

St Denys Captivating Curriculum

PSHE



Intent

Curriculum Drivers	Well Being	Creativity	Communication	Choice	Challenge
Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it

At St Denys Primary School we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and we support the development of children's health, wellbeing, self-esteem and confidence. We ensure that young people are equipped with the knowledge and skills that enable them to feel confident and prepared for making life choices, taking on new challenges and managing risks that they may face.

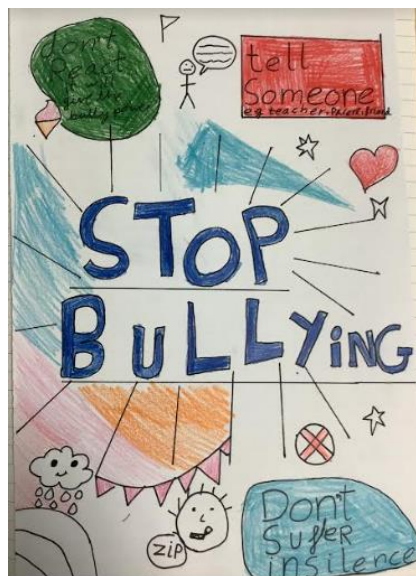
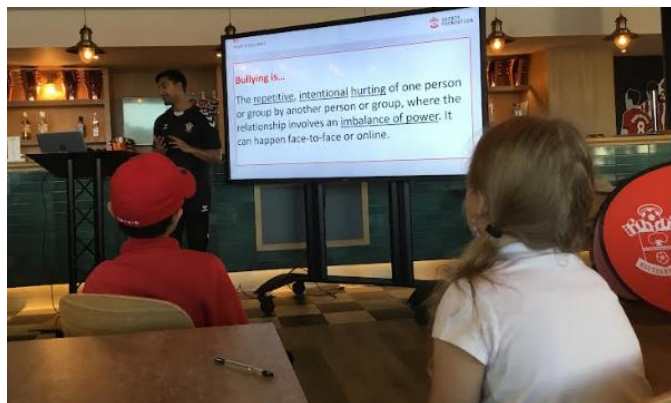
Pupils learn about themselves as growing and changing individuals, acquiring the knowledge, understanding and skills they need to manage their lives now and in the future. They develop their sense of social justice and moral responsibility and understand how their own choices, through the conscious application of our Learning Powers and British Values, can impact across all communities in which they belong. Our curriculum builds on prior knowledge and equips pupils with the understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

Our overarching aim for PSHE education is to provide pupils with:

- relevant knowledge as appropriate to their age and stage of learning
- opportunities to enhance their personal knowledge and understanding
- opportunities to explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- the language, skills and strategies they need in order to live a healthy, safe, fulfilling, responsible and balanced life.

Living in the
Wider World





Year 6 with 'The Saints' at St Marys Stadium during anti-bullying week.

Year 1	<p>National Curriculum:</p> <p>The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.</p>		
Relationships	Families and friendships	Roles of different people What are families Feeling cared for	Friends, teachers, parents, sibling, grandparents, relatives, families, love, upset, worried
	Safe relationships	Recognising privacy Staying safe Seeking permission	Feelings, help, private, uncomfortable, safe, unsafe, permission, touch
	Respecting ourselves and others	How behaviour affects others Being polite and respectful	Behaviour, school, kind, unkind, feelings, respect, polite, rules, sharing, hurt, upset
Living in the Wider World	Belonging to a community	What rules are Caring for others' needs Looking after the environment	Rules, care, environment, recycling, differences
	Media literacy and digital resilience	Using the internet and digital devices Communicating online	Internet, digital devices, safety, online, communicate
	Money and Work	Strength and interests Jobs in the community	Strengths, interests, community, jobs, work
Living in the Wider World	Physical health and mental wellbeing	Keeping healthy Food and exercise, hygiene routines Sun safety	Healthy, hygiene care, unhealthy, balance, safe
	Growing and changing	Recognising what makes them unique and special Feelings and Managing when things go wrong	Unique, special, same, different, feelings, recognise

