



Sequence of Learning – PSHE & RSE

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill (Endowed) Primary School, we challenge all pupils to think about their community, the wider world and their place within it. We provide pupils with a broad curriculum aligned with our four key values of collaboration, curiosity, compassion and resilience. We believe our PSHE curriculum instils key skills that the children will use now in childhood and into and during adulthood while they navigate the rest of their lives.

As a Rights Respecting School, Rights are intrinsic to all areas of our curriculum and school life however they are explicitly connected to our PSHE curriculum where specific rights have been linked provide further meaning to the PSHE content covered.

The curriculum is **progressive** as well as **spiral**. This enables the children to **develop** their skills and **deepen** their knowledge as well as **reflecting** on and **building** on their prior knowledge. This is **inclusive** for all children and especially supports children with **SEN** so they are able to **revisit** and **consolidate their learning**. The subject of PSHE naturally develops the children's **cultural capital** and **SMSC** is integral to PSHE, both equipping the children with the skills necessary to be productive members of society.

Our long-term sequence of learning outlines six topic areas, or **threads**, covered across year groups and then details the progressive learning content for each year group.

- Physical Health and Wellbeing
- Keeping safe and managing risk
- Mental health and emotional wellbeing
- Inequality, society and equality
- Drug, alcohol and tobacco education
- Relationship and Sex Education (RSE)

These topics/strands are also evident across the **Early Learning Goals** for Reception.

Furthermore, each year group has a more detailed medium term planning document that outlines the disciplinary skills and subject specific substantive themes for that topic, the prior learning and future learning so teachers know what the children should know and where they are going next in their learning, Compositive knowledge and component knowledge is mapped so teachers know the end points as well as what steps to take to get the children to those end points. Also listed are the key vocabulary and links to other subjects.

We assess PSHE after each unit, half-termly, in line with our assessment policy, whilst using strong formative assessment throughout.

PSHE for the Head:

We encourage all pupils to be curious and question the world around them so that they can develop an accurate knowledge of key concepts such as healthy eating understanding and also the skills needed to navigate their futures in the 21st century such as managing friendships on and offline.

PSHE for the Heart:

We want pupils to be socially aware of the diverse world we live in and have good interpersonal skills whilst also developing their sense of self and giving them to tools to have a good mental wellbeing and self-regulate.

PSHE for the Hand:

PSHE is about giving the children practical skills they can use in life and while teaching them those skills we offer opportunities for children to be hands on problem solvers be that through the money management project in KS2 or through playing games from other cultures in KS1.

PSHE	PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
Relationship Education	Relationships education is compulsory for all primary school pupils. Many primary schools choose to teach some aspects of sex education although it is not a requirement.

Age-related Statutory Coverage

Early Learning Goals	KS1 and KS2
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<u>Self-Regulation</u> Pupils 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.	<u>Families and people who care for me</u> Pupils should know: • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<u>Managing Self-</u> Pupils are confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<u>Caring friendships</u> Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<u>Building Relationships</u> Pupils work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	<u>Respectful relationships</u> Pupils should know: • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness.

	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • The different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
	<u>Online relationships</u> Pupils should know: • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
	<u>Being safe</u> Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.



Learning Journey – PSHE & RSE

Learning for the Head, Heart and Hand



	Physical Health & Wellbeing	Keeping Safe & Managing Risk	Mental Health & Emotional Wellbeing	Identity, Society & Equality Or Citizenship & Local Community	Drug, Alcohol & Tobacco Education	Sex & Relationship Education.
EYFS The most relevant statements for PSHE are taken from the following areas of learning: • Communication and Language • Personal, Social and Emotional Development • Physical Development • Understanding the World	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine Manage their own needs.-	Know and talk about the different factors that support their overall health and wellbeing: - being a safe pedestrian	Show sensitivity to their own and others' needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others.	• Explain the reasons for rules, know right from wrong and try to behave accordingly. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.	• Build constructive and respectful relationships. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not

	personal hygiene Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.		• Show resilience and perseverance in the face of challenge. • Express their feelings and consider the feelings of others. Understand gradually how others might be feeling. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	See themselves as a valuable individual. • Develop their sense of responsibility and membership of a community.		everyone can be Spider-Man in the game, and suggesting other ideas. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Develop social phrases. Start a conversation with an adult or a friend and continue it for many turns.
Year 1	Pupils learn to be active and play games. Children play playground games from around the world. Sun-safety is taught to	Pupils learn about safety in familiar situations They learn about personal safety Children also learn about people who can help keep me safe outside the home.	Pupils learn about different feelings and how to manage these feelings. Children develop their understanding of change or loss and how this can feel.	Pupils learn about what makes themselves and other special. Children develop an understanding of roles and responsibilities at home and school. They being co-operative with others T.E.A.M (Together	Pupils learn about what can go into bodies and how it can make people feel. Children also learn what can go on to bodies and how it can make people feel.	Pupils learn that we can be friends with people who are different to us. Understand that babies need care and support and know that older children can do more by themselves. Children develop their knowledge of different types of families – including

	encourage well-being.			Everyone Achieves More)		nuclear, same-sex, single parent, extended and reconstituted/ step families.
Year 2	Pupils develop their understanding of eating well – a healthy diet. The children learn about the importance of physical activity, sleep and rest. They also learn about people who help us to stay healthy and well and basic health and hygiene routines.	Pupils learn about keeping safe in the home, including fire safety. They develop their knowledge of how to keep safe outside – including understand road safety and fireworks.	Pupils understand the importance of special people in their lives – including making friends and who can help with friendships. Children can solve problems that might arise with friendships.	Pupils learn about where money comes from and making choices when spending money. They understand that different jobs people do. Children learn about saving money and how to keep it safe. Pupils learn about what charity is and why we give money to charity.	Pupils Learn what medicines are, why people take medicines and where medicines come from. Children develop an understanding of how to keep themselves safe around medicine. Pupils also discuss common conditions like Asthma – Children to understand medicines can be used to manage and treat medical conditions.	Pupils can identify, name, draw and label the basic parts of the human body. They are introduce concept of gender stereotypes. They can identify differences between males and females. Children understand that some people have fixed ideas about what boys and girls can do. Pupils can describe the differences between male and female babies. Children can notice that animals, including humans, have offspring that grow into adults. They explore some of the differences between males and females and to understand how this is part of the lifecycle. Pupils can describe some differences between make and female animals and understand that making a

