ○ how knowing someone online differs from knowing someone face-to-face ○ how to recognise risk in relation to friendships and keeping safe ○ 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 ○ how to respond if a friendship is making them feel worried, unsafe or uncomfortable ○ how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	Living in the Wider World: Children will learn: <i>What jobs would we like?</i> ○ that there are 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 what might influence their decisions
Year 6	Living in the Wider World: Children will learn: <i>How can the media influence people?</i> ○ how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions ○ that not everything should be shared online or social media and that there are rules about this, including the distribution of images ○ 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 ○ how text and images can be manipulated or invented; strategies to recognise this ○ to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts ○ to recognise unsafe or suspicious content online and what to do about it	Health and Wellbeing: Children will learn: <i>How can we keep healthy as we grow?</i> ○ how mental and physical health are linked ○ how positive friendships and being involved in activities such as clubs and community groups support wellbeing ○ 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 choices	Relationships: Children will learn: <i>What will change as we become more independent?</i> <i>How do friendships change and grow?</i> ○ that people have different kinds of relationships in their lives, including romantic or intimate relationships ○ 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 ○ that adults can choose to be part of a committed relationship or not, including marriage or civil partnership ○ that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime ○ how puberty relates to growing from childhood to adulthood ○ about the reproductive organs and process – how babies are conceived and born and how they need to be cared for ○ that there are ways to prevent a baby being made

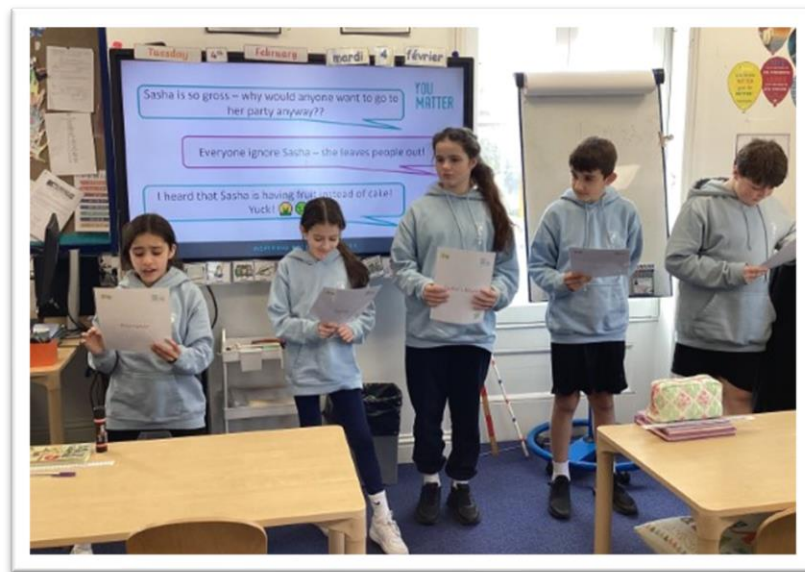
	○ how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them ○ how to make decisions about the content they view online or in the media and know if it is appropriate for their age range ○ how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue ○ to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have ○ to discuss and debate what influences people's decisions, taking into consideration different viewpoints	○ that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one ○ how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them ○ how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school ○ that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on ○ that anyone can experience mental ill-health and to discuss concerns with a trusted adult ○ that mental health difficulties can usually be resolved or managed with the right strategies and support	○ how growing up and becoming more independent comes with increased opportunities and responsibilities ○ how friendships may change as they grow and how to manage this ○ 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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Whole School PSHE Programme of Study



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



Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing children's knowledge, understanding and skills to support their personal, social, emotional and health development.
- Providing opportunities to develop cross-curricular links to English, Mathematics, Science and Computing where appropriate.
- Offering real-life learning opportunities through visits, trips, and inviting visitors to help children explore the wider world, their place in society and how different people live and work.
- Encouraging children to reflect on their own experiences and develop their understanding of relationships, emotions, physical health, mental wellbeing, personal safety and citizenship.
- Supporting children in developing respect, empathy and understanding of diversity, equality and inclusion within the community and the wider world.
- Providing a safe and supportive environment where children can explore sensitive issues, ask questions and express their thoughts and feelings.
- Giving children the chance to develop decision making and problem-solving skills to help them navigate real-life situations and challenges.
- Enriching learning through role play, discussions, debates, storytelling, media and collaborative group work to encourage active engagement and critical thinking.

This will happen by:

- Learning Intentions are shared with children each lesson and displayed in PSHE Floor Books.
- Each half term or term, children are introduced to an oracy-based exploration question which provides a focus for their learning. Throughout the unit, children explore key knowledge and concepts related to the question.
- Teaching builds children's understanding step-by-step, introducing key vocabulary, important people, events and scenarios to help children develop their knowledge, personal reflection and social understanding. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Children engage in discussions, role play, group work and storytelling to explore the theme and share their developing understanding.
- Floor Books are used to record children's ideas, discussions, drawings, and reflections, allowing them to revisit prior learning and track their growing understanding over time.
- Teachers' feedback should directly relate to the learning intention for the lesson, give specific ways in which the child has been successful.
- Children are given the opportunity to assess their own and others' progress. This may be recorded in books or done verbally.
- Assessment is focused on how well children can apply their learning to answer the oracy exploration question, showing personal reflection, understanding of key concepts and the ability to articulate their thoughts clearly.
- Key vocabulary and concepts are revisited regularly to help children retain and build on prior learning.
- Termly reports will contain comments about an individual pupil's progress against the year group expectations.

