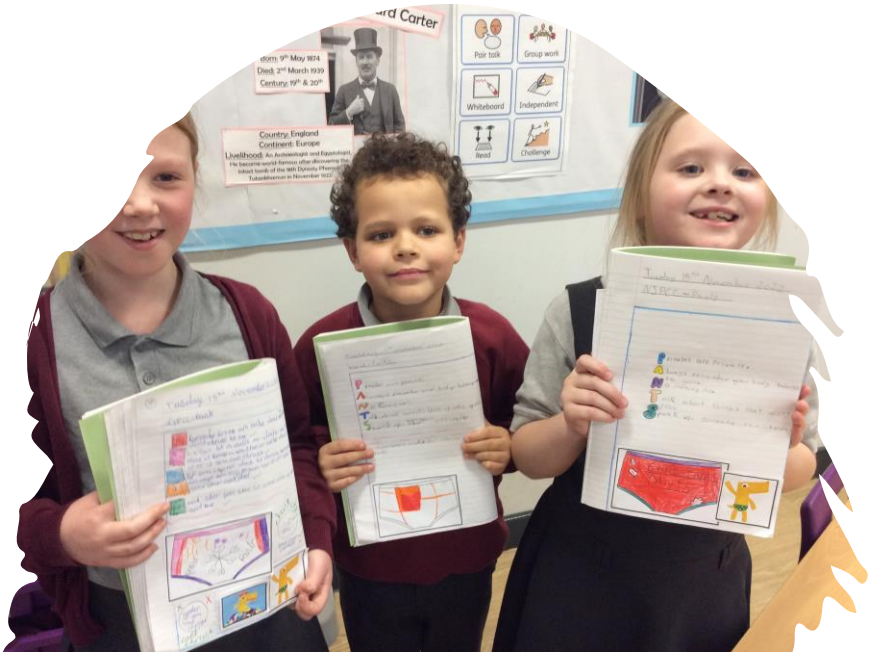


PSHE RSE Curriculum Overview



Content

Our 'Built for Blackrod' Curriculum

Curriculum Processes

Intent, Implementation, Impact

Curriculum Overview

PSHE RSE Subject Journey

PSHE RSE / PSED in EYFS

RSE Policy

Cultural Capital Offer

PSHE Knowledge Blocks – Our Spiral Curriculum

PSHE End Points

Assessment Process



Our Curriculum

Built for...



Values

B L A C K R O D
Bravery Learning Aspiration Citizenship Kindness Respect Optimism Determination

At Blackrod Primary School we provide an ambitious, broad and balanced curriculum that is designed to meet the needs of all children. Our curriculum provides our children with meaningful experiences and opportunities with the knowledge and skills they need for life beyond Blackrod Primary School.

Our curriculum is organised and sequenced in a way that ensures the end points the children are working towards are clear. Our children acquire the knowledge and skills they need to accomplish the end points by building on what they have already learned.

Through our '*Built for Blackrod*' curriculum we are driven to create a positive school culture where diversity and equality is at the core. Social, Moral, Spiritual and Cultural development opportunities are woven throughout the curriculum and assemblies which incorporate the Rights of a Child, Fundamental British Values, Safety and the Equality Act 2010.

Our ambition is to develop the 'whole child', nurturing children's talents and celebrating their achievements and successes. Our values alongside our vision of 'A joy in learning and life' underpin all that we do at Blackrod Primary School.

Curriculum Intent

PSHE RSE at Blackrod Primary

Through Personal, Social, Health and Economic Education we aim to encourage the children at Blackrod Primary School to stay safe, be healthy, enjoy and achieve, to make a positive contribution and to achieve economic wellbeing. In order for us to achieve this; we will promote self-esteem, responsibility, healthy relationships, respect and embrace being a part of different communities.

The personal and social development of pupils means supporting them as they develop from dependent to independent young people. In order for this transformation to take place, we as a school, need to promote the personal qualities, skills, attitudes and values which enable individuals to think and act for themselves, to manage relationships, to understand moral issues and to accept and understand rights and responsibilities.