	Keeping safe	How rules and age restrictions help us Keeping safe online	Safe, restrictions, online, trust, feelings
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Year 2	National Curriculum: The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.		
Relationships	Families and friendships	Making friends Feeling lonely and getting help	Kindness, listening, honesty, friends, inclusion, arguments, help
	Safe relationships	Managing secrets Resisting pressure and getting help Recognising hurtful behaviour	Online, bullying, feelings, differences, secrets, uncomfortable, worried
	Respecting ourselves and others	Recognising things in common and differences Playing and working cooperatively Sharing opinions	Classmates, friends, common, differences, groups, situations, discussions, reasons
Living in the Wider World	Belonging to a community	Belonging to a group; roles and responsibilities Being the same & different in the community	Groups, roles, teams, faiths, responsibilities, community
	Media literacy and digital resilience	The internet in everyday life Online content and information	Internet, purpose, value, content, recognise
	Money and Work	What money is; Needs and wants Looking after money	Currency, jobs, banks, savings, money, spending

Living in the Wider World	Physical health and mental wellbeing	Why sleep is important Medicines and keeping healthy Keeping teeth healthy Managing feelings and asking for help	Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement
	Growing and changing	Growing older naming body parts Moving class or year	Life cycle, human, bodies, responsibilities, goals, changes
	Keeping safe	Safety is different environments Risk and safety at home, emergencies	Medicines, safety, unsafe, danger, accident, emergency

Year 3	<p>National Curriculum: The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.</p>		
Relationships	Families and friendships	What makes a family Features of family life	Recognise, respect, stability, love, support, caring, unsafe
	Safe relationships	Personal boundaries Safely responding to others The impact of hurtful behaviour	Family, classmates, boundaries, respect, safe, behaviour, bullying
	Respecting ourselves and others	Recognising respectful behaviour The importance of self-respect Courtesy and being polite	Respect, help, responsible, self-respect, polite, cultures, society
Living	Belonging to a community	The value of rules and laws Rights, freedoms and responsibilities	Laws, society, human rights, responsibilities, rights, police

Living in the Wider World	Media literacy and digital resilience	How the internet is used Assessing information online	Leisure, online, reliable, websites, choices
	Money and Work	Different jobs and skills Job stereotypes Setting personal goals	Jobs, vocation, myths, stereotypes, teamwork, achievements
	Physical health and mental wellbeing	Health choices and habits What affects feelings Expressing feelings	Choices, healthy, unhealthy, influence, habits, lifestyle, physical
	Growing and changing	Personal strengths and achievements Managing and reframing setbacks	Valuable, contributions, self-worth, setbacks, challenges, identity
	Keeping safe	Risks and hazards Safety in the local environment and unfamiliar places	Hazards, risks, alarms, safety, rules, environment

Year 4	National Curriculum: The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.		
Relationships	Families and friendships	Positive friendships, including online	Friendships, positive, digital devices, communicating, contact, online, healthy
	Safe relationships	Responding to hurtful behaviour Managing confidentiality Recognising risks online	Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending
	Respecting ourselves and others	Respecting differences and similarities Discussing difference sensitively	Recognise, gender, race, faith, values, respect, differences, include

Living in the Wider World	Belonging to a community	What makes a community Shared responsibilities	Community, belonging, differences, volunteering, compassion, responsibilities
	Media literacy and digital resilience	How data is shared and used	Digital footprint, organisations, online, adverts, fact/fiction
	Money and Work	Making decisions about money Using and keeping money safe	Budgets, value, important, payment, charities
Living in the Wider World	Physical health and mental wellbeing	Maintaining a balanced lifestyle Oral hygiene and dental care	Balance, healthy, recognise, illness, support, care, dental health
	Growing and changing	Physical and emotional changes in puberty External genitalia Personal hygiene routines Support with puberty	Identify, hygiene, emotion, help, puberty, information
	Keeping safe	Medicines and household products; drugs common to everyday life	Medicines, drug, cigarettes, habit, e-cigarettes, vaping

Year 5	<p>National Curriculum:</p> <p>The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.</p>		
Relationships	Families and friendships	Managing friendships and peer influence	Healthy, friendships, relationship, influence, communication, support, peer
	Safe relationships	Physical contact and feeling safe	Permission, contact, uncomfortable, unacceptable, secret, worried, concerned