						new life needs a male and a female. Pupils can identify, name, draw and label the basic parts of the human body. Focusing on sexual difference and name body parts. They can describe the physical differences between male and females and name different body part.
Year 3	Pupils learn about healthy choices about food and drink – including how branding can affect what foods people choose to buy. Children learn about keeping active and some of the challenges.	Pupils recognise bullying and how it can make people feel – including the different types of bullying and how to respond. Children learn what to do if they witness bullying.	Pupils explore celebrating achievements, including setting goals and dealing with put-down or disappointments. Children develop positive ways to deal with setbacks- focusing on perseverance and resilience.	Pupils learn about valuing the similarities and differences between themselves and others. Children develop their understanding of what is meant by community and about belonging to groups.	Pupils learn definitions of a drug and that drugs (including medicines) can be harmful. They discuss the effects and risk of smoking tobacco and second-hand smoke. The children also learn about help which is available for people to remain smoke free or stop smoking.	Pupils know and respect the body differences between ourselves and others. They can name male and female body parts using agreed words and understand that each person's body belongs to them and are private. The children understand personal space and unwanted touch. Pupils also understand that all families are different and have different family members. The children can identify who to go to for help and support

Year 4	Pupils learn why people eat or avoid certain foods – religious, moral, cultural or health reasons. They discuss factors that contribute to people’s food choices – ethical farming, fair trade and seasonality. The children also learn about the importance of getting enough sleep.	Pupils learn about how to be safe online – computers and gaming habits. Children review and develop their knowledge of keeping safe when near road, rails, water, building sites and around fireworks. Pupils learn about what to do in an emergency and basic first aid procedure – including personal safety first and not putting themselves in danger).	Pupils explore what perseverance mean and positive outcomes. They discuss and develop strategies for perseverance and the importance of resilience. The children know what self-esteem is and why it is important.	Pupils learn what saving, spending and budgets are and the importance of managing money.	Pupils learn that there are drugs (other than medicines) that are common in everyday life and why people may choose to use them. Children begin to understand the effects and risks of drinking alcohol and different behaviours that are related to drugs.	Pupils understand that puberty is an important stage in the human lifecycle. They know some changes that happen during puberty. Children know about the physical and emotional changes that happen in puberty. Pupils can explain how friendship can make people feel unhappy or uncomfortable
Year 5	Pupils Discuss and develop and understanding of role models - Why are these people important to us? What messages do role models	Pupils learn about Safety online – including gaming. The children discuss violence within relationships is not acceptable and how they can get help. Pupils discuss problems that occur	Pupils develop an understanding of a wide range of emotions and feelings and how these are experiences in the body. The children know about times	Pupils understand the concept and practicalities of borrowing money – including the idea of interest. Children know how to earn money – jobs and recognise the idea of tax/NI.	Pupils understand the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis. They know the different influences on drug use –	Pupils can explain the main physical changed occurring in puberty. They understand how puberty affects the reproductive organs. The children can explain how to keep clean during puberty – personal hygiene.

	give? How do they influence our lives? Children also discuss the messages given, adverts and their reality? This includes misleading or fake information.	when someone goes missing from home and dangers of being homeless.	of change and how this can make people feel. They can discuss feelings associated with loss, grief and bereavement in a respectful and compassionate way.	Pupils take part in a school project – planning and responsibly managing money and repay loan/borrowing.	alcohol, tobacco and nicotine products. The children understand strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol.	Children know how to get help and support during puberty. Pupils can describe what happens during menstruation and sperm production.
Year 6	Pupils know how the media manipulates images of wellbeing and physical health. They understand that Images/ messages not reflecting reality/ misleading Children can discuss stereotypes and lack of diversity (include LGBT, transgender,	Pupils discuss feelings about being out and about in local community – increasing independence. They understand what peer pressure is, can recognising and responding to peer pressure in a positive way. Children understand the consequences of anti-social behaviour (including gangs and gang related behaviour).	Pupils understand what mental health is They know what can affect mental health and some ways to deal with it. The children can discuss some everyday ways to look after mental health. Pupils understand what stigma and discrimination are and that these can surround mental health – it is important to	Pupils understand Human rights – the UN Convention on the Rights of Children. Children explore Homelessness and Refugees – including experiences of refugees in UK.	Pupils understand the risks involved with using different drugs – including tobacco, nicotine products, solvents, medicines and other legal and illegal drugs. Children discuss their understanding of assessing the level of risk in different situations involving drug use – including legal and illegal drugs. Pupils discuss ways to manage risk in situations involving	Pupils can describe how and why the body changes during puberty in preparation for reproduction. They can talk about puberty and reproduction with confidence Children can explain differences between healthy and unhealthy relationships and know that communication and permission seeking is important. The children know some basic facts about conception and pregnancy. They can describe the decisions that

	ethnic groups and non-binary.		discuss mental health not just physical health.		drug use –medicines and legal drugs.	have to be made before having children. Pupils understand and consider when it is appropriate to share personal/ private information in a relationship. Children know how and where to get support if an online relationship goes wrong.
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