Intent

At Blackrod Primary, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We share a cohesive vision to help children to understand and value how they and others fit into and contribute to the world. We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health through the delivery of a programme of engaging and relevant PSHE within a whole school approach.

We also promote and practise mindfulness; allowing children to advance their emotional awareness, concentration and focus. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

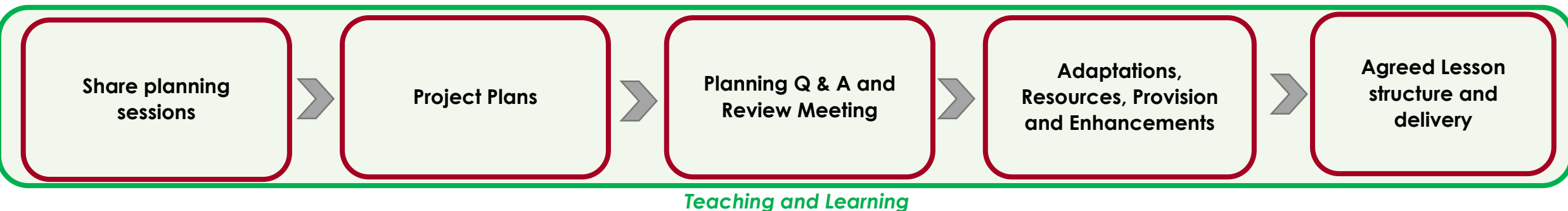
Curriculum Design Processes



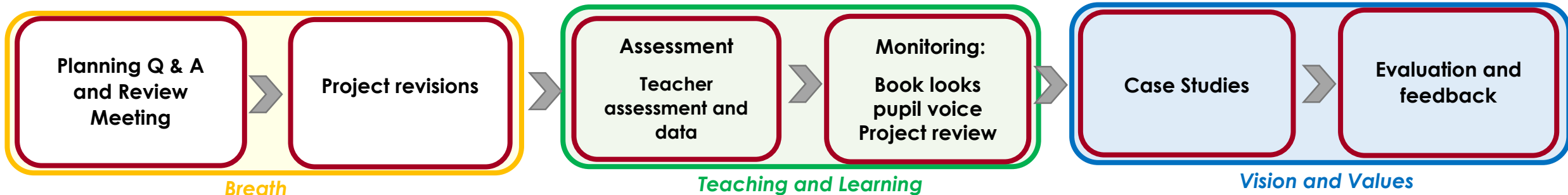
INTENT



IMPLEMENTATION



IMPACT



PSHE RSE Journey Long Term Overview



	Autumn		Spring		Summer	
EYFS	Building Relationships		Self-Regulation		Managing Self Mini Enterprise	
KS1	A	Health and Wellbeing	Families and Relationships	Economic Wellbeing Mini Enterprise	Safety and the Changing Body	Citizenship
	B	Health and Wellbeing	Families and Relationships	Economic Wellbeing Mini Enterprise	Safety and the Changing Body	Citizenship
LKS2	A	Health and Wellbeing	Economic Wellbeing Mini Enterprise	Families and Relationships	Safety and the Changing Body	Citizenship
	B	Health and Wellbeing	Economic Wellbeing Mini Enterprise	Families and Relationships	Safety and the Changing Body	Citizenship
UKS2	A	Economic Wellbeing Mini Enterprise	Health and Wellbeing	Families and Relationships	Safety and the Changing Body	Citizenship
	B	Economic Wellbeing Mini Enterprise	Health and Wellbeing	Families and Relationships	Safety and the Changing Body	Citizenship

