



Subject Overview – PSHE

Reviewed by: Ally Weetch

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INTENT: At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our PSHE curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our PSHE curriculum, we aim for children to:

- Develop the ability to make healthy choices and keep themselves safe;
- Gain an understanding of mental health and personal well-being;
- Grow resilience;
- Understand how to form good relationships;
- Learn positive behaviours and conflict resolution;
- Develop skills and strategies to be successful in all areas of their lives.

At Debden Church of England Primary Academy we recognise the proven link between pupils' health and wellbeing, and their academic progress. We believe that crucial skills and positive attitudes developed through PSHE are critical to ensuring that our children are effective learners. Our PSHE curriculum has been tailored to our school's individual context. For example, owing to our large percentage of children from the local barracks, PSHE is used as a useful tool in supporting children and families who may be facing challenges.

IMPLEMENTATION:

PSHE is generally taught weekly in 'blocks' over the course of a half term. We believe that this allows for greater depth of study, and increased opportunities to build schemata. The Coram Life Education scheme of work and lesson plans are used across the school and adjusted in order to best meet the needs of each class. For each year group there are six themed units which provide a complete PSHE and wellbeing curriculum, including mental health and Relationships and Sex Education. (RSE) The same theme is taught across the school at the same time.

Additional opportunities are given in class for discussion and circle times as and when issues arise. Worry boxes in each classroom provide our children with the opportunity to share any concerns that they may be having. We also run themed well-being weeks and have introduced 'Growth Mindset' across the school.

The following themes are taught across the school on a half termly basis;

Me and my relationships

Rights and responsibilities

Valuing differences

Being my best

Keeping myself safe

Growing and changing

UNIT TITLE – Me and My Relationships

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY	
Year 1	<ul style="list-style-type: none"> - Names of feelings - Feelings link to behaviour - Managing feelings - Trusted adults 	<p>Name different feelings and explain how these might affect behaviour.</p> <p>Explain some different ways of dealing with ‘not so good’ feelings.</p> <p>Know when help is needed and who to go to for help.</p>	<p>Happy</p> <p>Sad</p> <p>Excited</p> <p>Angry</p> <p>Surprised</p>	<p>Scared</p> <p>Feelings</p> <p>Behaviour</p> <p>Trust</p> <p>Adult</p>
Year 2	<ul style="list-style-type: none"> - Expression of feelings - What makes a good friendship - Teasing v bullying - Trusted adults 	<p>Express feelings in a safe, controlled way.</p> <p>Identify what makes a good friend and give examples.</p> <p>Name some ways to get help if being bullied and what to do if being teased.</p>	<p>Feelings</p> <p>Emotions</p> <p>Worried</p> <p>Confused</p> <p>Shocked</p>	<p>Embarrassed</p> <p>Rely</p> <p>Respect</p> <p>Tease</p> <p>Bully</p>
Year 3	<ul style="list-style-type: none"> - Tolerance and acceptance - Building positive friendships - Resolving conflicts - Being assertive 	<p>Show acceptance towards the views of others and understand that we don’t always agree with each other.</p> <p>Explain what makes a good friend and how to make up after a falling out.</p> <p>Explain what being ‘assertive’ means and give a few examples.</p>	<p>Viewpoint</p> <p>Opinion</p> <p>Agree</p> <p>Disagree</p> <p>Respect</p>	<p>Resolve</p> <p>Conflict</p> <p>Assertive</p> <p>Courage</p> <p>Resilience</p>
Year 4	<ul style="list-style-type: none"> - Feelings influence behaviour - Reading body language - When and how to be assertive 	<p>Explain how feelings can influence behaviour.</p> <p>Give examples of how to tell how a person is feeling worried just by their body language.</p> <p>Give different examples of when (and why) we might need to be assertive.</p>	<p>Emotions</p> <p>Behaviour</p> <p>Influence</p> <p>Body language</p> <p>Communicate</p>	<p>Express</p> <p>Expression</p> <p>Assertive</p> <p>Confidence</p> <p>Resilience</p>
Year 5	<ul style="list-style-type: none"> - What constitutes positive healthy friendships - Positive friendships support well-being - Reacting to pressure/influence 	<p>Give a range of examples of our emotional needs and explain why they are important.</p> <p>Explain why qualities of friendship are important.</p> <p>Explain why assertiveness is more effective than other ways of reacting to pressure or influence.</p>	<p>Emotional needs</p> <p>Safety</p> <p>Security</p> <p>Connect</p> <p>Self-esteem</p>	<p>Achievement</p> <p>Success</p> <p>Assertive</p> <p>Pressure</p> <p>Influence</p>
Year 6	<ul style="list-style-type: none"> - Thoughts/feelings influence behaviour - Active and passive bystanders - Inappropriate touch - Negotiation and compromise 	<p>Explain how thoughts and feelings can influence behaviour.</p> <p>Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>Explain what inappropriate touch is and give examples. Suggest ways of getting help.</p> <p>Show examples of negotiation and compromise.</p>	<p>Influence</p> <p>Bystander</p> <p>Passive</p> <p>Active</p> <p>Appropriate</p>	<p>Inappropriate</p> <p>Trust</p> <p>Negotiate</p> <p>Compromise</p> <p>Collaborate</p>