	Respecting ourselves and others	Responding respectfully to a wide range of people Recognising prejudice and discrimination	Treated, equally, respect, discrimination, bullying, online, report, safety
Living in the Wider World	Belonging to a community	Protecting the environment Compassion towards others	Resources, protecting, environment, actions, compassion, responsibility
	Media literacy and digital resilience	How information online is targeted Different media types, their role and impact	Identify, purpose, fact, opinion, stereotypes, reliable, information
	Money and Work	Identifying job interests and aspirations What influences career choices Workplace stereotypes	Jobs, ambition, career, conditions, inclusion, diversity
Living in the Wider World	Physical health and mental wellbeing	Healthy sleep habits Sun safety Medicines, vaccinations, immunisations and allergies	Lifestyle, healthy, outdoors, sun safety, illness, cleanliness, virus, allergies
	Growing and changing	Personal identity Recognising individuality and different qualities Mental wellbeing	Personal identity, gender, recognise, respect, express, well being
	Keeping safe	Keeping safe in different situations, including responding in emergencies, first aid and FGM	Unsafe, emergency, risk, FGM, injuries, responsibility

Year 6	<p>National Curriculum:</p> <p>The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.</p>		
Relationships	Families and friendships	Attraction to others Romantic relationships Civil partnership and marriage	Relationship, attraction, healthy, commitment, love, marriage
	Safe relationships	Recognising and managing pressure Consent in different situations	Friendship, pressure, dares, unsafe, worried, guidance, support
	Respecting ourselves and others	Expressing opinions and respecting other points of view, including discussing topical issues	Values, behaviours, respect, disagreements, conflict, views, listen
Living in the Wider World	Belonging to a community	Valuing diversity Challenging discrimination and stereotypes	Prejudice, discrimination, challenge, stereotypes, influence
	Media literacy and digital resilience	Evaluating media sources Sharing things online	Contacting, communicating, safety, social media, sharing, age restrictions, connecting
	Money and Work	Influences and attitudes to money Money and financial risks	Role, value, work, finances, risk, gambling
Living in the Wider World	Physical health and mental wellbeing	What affects mental health and ways to take care of it Managing change, loss and bereavement Managing time online	Feelings, mental health, conflict, support, changes, bereavement, balance, online
	Growing and changing	Human reproduction and birth Increasing independence Managing transition	Independence, changes, secondary, routines, intercourse, contraception
	Keeping safe	Keeping personal information safe Regulations and choices Drug use and the law Drug use and the media	Online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves.

The St Denys Captivating Curriculum in PSHE has been designed to meet the needs of our learners in our context, meeting the requirements of the National Curriculum, informed by research and the principles laid out in the PSHE Association Programme Builders for Education, Thematic Model. The statutory RSHE content is integrated into the overall Scheme of Work which is covered across the school using the programme's three core themes:

'Relationships', 'Living in the Wider World' and 'Health and Wellbeing'.

Our spiral curriculum ensures that skills and knowledge are built on year by year, sequenced appropriately, revisited and reinforced regularly to maximise learning for all children. This approach allows our different year groups to work on similar themes at the same time, building a spiral programme year on year.


The whole school overview for PSHE is as follows:

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; Families; feeling cared for	Recognising privacy; Staying safe; Seeking permission	How behaviour affects others; Being polite and respectful	What rules are; Caring for others' needs; Looking after the environment	Using the internet and digital devices; Communicating online	Strengths and interests; Jobs in the community	Keeping healthy; food and exercise, Hygiene routines; Sun safety	Recognising what makes them unique and special; Feelings; managing when things go wrong	How rules and age restrictions help us; Keeping safe online
Year 2	Making friends; Feeling lonely and getting help	Managing secrets; Resisting pressure and getting help; Recognising hurtful behaviour	Recognising things in common and differences; Playing and working cooperatively; Sharing opinions	Belonging to a group; Roles and responsibilities; Being the same and different in the community	The internet in everyday life; Online content and information	What money is; needs and wants; Looking after money	Why sleep is important; Medicines and keeping healthy; Keeping teeth healthy; Managing feelings and asking for help.	Growing older; Naming body parts; Moving class or year	Safety in different environments Risk and safety at home; Emergencies
Year 3	What makes a family; Features of family life	Personal boundaries; Safely responding to others; Impact of hurtful behaviour	Recognising respectful behaviour; The importance of self-respect; Courtesy and being polite	The value of rules and laws; Rights, freedoms and responsibilities	How the internet is used; Assessing information online	Different jobs and skills; Job stereotypes; Setting personal goals	Health choices and habits; What affects feelings; Expressing feelings	Personal strengths and achievements; Managing and re-framing setbacks	Risks and hazards; Safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; Managing confidentiality; Recognising risks online	Respecting differences and similarities; Discussing difference sensitively	What makes a community; Shared responsibilities	How data is shared and used	Making decisions about money; Using and keeping money safe	Maintaining a balanced lifestyle; Oral hygiene and dental care	Physical and emotional changes in puberty; External genitalia; Support with puberty Personal hygiene routines;	Medicines and household products; Drugs common to everyday life