Progression of Knowledge and Skills PSHE RSE



BLACKROD PRIMARY SCHOOL PSHE RSE Progression of Skills and Knowledge



Sub Strands	Milestone 1		Milestone 2		Milestone 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Families and relationships						
<i>Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes</i>						
Family	<p>Understanding that families offer love, care and support.</p> <p>Exploring how families are different to each other.</p> <p>Discussing ways to show respect for different families.</p>	<p>To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p> <p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>	<p>Using respectful language to discuss different families.</p> <p>Learning that problems can occur in families and that there is help available if needed.☒</p>	<p>To know that families are varied in the UK and across the world.</p> <p>To know that I can talk to trusted adults or services such as Child line if I experience family problems.☒</p>	<p>Identifying ways families might make children feel unhappy or unsafe.</p>	<p>To know that marriage is a legal commitment and is a choice people can make.</p> <p>To know that if I have a problem, I can call Child Line on 0800 1111.☒</p>
Friendships	<p>Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.☒</p>	<p>Exploring ways to resolve friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Exploring physical and emotional boundaries in friendships.</p>	<p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that bullying can be physical or verbal.</p> <p>To know that bullying is repeated, not a one off event.</p> <p>To understand the different roles related to bullying including victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p>	<p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Identifying ways to resolve conflict through negotiation and compromise</p>	<p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To know that a conflict is a disagreement or argument and can occur in friendships.</p> <p>To understand the concepts of negotiation and compromise.</p>
Respectful Relationships	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some gender stereotypes related to jobs.</p>	<p>Exploring the negative impact of stereotyping.</p> <p>Identifying who I can trust.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Learning about the effects of non-verbal communication.</p>	<p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To know the signs of a good listening.</p>	<p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Identifying ways to challenge stereotypes.</p> <p>Discussing how and why respect is an important part of relationships.</p> <p>Exploring our positive attributes and being proud of these (self-respect)☒</p>	<p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that positive attributes are the good qualities that someone has.</p>
Change and loss	<p>Exploring how loss and change can affect us.</p>	<p>To know that there are ways we can remember people or events.</p>	<p>Discussing how to help someone who has experienced a bereavement.</p>	<p>To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.☒</p>	<p>Exploring the process of grief and understanding that it is different for different people.</p>	<p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p>



PSHE Progression
kills and Knowledge



PSHE/PSED in Early Years



PICASSO - LONG TERM PLAN

	Autumn		Spring		Summer	
Personal, Social and Emotional Development	Building Relationships: Special Relationships	Building Relationships: My family and friends	Self Regulation: My Feelings	Self Regulation: Listening and Following Instructions	Managing Self: My Wellbeing	Managing Self: Taking on Challenges
Managing Self	My interests I am unique My family Special people Sharing Similarities and differences	Festivals Sharing What makes a good friend? Being a good friend Teamwork Celebrating friendships	Identifying my feelings Feelings jars Coping Strategies Describing Feelings Facial Expressions Creating a Calm Corner	Simon Says Listening to a Story Pass the Whisper Obstacle Races Blindfold Walk Treasure Hunt	What is exercise? Yoga and Relaxation Looking after Ourselves Being a Safe Pedestrian Eating Healthily A Rainbow of Food	Why do we have rules? Building Towers Team Den Building Grounding Team Races Circus Skills
Self-Regulation	<p>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.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 		<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p>			
Building Relationships						
Link to Behaviour for Learning	<p>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.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 		<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p>			
Link to Behaviour for Learning						



PSHE/PSED in Early Years



EYFS (Reception) units

Self-regulation: My feelings

In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

Building relationships: Special relationships

In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.

Managing self: Taking on challenges

In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.

Self-regulation: Listening and following instructions

In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.

Building relationships: My family and friends

In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.

Managing self: My wellbeing

In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

PSHE RSE Knowledge Blocks: Our Spiral Curriculum



An effective **Knowledge Builders** organises information into **Knowledge Blocks** that help children to understand where the new information sits in relation to previously learned knowledge.

EYFS

Self Regulation

Building Relationships

Managing Self

Safety and the Changing Body

Health and Wellbeing

Citizenship

KS1/ LKS2/
UKS2

Family and Relationships

Economic Wellbeing

UKS2 – Year
6 Only

Identity

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.





