

PSHE / RSE at St. Dunstan's

The National Curriculum states that personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

Aims

PSHE/RSE aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

At St Dunstan's, personal, social, health education (PSHE) and

relationship and sex education (RSE) is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE/RSE by supporting our children to become healthy, independent and responsible members of society, as well as preparing them for life and work in modern Britain.

PSHE/SRE Statement of Intent

The intent of our PSHE/RSE curriculum is to deliver a full curriculum which is accessible to all and that will maximise the outcomes for every child.

At St Dunstan's Primary School, personal, social, health (PSHE/RSE) education enables our children to:

- gain the knowledge, skills, and abilities and understanding they need to lead confident, healthy (both mentally and physically) independent lives and become active and responsible citizens.
- understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up.
- · learn about rights and responsibilities and become increasingly responsible for their own learning and behaviour.
- to work well with others and resolve conflicts effectively whilst respecting and celebrating diversity.
- to recognise their own worth by playing a positive role in contributing to school life and the wider community.
- develop their resilience and take pride in their achievements which will help them to flourish and have fulfilled lives.

INTENT

To build a PSHE/RSE curriculum which develops learning, has many cross-curricular links and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a good citizen now and in their future roles within a global community.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Relations Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Implementation

All of our intent for PSHE will be implemented through our comprehensive PSHE/RSE programme of study. These lessons are in line with The National Curriculum and are also set out in the PSHE

Association. We have 6 half termly themes which are covered at the same time across all year groups (suited to specific age related learning) We also have many cross curricular links which have been highlighted in our PSHE/RSE policy. PSHE is also implemented through worships, school trips, guest speakers to school, workshops, celebration days, displays and through a range of resources.

Impact

Children will be happy, healthy, respectful and active members of society. They will appreciate difference and diversity and recognise and apply St Dunstan's values and British Values. Children will also be able to recognise and look after their own mental health and well-being, have positive self-esteem and be able to develop positive and healthy relationships with others. They should understand RSE at their age related level and have respect for themselves and others.

Personal, Social and Emotional Development (PSED) - EYFS

PSED is taught daily in EYFS. Knowledge and skills are taught and developed throughout the year.

Nursery	-Select and use activities and resources, with help when needed.
	-Develop their sense of responsibility and membership of a community.
	-Become more outgoing with unfamiliar people, in the safe context of their setting.
	-Show more confidence in new social situations.
	-Play with one or more other children, extending and elaborating play ideas.
	-Help to find solutions to conflicts and rivalries.
	-Increasingly following rules, understanding why they are important.
	-Remember rules without needing an adult to remind them.
	-Develop appropriate ways of being assertive.
	-Talk with others to solve conflicts.
	-Talk about their feelings.
	-Understand gradually how others might be feeling.
	-Be increasingly independent in meeting their own care needs.
	-Make healthy choices about food, drink, activity and toothbrushing.
Reception	ELG:
	Self-Regulation:
	-show an understanding of their own feelings and those of others and begin to regulate their behaviours
	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.
	Managing Self:
	-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.
	Building Relationships:
	-work and play cooperatively and take turns with other.s
	-form positive attachments to adults and friendship with peers.
1	
	-show sensitivity to their own and others' needs.

	Autumn 1		Autumn 2		Spring term		Summer Term		
	New Beginnings-Class charter Families and Friendships	Respecting ourselves and others *Anti-Bullying Week*	Growth Mindset	Safe relationships	Belonging to a community	Money and work (2 weeks) Media literacy and digital resilience	Physical health and mental wellbeing *Sun safety*	Keeping safe	Growing and changing (Medway Scheme)
Year 1	Class charter Roles of different people; families; being cared for.	How behaviour affects others; being polite and respectful. *Anti-Bullying Week*	Growth Mindset	Recognising privacy; staying safe; seeking permission.	What rules are; caring for others' needs; looking after the environment.	Strengths and interests; jobs in the community. Using the internet and digital devices; communicating online.	Keeping healthy, food and exercise; hygiene routines; sun safety.	How rules and age restrictions help us; keeping safe online.	Recognising what makes them unique and special; feelings; managing when things go wrong. Moving on/transition.
Year 2	Class charter. Making friends; feeling lonely and getting help.	Recognising things in common and differences; playing and working cooperatively: sharing opinions. *Anti-Bullying Week*	Growth Mindset	Managing secrets: resisting pressure and getting help: recognising hurtful behaviour.	Belonging to a group; roles and responsibilities; being the same and different in the community.	What money is; needs and wants; looking after conv, The internet in everyday life; online content and information.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and keeping safe sun safety	Safety in different environments: risk and safety at home: emergencies.	Growing older; naming body parts, moving class or year.
Year 3	Class charter. What makes a family: features of family life.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite *Anti-Bullying Week*	Growth Mindset	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	The value of riles and laws; rights, freedoms and responsibilities.	Different jobs and skills; job stereotypes; setting personal goals. How the internet is used; assessing information online.	Health choices and habits; what affects feelings; expressing feelings sun safety.	Risks and hazards; safety in the local environment and unfamiliar places.	Personal strengths and achievements; managing and reframing setbacks, Moving on/transition.
Year 4	Class charter. Positive friendships, including online.	Respecting differences and similarities; discussing difference and sensitively. *Anti-Bullying Week*	Growth Mindset	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	What makes a community; shared responsibilities.	Making decisions about money; using and keeping money selectors data is shared and used.	Maintaining a balanced lifestyle; oral hygiene and dental care; sun safety,	Medicines and household products; drugs common to everyday life.	Physical and emotional changes in puberty; personal hygiene routines; Moving on/transition.
Year 5	Class charter. Managing friendships and peer influence.	Responding respectfully to a wide range of people; recognising prejudice and discrimingting, *Anti-Bullying Week*	Growth Mindset	Physical contact and feeling safe	Protecting the environment, compassion towards others.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes. How information online is targeted; different media types; their role and impact.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Keeping safe in different situations, including responding in emergencies, first aid and F6M.	Recap puberty: Personal identity; recognising individuality and different qualities; Maving on/transition.
Year 6	Class charter. What makes a good friend, what skills are needed to be a friend? Attraction to others: romantic relationships; civil partnership and marriage.	Expression opinions and respecting other points of view, including discussing topical issues.*Anti-Bullying Week*	Growth Mindset	Recognising and managing pressure: consent in different situations.	Valuing diversity; challenging discrimination and stereotypes.	Influences and attitudes to money; money and financial risks. Evaluating media sources; sharing things online.	What affects mental health and ways to take care of it; managing change; loss and bereavement; managing time online; sun safety.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.	Further recap on puberty. Human reproduction and birth; increasing independence; managing transitions.