Year 5	Managing friend ships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; Recognising prejudice and discrimination	Protecting the environment; Compassion towards others	How information online is targeted; Different media types, their role and impact	Identifying job interests and aspirations; What influences career choices; Workplace stereotypes	Healthy sleep habits; Sun safety; Medicines and vaccinations, immunisation and allergies	Personal identity; Recognising individuality and different qualities; mental well being	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; Romantic relationships; Civil partnership and marriage	Recognising and managing pressure; Consent in different situations	Expressing opinions and respecting others points of view, including discussing topical issues	Valuing diversity; Challenging discrimination and stereotypes	Evaluating media sources; Sharing things online	Influences and attitudes to money; Money and financial risk	What affects mental Health and ways to take care of it; Managing change, loss and bereavement; Managing time online	Human reproduction and birth; Increasing independence; Managing transition;	Keeping personal information safe; Regulations and choices; Drug use and the law; Drug use and the media

Our Thematic Overview and Medium Term Plans set out the learning journey for each half term/ term. Our weekly unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary.

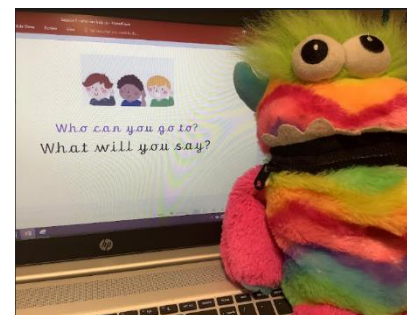
Example of subject success criteria:-

 <p>PSHE</p> <p>Relationships: <i>I can identify different types of touch</i></p>	
I can say if a touch is safe or unsafe	
I can identify reasons why a touch may be unwanted	
I can name people I can talk to if I am unsure about touch	
touch safe unsafe unwanted	

Our learning resources are carefully chosen to build and sustain engagement. The purpose of the learning is driven by subject specific intent. A pre and post assessment is carried out at the start and end of each unit to allow the class teacher to show how the pupils' knowledge and understanding has developed since the baseline assessment. From their learning, pupils will be confident to embrace challenges, make informed decisions about their wellbeing and apply these lessons to real life situations.

Attainment can be measured through a range of activities including:

- Revisiting baseline assessment activities, e.g. draw and write.
- Brain story / graffiti wall / mind mapping
- Role play or storyboarding
- Mock TV or radio interviews, blogs, podcasts
- Leaflets, projects, displays etc
- Presentation
- Quizzes



Impact

We track carefully to ensure pupils are on track to reach the expectations of our curriculum. Senior leaders, the PSHE Lead and the PSHE Link Governor monitor the implementation of our curriculum regularly to ensure it meets our curriculum intent. They do this through, regular and frequent learning walks, lesson observations, book and learning scrutiny, pupil interviews, visits to assemblies, planning scrutiny and feedback from parents/carers. Work with colleagues across the Reach Trust group of schools enables us to develop and share best practice, alongside validating our judgements in all areas of the curriculum.

Impact is measured through a range of different activities including:-

- Revisiting baseline assessment activities, e.g. draw and write.
- Brain story / graffiti wall / mind mapping
- Role play or storyboarding
- Mock TV or radio interviews, blogs, podcasts
- Leaflets, projects, displays etc
- Presentation