Example Knowledge Builders



BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Subject: PSHE – Health & Wellbeing

Kapow
Primary



Enquiry Questions

1. How do I describe and understand my feelings?
2. Why are rest and relaxation important?
3. What am I like?
4. What are the benefits of physical activity and rest?
5. How are germs spread and how can we stop them spreading?
6. What are the risks associated with the sun?
7. What is an allergy?
8. What can we do to keep ourselves healthy?

Some emotions we can feel are happiness, sadness, anger and worry.

Different situations make us feel different emotions.



Health tips



Washing our hands gets rid of germs which can make us ill. We should wash our hands regularly.



The sun can be good for us but we need to take care to look after our skin. In the sun, remember the 5 S's: Slip, Slop, Slap, Shade, Sunglasses.



We can have more than one feeling at the same time.

How we are feeling can affect our bodies inside and out.



If you are worried about anything, talk to an adult you trust at home or at school.



Get the right amount of sleep every night to keep healthy and well.



Use relaxation techniques such as muscle relaxation and laughter.

Key Vocabulary

Definition

Relax	To take a rest or break
Emotions	The range of feelings that someone can have, such as happiness or anger
Strengths	The things we are good at
Feelings	Emotions that a person can feel
Germs	A very small living thing which can make us ill
Healthy	Being well, both physically and mentally
Allergy	A strong reaction to something which does not affect most people



Doctors



Nurses



Dentists

Some people have jobs which help us to keep healthy, for example: doctors, nurses and dentists.

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Subject: PSHE- Health and Well-being



Enquiry Questions

1. Why is it important to have the correct amount of different food groups in our body?
2. How can I plan to keep healthy and look after my teeth?
3. What does being lonely mean and how do we prevent feeling this way?
4. How can I identify my own strengths and develop a growth mind-set?
5. How do I recognise when consent is needed and take responsibility for my own happiness?
6. What can we do to maintain or increase our happiness and why are different emotions important?

What can we do to maintain or increase our happiness and reach our goals?

Why are different emotions useful?

Take time to engage in random acts of kindness. Respond actively and constructively, celebrating when others share good news with you.

Why is it important to have the correct amount of different food groups in our body?



Eat five portions of fruit and vegetables every day.

How do I recognise when consent is needed?

What is important to me and can I take responsibility for my own happiness?



Different things make different people happy.

How can I plan to keep healthy and look after my teeth?



There are number of things we can do to keep our teeth healthy including: brushing twice a day, visiting the dentist, avoiding sugary food and drinks and using a fluoride toothpaste.

How can I identify my own strengths and develop a growth mind-set?



We all have different strengths and we can use these to help others.

What does being lonely mean and how do we prevent feeling this way?



Emotions can be positive and negative and we need to learn to deal with both.

Key Vocabulary

Definition

Balanced	Eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to maintain a healthy body weight.
Healthy	In a good physical condition
Food Group	A number of categories into which types of food are classified
Feeling	An emotional state or reaction
Relax	Make or become less tense or anxious.
Stretch	Straighten or extend a part of the body to its full length.
Group	A number of people or things that are classed together.
Identity	Establish or indicate who or what someone or something is.
Belonging	The feeling of security and support when there is a sense of acceptance
Alone	Separated from others
Lonely	Sad because one has no friends or company
Mistake	An action or judgement that is misguided or wrong.
Learn	Gain knowledge of or skill in something
Resilience	The capacity to tolerate or to recover quickly from difficulty

BLACKROD PRIMARY SCHOOL – KNOWLEDGE BUILDERS

Subject: PSHE – Health & Wellbeing



Enquiry Questions

1. What do yoga poses and breathing help with?
2. What are the benefits of sleep?
3. How does failure have a purpose?
4. How do I take responsibility for my own feelings and actions?
5. What is a healthy meal?
6. What are the risks associated with the sun and how can these be avoided?

