



# Curriculum PSHE - Whole School





# Curriculum PSHE Rationale

**CARE** **ACHIEVE** **BELIEVE**

*To provide an ambitious, comprehensive, relevant, purposeful and inclusive PSHE curriculum that provides our children with the body of knowledge and skills to have an exceptional character and lead a remarkable life. "We teach PSHE as part of our curriculum, which stands for 'Personal, Social, Emotional and Economic Education.' It is underpinned by British Values and promotes pupils' spiritual, moral and cultural development. The new 'Relationships, Sex and Health Education' (2020) curriculum is now statutory.*

<b>Intent:</b>	It is our intent that the Personal, Social, Health and Economics curriculum at Peover Superior Primary School should provide our pupils with the knowledge to make informed decisions about their wellbeing, health and relationships. We want them to develop resilience, build their self-efficacy and set goals for themselves which they can achieve and feel proud of. Through a holistic approach to self-awareness, children will learn how to recognise and express a range of emotions linked to various experiences and situations. They will know how to manage these emotions and learn about the importance of mental wellbeing, in the same way as physical health, diet, sleep and exercise. Moreover, they will learn about the importance of self-respect and how this links to their own happiness and wellbeing.
<b>Implementation:</b>	As pupils progress through each year, they will have the opportunity to explore the diversities in today's society, beginning with the school context and then exploring social and cultural differences in the wider environment. This will encourage our pupils to recognise and value differences in people and places, challenge stereotypes and respect others' feelings and opinions. Relationships and Sex Education forms an integral part of our PSHE curriculum to encourage children to develop healthy relationships, both online and face-to-face, and feel empowered to speak out if they are concerned about their own or others' safety. They will understand the concept of privacy; recognise that each person's body belongs to them, and the differences between appropriate, inappropriate or unsafe contact. During their time at Peover Superior, they will develop a clear understanding of the different types of bullying and abuse and know how to report concerns, having the vocabulary and confidence needed to do so. Through understanding more about the wider world, we aim to inform our pupils about their responsibility to take care of the environment and learn how to manage money effectively, including a basic understanding of business and enterprise. They will learn about their rights and responsibilities as members of families and as wider citizens, including the importance of human rights (and the Rights of the Child). Through the many school and charity events, they will learn what it means to be part of a community and the value of volunteering and contributions to society. The children will understand more about the rules and laws to keep people safe and discuss and debate topical issues such as Fairtrade and diversity.
<b>Impact:</b>	The lessons at Peover Superior are taught through creative and practical sessions which provide opportunities to bridge back and activate prior learning, open the platform for debate and discussion and develop children's vocabulary and confidence to share their thoughts, feelings or concerns in a safe environment. PSHE also forms an important part of school assemblies and collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured. By the time our children leave Peover Superior Primary School, we want them to have developed a range of skills and strategies to live healthy, safe, fulfilling, responsible and balanced lives.



# Curriculum Map

## PSHE - Whole School

### Cycle A

	Ongoing Online Safety	Autumn Living in the wider world		Spring Relationships		Summer Health and Well-Being (sex, drug & alcohol education)	
	Digital Literacy and Safety (revisited termly)	Responsibilities (British Values)  Autumn1	Aspirations  Autumn 2	Friendships and Safe Relationships  Spring 1	Difference (British Values)  Spring 2	Lifestyles and Keeping Safe  Summer 1	Changing  Summer 2
EYFS	How can we stay safe?	What does it mean to 'belong'?	What is money?	What is a good friend?	What is a family?	What helps us stay healthy?	What are we good at?
KS1 Yr1/2	How can we stay safe online?	How can we look after each other and the world?	What can we do with money?	What is the same and different about us?	Who is special to us?	Who helps us keep safe?	What are our achievements?
LKS2 Yr3/4	How can we make informed choices when online?	What are our responsibilities and duties?	How can we look after our money?	How can we be a good friend?	What does it mean to be polite and respectful?	How can we stay mentally and emotionally healthy?	What skills, strengths and interests do we have?
UKS2 Yr5/6	How can we share data safely?	What are our shared responsibilities within our community?	What jobs would we like to have to help us earn money?	What is peer pressure?	What does it mean to have empathy?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?



# Curriculum Map

## PSHE - Whole School

### Cycle B

	Ongoing Online Safety	Autumn Living in the wider world		Spring Relationships		Summer Health and Well-Being (sex, drug & alcohol education)	
	Digital Literacy and Safety  (Revisited termly)	Responsibilities (British Values)  Autumn1	Aspirations  Autumn 2	Friendships and Safe Relationships  Spring 1	Difference (British Values)  Spring 2	Lifestyles and Keeping Safe  Summer 1	Changing  Summer 2
EYFS	How can we stay safe?	What does it mean to 'belong'?	What is money?	What is a good friend?	What is a family?	What helps us stay healthy?	What are we good at?
KS1 Yr1/2	How can we use the internet safely?	What makes a community?	What jobs do people do to earn money?	What makes a good friend?	What is bullying?	Why should we keep active and sleep well?	How do we recognise our feelings?
LKS2 Yr3/4	How does the media and online world differ from reality?	How can our choices make a difference to others and the environment?	What decisions can people make with money?	How can friends communicate safely?	How do we recognise our own and others feelings?	Why should we eat well and look after our teeth?	How will our bodies and emotions change as we get older?
UKS2 Yr5/6	How can the media influence people?	Why are rights, freedom and responsibilities important?	What are the key skills of entrepreneurs?	How do relationships change as we grow?	What is prejudice and discrimination?	How can we keep ourselves safe as we become more independent?	How can we keep healthy as we grow and change?