UNIT TITLE – Valuing Difference

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY	
Year 1	<ul style="list-style-type: none"> - People are similar and different - Fair and unfair 	<p>Explain how people are similar as well as different.</p> <p>Explain why things sometimes seem unfair, even if they are not.</p>	<p>Similar</p> <p>Different</p> <p>Equal</p> <p>Talent</p>	<p>Skill</p> <p>Respect</p> <p>Celebrate</p> <p>Together</p>
Year 2	<ul style="list-style-type: none"> - Active listening - Point of view - Inclusion 	<p>Demonstrate good listening skills and explain why listening skills help to understand a different point of view.</p> <p>Identify ways of getting help if being left out.</p>	<p>Active listening</p> <p>Respect</p> <p>Equal</p> <p>Tolerance</p>	<p>Point of view</p> <p>Opinion</p> <p>Left out</p> <p>Include</p>
Year 3	<ul style="list-style-type: none"> - Tolerance of others - Different communities - How to have positive relationships 	<p>Explain how respect and tolerance have helped to make the classroom a happier, safer place.</p> <p>Give examples of different community groups and say what is good about having different groups.</p>	<p>Similar</p> <p>Different</p> <p>Equal</p> <p>Viewpoint</p>	<p>Tolerance</p> <p>Respect</p> <p>Cooperate</p> <p>Community</p>
Year 4	<ul style="list-style-type: none"> - Tolerance of others - Religious and cultural differences - What is stereotyping? 	<p>Explain how people are different, including religious or cultural differences.</p> <p>Explain why it’s important to challenge stereotypes that might be applied to ourselves or others.</p>	<p>Religion</p> <p>Culture</p> <p>Similarity</p> <p>Difference</p>	<p>Tolerance</p> <p>Respect</p> <p>Stereotype</p> <p>Challenge</p>
Year 5	<ul style="list-style-type: none"> - Celebrating differences - Understanding that online posts may not be true - Gender identity - Sexual orientation 	<p>Identify different faiths and cultures and positive things about having these differences.</p> <p>Explain how people sometimes aim to create an impression of themselves that is not real and what might make them do this.</p> <p>Explain the difference between sex, gender identity, gender expression and sexual orientation.</p>	<p>Faith</p> <p>Diverse</p> <p>Society</p> <p>Tolerance</p> <p>Sexual orientation</p>	<p>Online</p> <p>Impression</p> <p>Gender</p> <p>Identity</p> <p>Respect</p>
Year 6	<ul style="list-style-type: none"> - Mutual respect - Diverse society - Understanding prejudice - Gender stereotypes 	<p>Talk from personal experience about the positives of different faiths and cultures.</p> <p>Give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Define and challenge gender stereotyping.</p>	<p>Mutual respect</p> <p>Diverse</p> <p>Society</p> <p>Racism</p> <p>Stereotype</p>	<p>Gender</p> <p>Media</p> <p>View</p> <p>Influence</p> <p>Self-esteem</p>