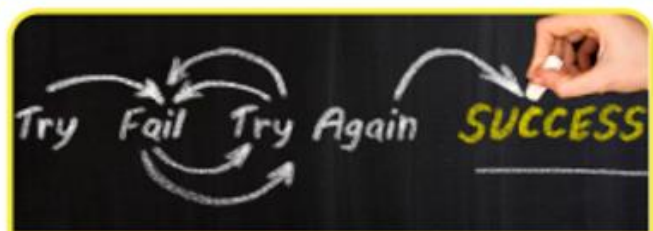
If you are worried about your health, talk to an adult you trust or your doctor. **Contact:** Childline www.childline.org | 0800 1111
Calls DO NOT show on the phone bill



Establish good habits for sleeping.



Write down your goals and the steps you need to get there.



Remember: "If at first you don't succeed, try, try and try again".



Try to have a balance of food groups in each meal or across the day.



There are things we can do to look after our mental health, such as yoga.



Sleep is an important part of keeping healthy.

As we get older, we take on more responsibility for our own health.

Finding things hard and failing can feel uncomfortable but they are part of learning.

We all experience different feelings and we can decide how we are going to react to them.



When we plan a meal, we need to try and include all the food groups which keep us healthy.



UV rays from the sun can damage our skin if we don't protect ourselves.

Key Vocabulary	Definition
Protect	To keep someone safe from something
Relaxation	Doing calming activities such as having a bath or reading a book
Responsibility	Being in charge of our own actions
Fail	To be unsuccessful in achieving a goal
Goal	Something you want to achieve

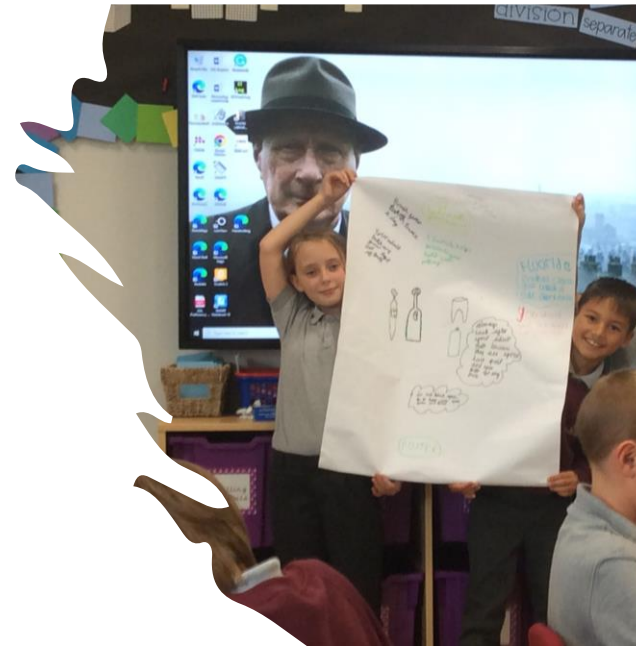
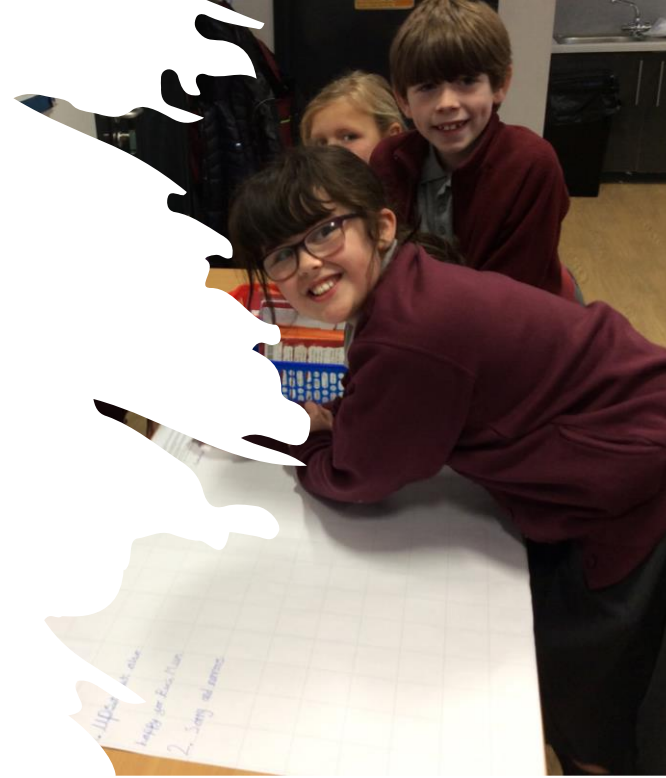


