



Intent:

PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Through our whole-school approach to PSHE, children will be equipped with an understanding of risk, the knowledge of what constitutes a safe relationship and our families and people who care for us.

Our focus is on 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.

Implementation:

PSHE is taught across the school from Foundation Stage - Year 6 on a weekly basis with part of a phase assembly focussing on the key question of the week. Our PSHE curriculum considers statutory guidance but is bespoke to our school relevant and meaning content to ensure our multi faith and nationalities are represented. Our PSHE curriculum equips children through a spiral curriculum approach to developing knowledge, skills and understanding in the areas of; emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

Our curriculum focuses on our Trust core values, using them as an overarching theme each half term;

- Support
- Togetherness
- Achieve
- Respect
- Success
- STARS

Impact:

For all children to have;

- A ready willingness and ability to try new things, push themselves and persevere.
- To have a good understanding of how to stay safe, healthy and develop good relationships.
- To have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- To have a strong self-awareness, interlinked with compassion of others. Showing respect for the different cultures within school.



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- To enable children to develop resilience and to develop and maintain their own Mental Health and Wellbeing, giving them strategies to deal with adverse situations.
- To give opportunities to talk about their own Mental Health and Wellbeing and opportunities to express themselves and their feelings.

By the time children leave Ayresome Primary school we want them to be a respectful citizen and positively contribute to our society.

Cultural Capital:

We aim to equip pupils with capital culture, preparing children with the essential Personal, Social, Health and Emotional knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey, children develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

Within our PSHE we have many cross-curricular links. Including;

- music - encouraging performance and independence
- sports - developing confidence, understanding of others and good sportsmanship
- English - encouraging speaking and listening thus enabling the children to become more independent and confident within different contexts.

As a school we embrace;

- assemblies setting a growth mindset
- community events showing children that it is important to work together and be part of a community both within school and in the wider locality of school
- educational visits giving children the opportunity to learn about their past and heritage and to enhance learning opportunities within school.

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As a whole school we have developed our mindfulness sessions across the whole curriculum. On a daily basis staff have times throughout the day when they will stop and allow children to focus on themselves and their feelings in a mindfulness and calming session. This includes for example, closing their eyes and breathing, thinking about how they are feeling, focusing on being calm and ready to learn.



Support

	1 5.9.22 Zero waste week	2 12.9.22	3 19.9.22 21.9.22 – Peace Day	4 26.9.22 Harvest Festival	5 3.10.22	6 10.10.22 10.10.22 Hello yellow day/ World Smile Day	7 17.10.22
Core Value of Autumn 1		SELF BELIEF					
British Values link		<i>The rule of law</i>					
Key question for week	All about me.	What makes you, you?	Can we be friends?	What makes you special?	What makes me smile?	How do you feel?	How do we keep each other safe in school?
Coverage	Identify hopes and fears for the year Transition Families Relationships Making friends	Starting school – settling in School rules Being in a classroom Rights and responsibilities	The importance of friendships Making new friends Discussion of hobbies and interests	Being special Celebrating the differences in everyone How are you unique?	Feelings How do you feel? How do we feel in different situations? How can we make each other happy? Empathy	Feelings How do you feel? How do we feel in different situations? How can we make each other happy? Empathy	Friendships with peers and others Concept of privacy Each person’s body belongs to themselves Respond safely to adults Recognise and report feelings of being unsafe Where to get advice



Togetherhness

	8 31.10.22	9 7.11.22 Remembrance	10 14.11.22 Anti-bullying week Interfaith week Children in Need	11 21.11.22 Road Safety week	12 28.11.22	13 5.12.22	14 12.12.22
Core Value of Autumn 2		RESPECT					
British Values link		<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					
Key question for the week	What does 'togetherness' mean?	What is Remembrance?	Are we all the same? Odd sock day 'Reach out' https://anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2022-reach-out	What is a bully?	How can we deal with bullying? (working together)	What makes a good friend? – Friends and friendships	What is love? What is trust?
Coverage	How can we work together? Why is it important to	Remembrance	(see antibullying website) Types of bullying Racism	Different types of bullying – including cyberbullying Impact of bullying	Different types of bullying – including cyberbullying Impact of bullying	Friendships – what makes a good friend Judging friendships Managing conflicts	Feelings – how do we feel love? What is love? Trust – what is trust? When do we need trust?