UNIT TITLE – Keeping myself safe

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> - Managing feelings -How to stay healthy - What are medicines used for? - Personal details 	Identify what can be done to stay safe when strong, but not so good feelings are experienced. Give examples of how to stay healthy. Say when medicines might be harmful. Recite basic personal details.	Sadness Feelings Anger Help Worry Adult Jealousy Trust Personal details
Year 2	<ul style="list-style-type: none"> - Safe/unsafe secrets -Trusted adults - Food groups - Medicine safety - Personal details shared online 	Identify examples of safe and unsafe secrets and name trusted adults. Identify different food groups that help bodies to stay healthy. Explain that medicines can be helpful or harmful and give examples of how they can be used safely. Identify which personal details should not be shared online.	Secret Protein Safe Carbohydrate Unsafe Dairy Trust Medicine Food groups Drug Personal details Online safety
Year 3	<ul style="list-style-type: none"> - Risky behaviours - Unhealthy lifestyle - Risks from cigarettes and alcohol - Online safety 	Identify what could be done to make a situation less risky or not risky at all. Name examples of an unhealthy lifestyle. Explain why things other than drugs can be helpful and harmful. Explain why it is important to keep personal details safe online. Recognise appropriate behaviour.	Safe Drug Unsafe Appropriate Danger Online safety Risk Helpful Cigarettes Harmful Alcohol
Year 4	<ul style="list-style-type: none"> - Being influenced - Recognising choice - Why do people smoke or drink? - Online safety 	Give examples of people or things that might influence someone to take risks and understand choice. Explain risks of smoking or drinking alcohol on a person's body and list reasons why most people choose not to smoke, or drink too much alcohol. Explain why information seen online might not always be true.	Influence Drug Risk Dare Choice Online safety Smoke Image Cigarettes Safe Alcohol Unsafe
Year 5	<ul style="list-style-type: none"> - Being influenced - Recognising choice - Norms around smoking, alcohol and drugs - Online safety 	Give examples of things that might influence a person to take risks online. Explain that people have a choice. Explain how knowing the norms about smoking, alcohol and drugs can influence people. Explain how people sometimes aim to create an impression of themselves in what they post online.	Influence Drug Risk Decision Choice Dilemma Norm Assertiveness Cigarettes Personal Alcohol Information
Year 6	<ul style="list-style-type: none"> - Emotional and physical needs - Positive/negative influences - Issues around decision-making - Misperceptions around alcohol - Dangers of sharing information 	Explain why emotional needs are as important as physical needs. Give examples of positive and negative influences, including things that could influence decision-making. Explain why some people believe that more young people drink alcohol than actually do. Explain some ways of staying safe when using a mobile phone, including safety around sharing personal information or images.	Emotional Decision Physical Misperception Need Personal Positive Image Negative Private Influence Illegal

UNIT TITLE – Rights and Responsibilities

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> - Why we have rules - Examples of responsibilities - How to look after our environment - How to look after money 	Talk about why we have rules. Give examples of responsibilities in the home and at school. Give examples of how to look after our environment. Name some ways to look after money.	Rules Needs Responsibilities Money Environment Spend Care Save
Year 2	<ul style="list-style-type: none"> - How to stick to rules - Ways to cooperate - Managing feelings - Improving an environment - Saving money for the future 	Suggest rules that will help to keep us happy and ways to keep to these rules. Cooperate with others and self-regulate. Suggest ways to improve the school environment. Describe how money can be saved for use at a future time.	Rules Feelings Responsibilities Manage Environment Cooperate Improve Save Future Choice
Year 3	<ul style="list-style-type: none"> - Rules for different reasons - Responsibility of self - Improving an environment in the community - Having choice over money 	Give examples of when new rules have been followed. Describe how as we get older we start to take more responsibility for keeping ourselves safe. Suggest ways to improve an environment in the community. Explain how people have choices concerning money.	Rules Self Responsibilities Manage Environment Safety Improve Save Community Choice
Year 4	<ul style="list-style-type: none"> - Following difficult rules - Influence of TV and newspapers - Effect of being a bystander - Money is a limited resource 	Explain why some rules are difficult to follow. Explain how reports (e.g. TV) might influence how people think. Explain positive effect of a 'bystander'. Explain how money is a limited resource and how people have choices and decisions to make about how to spend it.	Rules Bystander Challenging Choice Influence Consequence Reports Resource Bias Limited
Year 5	<ul style="list-style-type: none"> - Rights and responsibilities - Wider rights and responsibilities - How local councils spend their money 	Give examples of some of the rights and related responsibilities we have as we grow older, at home and school. Describe some of the wider rights and responsibilities we have. Explain that local councils have to make decisions about how money is spent on things needed in the community.	Rights Council Responsibilities Expenditure Wider Decisions Community Priority Future Elect