PSHE RSE Policy

PSHE RSE Policy



PSHE RSE



PSHE RSE Policy



The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed for all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**
- **Y6 Pupils also receive sex education sessions with a focus on:**
- **Preparing boys and girls for the changes that adolescence brings (Building on their prior learning about puberty)**
- **How a baby is conceived and born**

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)



Cultural Capital for PSHE RSE

- **BPS's PSHE RSE Cultural Capital offer includes:**

- A progressive **vocabulary** overview for each key stage
- PSHE and RSE books key stage **reading area enhancements**

- Personal Development Opportunities

- Into the woods – Octagon Theatre
- School council leadership
- Curriculum Ambassadors and Deputies
- UKS2 School retreat – Manor Adventure
- LKS2 School retreat - Whitby
- Eco council
- Youth Council
- Space Camp
- Sports Day
- Dance Festival
- Extra-Curricular Clubs and competitions

- Social Development Opportunities

- Safer Internet Day
- E Safety Champions
- EYFS Stay and Play
- PTFA Discos
- Transition days
- The Big Anti Bullying Assembly
- Rights Respecting Schools Day

- Health Opportunities

- Health visitors – see visitors on next slide
- Forest School and yoga sessions
- NSPCC PANTS
- Embedded worry Monsters, Calm a Class and relaxed kids provision
- Whole school mini first aid training
- Pastoral Pop in



Cultural Capital for PSHE RSE

- Economic Opportunities
- Mini enterprise
- Macmillan Coffee Morning
- Christmas and Summer Fayre

School Visitors –

- Firefighter visit
- UKS2 nurse visit RSE support
- Oral health Bolton Council EYFS and Y3
- Trees N Us Project LKS2
- Into the woods – Octagon Theatre
- Y6 Mental Health Workshop Bolton Healthy Families
- Intra Health Flu Vaccinations
- Children in Need – Pudsey Bear
- Town Council Meet with Youth Council
- Mini First Aid
- Audiology check Y1
- 'The Leaf' project – where our food comes from and why buying local can help with the environment
- Kat Howard – Online Safety for Parents
- BYB @ Blackrod
- Science week careers: Jim Gillies, Electricity NW
- Mini Enterprise Mrs. Marsh – Halifax Bank

Possible future introductions:

Golden time – pupils in all classes learn a new skill e.g. healthy cooking, first aid, sign language

Economics and careers – year 6 to have mock interviews with records of achievement to highlight positive attributes they might use in a workplace

Playground buddies and playground leaders

Anti-bullying ambassadors

Charity fund raisers

Sports competition representatives

Maths themed weeks – pricing/profit making/difference between debit and credit – mini enterprise focus?

