

To equip the children with the knowledge and skills needed to cope with the current and future demands of every day life and inspire them to become independent, confident, valuable citizens of society.



Intent – we aim to...

Help children to understand how they are developing personally and socially

Encourage a sense of self worth and confidence

Provide children with opportunities to learn about rights and responsibilities

Encourage children to develop an understanding of what it means to be a member of a diverse society

Prepare children for the challenges, opportunities and responsibilities of life whilst staying healthy and safe

Implementation – How do we achieve our aims?

PSHE at Hollywell Primary School is delivered through a spiral programme under the headings of: **Belonging to a Community, Families and Friendships, Respecting Ourselves and Others, Physical Health and Mental Wellbeing, Safe Relationships, Keeping Safe, Growing and Changing, Media Literacy and Digital Resilience and Money and Work.**

Planning and Teaching

A Whole School Approach

Hollywell's PSHE curriculum is based on a planning framework from the PSHE Association (2021), a nationally recognized and recommended resource. It takes a thematic approach over the school year, with 1-2 topics per half term. The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before under seven headings: Belonging to a Community; Families and Friendships; Respecting Ourselves and Others; Physical Health and Wellbeing; Safe Relationships; Keeping Safe; Growing and Changing; Media Literacy; Digital Literacy and Money and Work through a spiral programme. This ensures that aspects of PSHE build on prior learning as pupils progress through school.

The Wider Curriculum

Although PSHE is taught mostly as a discrete subject, where possible themes are interconnected with topics within our learning pathways. For example, in Autumn 1, Y1 study curricular subjects under the heading 'Childhood' therefore the PSHE theme 'Growing and Changing' links with that learning. Cross curricular links are made where possible such as: Media Literacy and Digital Resilience – ICT; Physical Health and Mental Wellbeing – PE; Growing and Changing – Science.

GROWTH Enrichment

Hollywell's GROWTH enrichment activities allow our pupils to further broaden and consolidate their personal development skills. The GROWTH values of Growing, Resilience, Open Mindedness, Wonder, Teamwork and Happiness are in line with our curriculum driver 'Inspiration'. GROWTH enrichment follows a 2-year cycle, starting in EYSF, developing through 4 strands of personal development learning that continue through the curriculum into Year 6: 'The Great Outdoors', 'A Sporting Difference', 'Healthy Body and Mind' and 'Community Action'.

Statutory Requirements

It is now also a statutory requirement to teach the majority of the PSHE. This statutory content – often referred to as RSHE – includes Relationships Education (KS1-2), Relationships and Sex Education (KS3-4) and Health Education from key stages 1 to 4.

Relationships Education teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults. Children need to learn about: relationships; the emotional, social and physical aspects of growing up; team work, friendships and fairness; dares, risks and peer pressure; personal boundaries and secrets; human sexuality and sexual health in an age-appropriate way.

Early Years and Foundation Stage

Planning for PSHE has been adapted from the 'Early Years Foundation Stage Profile 2021' handbook, following the same ethos as the rest of the school. Personal, Social and Emotional Development relate to the Early Learning Goals of Self Regulation (e.g., understanding feelings, regulating behaviour, focusing attention and responding appropriately) and Managing Self (being confident, showing independence, resilience, perseverance, knowing right from wrong and basic hygiene.)

Key Stage 1

By the end of Key Stage 1 under the heading of 'Belonging to a Community' the children will have a firm understanding of what rules, roles and responsibilities are; how to care for one another; being the same and different and how to look after the environment. They will learn about families, make friends and how to get help when feeling lonely in 'Families and Friendships'.

In 'Respecting Ourselves and Others' the children will learn to be polite and respectful; how to play cooperatively and to share opinions.

In 'Physical Health and Mental Wellbeing' the importance of keeping healthy, hygiene routines, sleep, managing feelings and asking for help are discussed.

Recognising privacy, staying safe, managing secrets and resisting pressure are dealt with in 'Safe Relationships'. In 'Keeping Safe', the children will learn about how rules and age restrictions help us and understand about keeping safe in different environments.

In 'Growing and Changing' they will learn to recognize what makes them feel unique and special before looking at growing older and moving class or Year.

'Media Literacy and Digital Resilience' covers safely using the internet and digital devices. The children will learn about jobs in the community, what money is and the difference between needs and wants in 'Money and Work'

Lower Key Stage 2

By the end of LKS2 under the heading of 'Belonging to a Community' the children will have a firm understanding of the value of rules, rights and freedoms; they will know about what makes a community.

They will learn about the features of family life and positive friendships, including online in 'Families and Friendships'. In 'Respecting Ourselves and Others' the children will learn the importance of self-respect, respecting differences and similarities and being polite. In 'Physical Health and Mental Wellbeing' expressing feelings, maintaining a balanced lifestyle and oral hygiene are discussed.

Recognizing personal boundaries, safely responding to others and managing confidentiality are dealt with in 'Safe Relationships'. In 'Keeping Safe', the children will learn about risks and hazards in our local environment.

In 'Growing and Changing' they will recognize personal strengths and achievements and understand some of the physical and emotional changes in puberty. 'Media Literacy and Digital Resilience' covers comprehending how the internet is used and assessing information online. The children will learn about different jobs and skills, job stereotypes, setting personal goals and keeping money safe in 'Money and Work'.

Upper Key Stage 2

By the end of UKS2 under the heading of 'Belonging to a Community' the children will know how to protect the environment, show compassion and challenge discrimination.

They will learn about managing peer pressure and understanding attraction in 'Families and Friendships'. In 'Respecting Ourselves and Others' the children will learn the importance of responding respectfully to a wide range of people and how to do this. In 'Physical Health and Mental Wellbeing' healthy sleep habits and ways to take care of our mental health are discussed.

Understanding physical contact, feeling safe, pressure and consent are dealt with in 'Safe Relationships'. In 'Keeping Safe', the children will learn about responding in emergencies, first aid and drug use and the law.

In 'Growing and Changing' they will recognize their individuality, examine the physical and emotional changes in puberty before moving onto human reproduction and birth. 'Media Literacy and Digital Resilience' covers assessing online content and the risks and challenges of communicating through social media.

The children will learn about the value of money, being a critical consumer and common risks associated with money in 'Money and Work'.

Assessment

Assessment of PSHE should:

- ❖ Involve retrieval of information before each topic to ascertain overall knowledge in order to consider carefully the needs of the children.
- ❖ Be about the child's own progress and understanding in learning from their starting point to their end point in each topic area. It is not about passing or failing, the behaviour of the child or comparisons to other children.
- ❖ Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next.

Impact – How will we know we achieved our aims?

Children show a clear readiness to do what is right, respectfully and responsibly .

Children display self respect and self confidence. Likewise, their relationships are based on mutual respect, understanding and trust.

Children show an awareness and respect of others and their viewpoints within a safe and supportive learning environment.

Children show awareness of discrimination, teasing, bullying, the use of prejudice-based language and how to respond responsibly and ask for help

Children leave Hollywell as effective citizens, ready to play a positive part in school and society.