Year 6	<ul style="list-style-type: none"> - Sustainable environments - Jobs and pay - Saving money in different ways - Rights and responsibilities as we grow older Responsibilities to the wider community 	<p>Explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Explain the advantages and disadvantages of different ways of saving money.</p> <p>Give examples of some of the rights and related responsibilities we have as we grow older, in the wider community.</p> <p>Explain how people's social media profiles often give a biased view of them.</p>	Sustainable Income tax VAT Voluntary Community Pressure Bias	Democracy Election Candidate Speech Manifesto Ballot Social media
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UNIT TITLE – Being my Best

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY	
Year 1	<ul style="list-style-type: none"> - Setting personal goals - Growth mindset - Healthy eating - 5 a day 	<p>Set a personal goal.</p> <p>Explain growth mindset.</p> <p>Explain why certain foods are healthy and why we need to eat 5 a day.</p>	Goal Personal Growth mindset Healthy	Unhealthy Balanced Diet 5 a day
Year 2	<ul style="list-style-type: none"> - Benefits of setting personal goals - Growth mindset - Balanced diet - Understanding how food is turned into energy 	<p>Explain how setting a goal or goals will help reach a sense of personal achievement.</p> <p>Identify some ways to help yourself when facing a challenge.</p> <p>Describe how different foods are turned into energy.</p>	Goal Personal Growth mindset Achieve	Self-esteem Balanced Diet Energy
Year 3	<ul style="list-style-type: none"> - Setting smaller steps to reach a goal - Helping others to achieve - Overcoming challenges - Maintaining personal health 	<p>Explain and give an example of a skill or talent and the goal-setting undertaken in order to improve it.</p> <p>Describe some ways to help someone else who is facing a challenge.</p> <p>Describe different things that have been done already to keep healthy.</p>	Goal Personal Growth mindset Challenge Resilience	Achieve Self esteem Health Active Well-being
Year 4	<ul style="list-style-type: none"> - Learning behaviours - Explaining the importance of resilience - Choices and consequences - Taking responsibility for own health 	<p>Explain and give examples of good learning behaviours.</p> <p>Explain what resilience is and why it is important.</p> <p>Give an example of how they have taken responsibility for an issue relating to health.</p>	Learning behaviours Resilience Perseverance Independence Aspire	Choice Consequence Responsibility Health Well-being
Year 5	<ul style="list-style-type: none"> - Understanding personal qualities - Developing resilience - Taking responsibility 	<p>Explain how qualities make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>Explain what resilience is and how it can be developed.</p> <p>Give an example of increased independence.</p>	Personal qualities Resilience Responsibility Perseverance Determination	Aspire Independence Choice Consequence Reward
Year 6	<ul style="list-style-type: none"> - Having aspirational goals - Understanding actions needed to reach a goal - Looking at risk factors - Outcomes of taking risks 	<p>Give examples of people who have achieved through hard work, dedication etc.</p> <p>Talk from personal experience about overcoming problems and challenges on the way to achieving goals.</p> <p>Give examples of an emotional risk and a physical risk.</p>	Personal qualities Resilience Responsibility Perseverance Physical	Aspire Choice Consequence Risk Emotional

UNIT TITLE – Growing and Changing

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY	
Year 1	<ul style="list-style-type: none"> - Trusted adults - Things I can do now - Looking after a baby - Function of some body parts - Private parts of body 	<p>Identify an adult to talk to if help is needed.</p> <p>Name some things that can be done now that couldn't be done at a younger age.</p> <p>Explain what some body parts do.</p> <p>Identify parts of the body that are private.</p>	Trust Adult Change Grow Toddler	Private Penis Vulva Secret Surprise
Year 2	<ul style="list-style-type: none"> - Trusted adults - Saying goodbye - Supporting others - Stages of growth - Name genitals - Respecting privacy 	<p>Give examples of how it feels when you say goodbye to someone or something. Identify adults who can help.</p> <p>Show support for others.</p> <p>Identify stages of growth.</p> <p>Name genitals and explain that they help people to make babies when they grow up.</p>	Trust Adult Grief Support Baby Toddler	Child Elderly Penis Vulva Testicles Nipples
Year 3	<ul style="list-style-type: none"> - Recognising positive and negative relationships - Personal space - Egg and sperm join to make a baby - Menstruation 	<p>Name things that make a positive and a negative relationship.</p> <p>Identify personal body space and show how to be assertive if feelings become uncomfortable.</p> <p>Explain that babies come from the joining of an egg and sperm.</p> <p>Explain what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p>	Positive Negative Relationship Personal Body space Egg Sperm	Period Womb Fertilisation Menstruation Puberty Assertive Self-esteem
Year 4	<ul style="list-style-type: none"> - Types of change during lifetime - Emotional and physical impact of puberty - Menstruation - Understanding difference between secret and surprise - What is marriage 	<p>Describe some of the changes that happen during their lives.</p> <p>Explain how the onset of puberty can have emotional as well as physical impact.</p> <p>Identify the key facts of the menstrual cycle.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Explain what marriage is.</p>	Puberty Emotional Physical Menstruation Period Womb Egg	Fertilisation Secret Surprise Safe Unsafe Relationship Marriage