OPAL

***** taking pride in contribution towards school life*****

PSHE RSE - End Points Example

- Cycle A

PSHE – LKS2 – Year 3/4		
Health and Wellbeing – Cycle A		
Cross Curricular Links	NC Objectives	Project End points
<p>Science</p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>English: Reading – comprehension</p> <p>recognising some different forms of poetry (for example, free verse, narrative poetry) Develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>British values</p> <p>Mutual respect. Individual liberty.</p> <p>PSHE</p> <p>PSHE Association's Programme of Study for PSHE Education</p>	<p>Mental wellbeing</p> <p>-Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. -Know that mental wellbeing is a normal part of daily life, in the same way as physical health -that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support -where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) -Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Physical and mental fitness</p> <p>-The characteristics and mental and physical benefits of an active lifestyle -The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. -The risks associated with an inactive lifestyle (including obesity).</p> <p>RSE</p> <p>Respectful relationships</p> <p>-The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. -Being safe -What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). -That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> I understand what a balanced diet is I know that what I eat affects my mood and behaviour I understand that I need more energy from food when I am more energetic I understand the importance of keeping well hydrated I understand when is a good time to use this technique I understand how my behaviour and actions affect other people I understand why mistakes are important I understand that all emotions are important I know that I can control some things but not others <p>Skills</p> <ul style="list-style-type: none"> I can describe the benefits of a healthy diet on mental and physical well being I can say how different foods affect our teeth I can talk about why relaxation is good for our bodies I can use stretching to ease muscle tension and relax I can say what I am good at I can identify some of the different groups/communities I belong to I can identify similarities and differences between people I can describe aspects of my identity in a kenning poem I can say what I am good at I can describe how I can use my strengths to help others I can describe how it feels to fail I can learn from mistakes or failures I can express my feelings to others. I can discuss how to handle different scenarios. I can practise creating boundaries. I can take action to affect my own happiness

Vocabulary	Key Questions	Links to prior learning
<p>Key</p> <p>Action, Emotions, Feelings, Strategy, Teeth, Healthy, Balanced, Food group, Feeling, Balance, Relax, Stretch, Group, Identity, Belonging, Alone, Lonely, Mistake, Learn, Resilience, Boundary, Consent, Emotions, Express, Permission, Respect, Happy</p> <p>Project</p> <p>My healthy diary, Diet and dental health, Relaxation: stretches, Wonderful me, My superpowers, Celebrating mistakes, Communicating my feelings, My happiness</p>	<ol style="list-style-type: none"> What food gives us energy? Why is it important to have the correct amount of food for our bodies? How can I plan to keep healthy? How can we look after our teeth? What different ways can we use to relax? What does being lonely mean? What can we do if we feel lonely? What can we do if we think other people are lonely? What are my strengths? What are we good at? Why are different emotions useful? What makes us happy? What can we do to maintain or increase our happiness? What actions can I take to reach my goal? Who can the children talk to if they feel unhappy or are worried about something? 	<p>EYFS – understanding animals and habitats project EYFS – Planting and growing project</p> <p>Y1/2 Understanding my feelings Laughter and Progressive muscle relaxation Sun Safety Allergies Staying healthy Hand washing and personal hygiene Sleep Identifying my strengths Steps to success Understanding my feelings Growth mindset Being active Breating exercises Healthy diets Looking after my teeth</p> <p>Lesson Objectives</p> <p>To understand and plan for a healthy lifestyle including physical activity, rest and diet To understand the benefits of healthy eating and dental health To perform a range of relaxation stretches To understand the different aspects of my identity To identify my own strengths and begin to see how they can affect others To develop a growth mindset and understand that mistakes are useful To recognise when to give consent. To identify what is important to me and to take responsibility for my own happiness</p>

PSHE RSE - End Points Example

- Cycle B

PSHE – LKS2 – Year 3/4		
Health and Wellbeing – Cycle B		
Cross Curricular Links	NC Objectives	Project End points
<p>Science</p> <p>-Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>-Pupils should be able to identify the different types of teeth in humans and their simple functions.</p> <p>English: Reading – comprehension</p> <p>recognising some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>identifying themes and conventions in a wide range of books</p> <p>British values</p> <p>Mutual respect. Individual liberty.</p> <p>PSHE</p> <p>PSHE Association's Programme of Study for PSHE Education</p>	<p>Mental wellbeing</p> <p>-Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>-Know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>-that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>-where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>-Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>Physical and mental fitness</p> <p>-The characteristics and mental and physical benefits of an active lifestyle</p> <p>-The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>-The risks associated with an inactive lifestyle (including obesity).</p> <p>-About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>Note: Although the statutory guidance mentions flossing, the Oral Health Foundation do not recommend flossing under the age of 12. They stress the importance of children having the dexterity to floss effectively and recommend individuals seeking advice from their dentist.</p> <p>RSE</p> <p>Respectful relationships</p> <p>-The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>-being safe</p>	<p>Knowledge</p> <ul style="list-style-type: none"> I understand what a balanced diet is I know that what I eat affects my mood and behaviour I understand that I need more energy from food when I am more energetic I understand the importance of keeping well hydrated I understand when is a good time to use this technique I understand how my behaviour and actions affect other people I understand why mistakes are important I understand that all emotions are important I know that I can control some things but not others <p>Skills</p> <ul style="list-style-type: none"> I can explain what to do to keep my teeth healthy I can share this information effectively with my peers I can express my feelings to others. I can discuss how to handle different scenarios. I can practise creating boundaries. I can describe the benefits of a healthy diet on mental and physical well being I can say how different foods affect our teeth I can talk about why relaxation is good for our bodies I can use stretching to ease muscle tension and relax I can say what I am good at I can identify some of the different groups/communities I belong to I can identify similarities and differences between people I can describe aspects of my identity in a kenning poem I can say what I am good at I can describe how I can use my strengths to help others I can describe how it feels to fail I can learn from mistakes or failures