- Exploratory questions have been carefully chosen for each PSHE focus and year group. Children will be introduced to these at the start of each unit, and learning throughout the term will help them build the knowledge, skills and understanding needed to reflect on and answer the question. These questions have been planned progressively across the year groups to support children's personal, social, emotional, and health development, as well as their understanding of the wider world.
- Children are exposed to, and will build, a range of age and topic related vocabulary from EYFS to year 6.
- Children are assessed at the end of each PSHE topic area. This is done through reflection on their oracy exploratory question, class discussions, observations and recorded evidence in the PSHE floor books. Teachers use this information to inform future planning, identify any areas for further support, and monitor progression in children's personal, social, health and economic education.

Reading in PSHE.

Reading plays a crucial role in primary school PSHE (Personal, Social, Health and Economic education) by helping children develop understanding of complex social issues, build empathy, and explore diverse perspectives. It also strengthens their literacy skills, vocabulary, and critical thinking abilities, contributing to their overall wellbeing and preparation for life.

How Reading Supports PSHE:

Social Understanding: Reading can expose children to different cultures, families, and social situations, fostering empathy and tolerance.

Emotional Literacy: Books can help children identify and understand their own emotions and those of others, promoting emotional regulation and wellbeing.

Health and Wellbeing: Reading about health, relationships, and safety can empower children to make informed decisions and take care of themselves.

Citizenship: Stories about rights, responsibilities, and the wider world can help children develop a sense of citizenship and civic engagement.

Safeguarding: Reading can provide a platform for discussing sensitive topics like online safety and bullying, helping children recognize and report potentially harmful situations.

Literacy Development: Reading strengthens literacy skills, including comprehension, vocabulary, and critical thinking, which are essential for navigating the modern world.

Access to diverse perspectives: Reading a variety of texts, including fiction and non-fiction, allows children to explore different viewpoints and challenge their own assumptions.

SMSC & Rights Respecting in PSHE.

SMSC development and Rights Respecting Education are both crucial elements of a holistic primary school PSHE (Personal, Social, Health and Economic) curriculum. They are deeply interconnected and can be effectively integrated to foster well-rounded, responsible, and empathetic citizens.

Spiritual development: Discussions about what gives life meaning, personal values, awe and wonder, and developing a sense of purpose.

Moral development: lessons provide a natural platform for exploring moral dilemmas, discussing fairness, honesty, and responsibility, and understanding the impact of actions on others.

Social development: PSHE encourages teamwork, communication skills, understanding different perspectives, and active participation in school and wider community life

Cultural development: PSHE can introduce children to different cultures, traditions, and ways of life, promoting tolerance and challenging prejudice.

RRS: The Rights Respecting Schools Award (RRSA) is a UNICEF UK initiative that puts the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's ethos and practice.

Key aspects include:

- Learning *about* rights: Children and adults learn about the 54 articles of the UNCRC, understanding that these are universal, inherent rights for every child.
- Learning *through* rights: The principles of the UNCRC (equality, dignity, respect, non-discrimination, and participation) underpin all school policies, relationships, and decision-making. This includes creating a safe and inclusive environment where children feel respected and valued.
- Learning *for* rights: Children are empowered to enjoy and exercise their own rights and to advocate for the rights of others, both locally and globally. This fosters a sense of social justice and global citizenship.

By intentionally integrating SMSC and Rights Respecting principles into PSHE, primary schools can empower children to become confident, compassionate, and responsible individuals who understand their own worth and actively contribute to a fair and just society. Where appropriate teachers will link SMSC or Rights Respecting Articles to PSHE lessons.

Oracy - Progression of skills:

The expectation is for Subject specific vocabulary to be taught explicitly, and this should be evidenced through Floor Books and Pupil Voice discussions

Speaking like a good citizen

Speak clearly and confidently so others can hear and understand your ideas.

Take turns when speaking and listen respectfully to others, showing interest in what they say.

Use kind, respectful and inclusive language even when you disagree, to help build positive discussions.

Structure your ideas using full sentences and given reasons to explain your ideas.

Use key PSHE vocabulary to talk about feelings, friendships, safety, health and differences.

Ask questions to learn more, clarify understanding and explore different viewpoints.

Reflect on your own ideas and others', building empathy and understanding in conversations.

Speaking like a good citizen sentence stems:

- I liked / I disliked...
- I think that...
- I feel...

- I agree / disagree with your suggestion of...
- I felt the most inspired when...

- We worked together best as a team when we...
- We found it difficult when...
- During this activity, I felt... because
- I found the..., a particular struggle / strength...
- The strengths / weaknesses of our work were...
- An advantage / disadvantage of this work was...
- To improve your mood, I would suggest...
- I feel the emotion of..., because... impacted on me positively / negatively.
- Working in teams has meant that...
- Overall, I think that...has led...to respond in this way

- Personally, I found this activity..., therefore...
- Mentally, I found this activity the most demanding, as...
- After careful evaluation, I now feel that... would make the most difference.
- I have considered both sides of the argument and have concluded...
- Although I respect your opinions, I personally believe that...
- Collaboratively, we felt that...
- The impact of this activity has made me feel..., which has surprised me, as...