Year 5	<ul style="list-style-type: none"> - Vocabulary to describe feelings <ul style="list-style-type: none"> - Trusted adults - Understanding what separation might be like - Naming external sexual organs - Products needed in puberty - Choices and consequences <ul style="list-style-type: none"> - Safe/unsafe secrets - Expression of gender and bullying 	<p>Use a range of words to describe the intensity of different feelings.</p> <p>Identify people who can be trusted.</p> <p>Explain what separation from a person or thing might feel like.</p> <p>Use the correct words for the external sexual organs.</p> <p>Identify products that they may need during puberty and why.</p> <p>Identify the consequences of positive and negative behaviour.</p> <p>Explain the difference between a safe and an unsafe secret.</p> <p>Explain how some people can get bullied because of the way they express their gender.</p>	<p>Optimistic</p> <p>Pessimistic</p> <p>Anxious</p> <p>Apprehensive</p> <p>Lethargic</p> <p>Complacent</p> <p>Isolated</p> <p>Gender</p> <p>Stereotype</p> <p>Expression</p>	<p>Pubic hair</p> <p>Vagina</p> <p>Vulva</p> <p>Clitoris</p> <p>Urinary</p> <p>Anus</p> <p>Foreskin</p> <p>Penis</p> <p>Testicle</p> <p>Scrotum</p>
Year 6	<ul style="list-style-type: none"> - Emotional response to change <ul style="list-style-type: none"> - Peer group pressure - Puberty - Breaking confidences to stay safe <ul style="list-style-type: none"> - Fertilising an egg - Legal age of consent <ul style="list-style-type: none"> - HIV 	<p>Identify some of the changes they have experienced and share their emotional responses to those changes.</p> <p>Explain how people can feel pressured to behave in a certain way because of the influence of the peer group.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify a variety of ways in which the sperm can fertilise the egg to create a baby.</p> <p>Identify the legal age of consent and what it means.</p> <p>Explain how a person can protect themselves from HIV.</p>	<p>Physical</p> <p>Emotional</p> <p>Peer pressure</p> <p>Influence</p> <p>Strategy</p> <p>Puberty</p> <p>Media</p> <p>Positive</p> <p>Negative</p> <p>Well-being</p> <p>Self-esteem</p> <p>Gender</p> <p>Fallopian tube</p> <p>Womb</p> <p>Sperm</p> <p>Labour</p> <p>Pregnancy</p>	<p>Stereotype</p> <p>Manipulate</p> <p>Norm</p> <p>Confidence</p> <p>Privacy</p> <p>Reproduction</p> <p>Fertilise</p> <p>Legal</p> <p>Consent</p> <p>Ovary</p> <p>Conception</p> <p>Embryo</p> <p>Cervix</p> <p>Vagina</p> <p>Egg</p> <p>Caesarean</p> <p>HIV</p>

IMPACT:

Whilst much of the curriculum is taught in discussion with children, written evidence is collected in a class PSHE book. The Co-ordinator monitors curriculum delivery and impact through discussion with staff and children. She also carries out monitoring in the form of a learning walk where lessons are observed, classroom environments are looked at and children are asked about their attitudes towards personal health and their experience of PSHE lessons. Whole school questionnaires are used to evaluate particular areas of the curriculum and review pupil's well-being. The Headteacher meets with selected groups of children from each class to ascertain the PSHE knowledge that they have developed over the course of the term.