	<p>work as a team?</p> <p>When might it be difficult to work as a team?</p>		<p>Standing up for your self</p> <p>How to solve bullying</p>	<p>Responsibilities of bystanders</p> <p>Reporting bullying</p> <p>How to get help</p>	<p>Responsibilities of bystanders</p> <p>Reporting bullying</p> <p>How to get help</p>	<p>Seeking advice</p>	<p>Do we need trust to be able to love?</p>
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Achieve

	15 2.1.23	16 9.1.23	17 16.1.23	18 23.1.23	19 30.1.23	20 6.2.23 7.2.23 – Safer Internet Day	21 13.2.23
Core Value of Spring 1	TEAMWORK						
British Values link	<i>Individual liberty</i>						
Key Question for Week	Why do we exercise?	How do we keep clean?	What is peer pressure?	Why is it important to relax?	Digital resilience	How can we keep ourselves safe online?	Alcohol and drugs
Coverage	<p>What does it mean to keep healthy?</p> <p>How does exercise make us feel healthy?</p> <p>Who can help us stay healthy?</p>	<p>Cleanliness</p> <p>Oral health</p> <p>Regular check ups</p> <p>Immunisations</p> <p>Who can help us to stay clean?</p> <p>Why is it important to stay clean?</p>	<p>Understanding the meaning of peer pressure.</p> <p>What to do if you experience peer pressure.</p>	<p>Discuss different ways of relaxing and why they are good for us.</p> <ul style="list-style-type: none"> - Mindfulness - Hobbies - Sleep - Exercise 	<p>Rules for keeping safe</p> <p>Respect for others online</p> <p>Behaviour online</p> <p>How data is shared online</p> <p>Critically consider online relationships – risks associated</p>	<p>Rules for keeping safe</p> <p>Respect for others online</p> <p>Behaviour online</p> <p>How data is shared online</p> <p>Critically consider online relationships – risks associated</p>	<p>Substance misuse</p> <p>Medicines</p> <p>Vaccinations</p> <p>Why do people choose to use/not use drugs?</p>



Respect

	22 27.2.23	23 6.3.23	24 13.3.23 18.3.23 – Comic Relief	25 20.3.23	26 27.3.23	
Core Value of Spring 2	PASSION					
British Values link	<i>Democracy</i>					
Key Question for Week	What is peer pressure?	Who is the NSPCC?	What is a respectful relationship?	How can we keep ourselves safe?	Who can I talk to?	
Coverage	Understanding the meaning of peer pressure. What to do if you experience peer pressure.	What is the NSPCC? What do they do? How do they keep people safe?	Manners Respecting others Treating people with respect/being respected Self -respect Contexts of relationships Permission seeking and giving in relationships	Friendships with peers and others Concept of privacy Each person's body belongs to themselves Respond safely to adults Recognise and report feelings of being unsafe Where to get advice	Who can help us in different situations? What can we do if we need help in different situations? Who can we talk to when ...?	



Success

	27 17.4.23	28 24.4.23	29 1.5.23	30 8.5.23	31 15.5.23	32 22.5.23
Core Value of Summer 1	HONESTY					
British Values link	<i>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>					
Key Question/ Concept for Week	What makes me unique?	Growing up	Life cycles	Why is my body changing?	Why are boys and girls different?	Is it fun or is it fear?
Coverage	<p>To recognise ways in which we are all unique</p> <p>Identify likes and dislikes</p> <p>To recognise their individuality and personal qualities</p> <p>Identify personal strengths, skills,</p>	<p>Know about growing and changing from young to old and how people's needs change</p> <p>To know how people and other living things have different</p>	<p>Know about growing and changing from young to old and how people's needs change</p>	<p>Name the main parts of the body, including external genitalia</p> <p>To recognise that some things are private and the importance of respecting privacy</p> <p>Why is my body changing and why do I feel this way? (puberty, physical and emotional changes)</p>	<p>Name the main parts of the body, including external genitalia</p> <p>To recognise that some things are private and the importance of respecting privacy</p> <p>Why is my body changing and why do I feel this way? (puberty, physical and emotional changes)</p>	<p>What is fun?</p> <p>What is fear?</p> <p>Do people always think the same ?</p> <p>Why might people think differently?</p> <p>Situations – fun/fear</p>



	achievements and interests	needs; about the responsibilities of caring for them.				
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Reach for the STARS

	33 5.6.23	34 12.6.23	35 19.6.23	36 26.23	37 3.7.23	38 10.7.23	39 17.7.23
Core Value of Summer 2	DETERMINATION						
British Values link	<i>Individual liberty</i>						
Key Question for Week	Are you ready for your future?	What have you achieved?	How have you succeeded this year?	What challenges have you come across?	Is money important?	Jobs and careers	What are your dreams and goals for next year?
Coverage	Careers Aspirations. Learn about different jobs.	Achievements for the year Developments Learning Improvements	What is your biggest success this year? How did u gain the success? Who helped you to succeed?	What sorts of challenges might you face across the year? How can you overcome these challenges? Who can help you overcome these challenges?	Know what money is Choices around spending and saving money Needs and wants	Know that jobs help people to earn money Know about different jobs people do in the community Strengths and interests people need for specific jobs	What is a dream? What is a goal? How can we aim to achieve these next year? Who can help us to achieve our dreams and goals for the future?

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KS3 PSHE:

PSHE is a non-statutory subject. This means that although all schools should teach it, the Department for Education (DfE) doesn't publish a curriculum, acknowledging that teachers are best placed to understand what their students need to know.



The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Careers utilising PSHE:

PSHE Consultant

PSHE Teacher

Drama Teacher

Health care professionals

Director of Safeguarding

Health Officer

Personal develop teacher

Mental Health and wellbeing manager

Mental health practitioner

Support worker

Learning mentor

Citizenship teacher