	<p>-What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>-That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<ul style="list-style-type: none"> I can express my feelings to others. I can discuss how to handle different scenarios. I can practise creating boundaries. I can take action to affect my own happiness
Vocabulary		
<p>Key</p> <p>Exercise, Balance, Diet, Energy, Intake, Tooth, Teeth, Sugary drink, Healthy, Brush, Dentist, Fluoride, Toothpaste, Relax, Place, Calm, Visualise, Imagine, Job, Skill, Role, Barriers, Strategy</p> <p>Action, Emotions, Feelings, Strategy, Teeth, Healthy, Balanced, Food group, Feeling, Balance, Relax, Stretch, Group, Identity, Belonging, Alone, Lonely, Mistake, Learn, Resilience, Boundary, Consent, Emotions, Express, Permission, Respect, Happy</p> <p>Project</p> <p>My healthy diary, Looking after our teeth, Relaxation: visualisation, Meaning and purpose: my role, Resilience: breaking down problems, Emotions, Communicating my feelings, Mental Health</p>	<p>Key Questions</p> <ol style="list-style-type: none"> What food gives us energy? Why is it important to have the correct amount of food for our bodies? How can I plan to keep healthy? What key messages about dental health do we want to share? What helps us to calm down? How can we look after our teeth? What different ways can we use to relax? What does being lonely mean? What can we do if we feel lonely? What can we do if we think other people are lonely? What are my strengths? What are we good at? Why are different emotions useful? What makes us happy? What can we do to maintain or increase our happiness? What actions can I take to reach my goal? Who can the children talk to if they feel unhappy or are worried about something? 	<p>Links to prior learning</p> <p>EYFS – understanding animals and habitats project</p> <p>EYFS – Planting and growing project</p> <p>Y1/2</p> <p>Understanding my feelings</p> <p>Laughter and Progressive muscle relaxation</p> <p>Sun Safety</p> <p>Allergies</p> <p>Staying healthy</p> <p>Hand washing and personal hygiene</p> <p>Sleep</p> <p>Identifying my strengths</p> <p>Steps to success</p> <p>Understanding my feelings</p> <p>Growth mind-set</p> <p>Being active</p> <p>Breathing exercises</p> <p>Healthy diets</p> <p>Looking after my teeth</p>



Assessment Model

Intent

Blackrod PSHE Overview
High quality resources
Research base
RSE Policy
Spiral Curriculum
Q&A Planning and review
meetings in teams

Implementation

Shared Key Stage Planning
Pre and post subject
assessment
AfL
Helicopter marking and
verbal feedback
Delivery of projects
Q&A Planning and Review
Meetings

Impact

Teacher Assessment
AfL
WT and GD monitored each
project in foundation
subject grid
M&E of Impact
Q&A Planning and Review
Meetings
Pupil progress meetings
Project reviews
Learning Talks
Book Looks

- Children complete pre and post quizzes for every project this inform planning and support.
- Children are assessed by class teacher
- Gap analysis informs planning and support
- Interventions are put in place to support those who are not meeting their targets e.g. Time to Talk

