

St Denys Captivating Curriculum

PSHE



Intent					
Curriculum Drivers 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.	Well Being Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	Creativity Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	Communication Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	Choice Our curriculum provides children with the knowledge, skills and understanding to make informed choices	Challenge 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 aims for PSHE education are 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.

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's Curriculum 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. PSHE and RSE is taught within individual year groups, at an age-appropriate level. Depending on individual needs and / or the topic, some sessions may be covered in smaller groups to meet particular needs.

The whole school overview for PSHE is as follows:

Primary PSHE education | Long-term overview

Early years foundation stage: For guidance and resources to support foundational learning before key stage 1, see our growing range of EYFS materials.

Statutory RSHE Statutory RSHE Economic Wellbeing & Careers Economic Wellbeing & Careers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Making friends: playing and learning together	Mental health and wellbeing	Celebrating me, you and our families	Safety at home	Being healthy	Showing kindness to ourselves and others
Year 2	Mental health and wellbeing	Keeping safe online	Me, my body and staying safe	Money and work	Safety outside the home	Looking back and moving on
Year 3	Me, my friends and belonging	Mental health and wellbeing	Building healthy habits	Making choices online	Keeping safe out and about	Looking out for each other
Year 4	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
Year 5	Friendships, stereotypes and bullying	Mental health and wellbeing	Positively engaging with our world	Respecting boundaries	Safe connections online	Embedding healthy habits and learning first aid
Year 6	Mental health and wellbeing	Managing money and online spending	Changes in puberty (and sex education)	Drug education: assessing risk and managing influences	Developing our AI literacy	Looking to the future

Children will learn:

Year group	Relationships	Living in the Wider World	Health and Wellbeing
1	Making friends: playing and learning together: - Listening, sharing and working cooperatively - how and when to ask for permission - Friendship and navigating falling out - Recognising bullying <i>What makes me a good friend?</i> Celebrating me, you and our families: - Similarities and differences, and celebrating individuality - Different families - How family members can show care and love for each other <i>What makes everyone different?</i> Showing kindness to ourselves and others: - Revisiting learning about feelings - The importance of kindness <i>Why is it important to be kind?</i>	Safety at home: - Hazards and risks in the home - Strategies for staying safe at home, including in relation to household products and medication <i>How can I stay safe at home?</i>	Mental health and wellbeing: - Notice and name different types of feelings and thoughts - Learn simple self-regulation strategies to manage different feelings <i>How can my feelings affect me?</i> Being healthy: - Healthy lifestyles, including sleep, diet and physical activity choices - Sun safety - Hygiene routines including teeth brushing <i>How can I stay healthy?</i>
2	Me, my body and staying safe: How people change as they grow from young to old	Keeping safe online: How online content can impact feelings	Mental health and wellbeing: Exploring a range of feelings and their intensity

	• Private body parts, including naming genitalia • How the Talk PANTS rules can help keep children safe <i>How do I change as I get older?</i>	• Making safe choices about what we watch or share online • The importance of not sharing personal information <i>How can I stay safe online?</i> Money and work: • People's different strengths and interest and what this means for the jobs they might choose • What money is and how jobs can help people earn money • How to distinguish between needs and wants <i>How can money be important?</i> Keeping safe outside the home: • Road and rail safety • What an emergency is and how to get help from an adult in an emergency or call 999 themselves if they need to <i>How can I stay safe when I am not at home?</i>	• Simple strategies to manage feelings • Different kinds of change and loss, including bereavement <i>What can make my feelings change?</i> Looking back and moving on: • Rehearsing skills and reinforcing knowledge from earlier learning • Celebrating achievements • Preparing for the transition to Key Stage 2 <i>How can I be ready for Year 3?</i>
3	Me, my friends and belonging: • Personal identity • Friendship • Making others feel welcome and included <i>What is my personal identity?</i>	Making choices online: • How to protect information online • Making choices about online content, including understanding age ratings <i>How can I make good choices online?</i>	Mental health and wellbeing: • Developing my bank of self-regulation strategies and learning to apply them to new contexts, e.g. managing worries <i>Why is self-regulation important?</i> Building healthy habits:

		Keeping safe out and about: - Identifying risks - Staying safe in the sun, and around railways and water <i>What is important to keep me safe when I am out and about?</i> Looking out for each other: - First aid basics - How to make an efficient call to the emergency services <i>How can I help keep my friends and family safe?</i>	Developing understanding of healthy habits, including healthier food and drink choices, maintaining dental hygiene and regular physical activity <i>How can I build healthy habits?</i>
4	Forming respectful relationships - Valuing friendship - Responding appropriately to conflict and bullying - The importance of kindness <i>What is a respectful relationship?</i> Families and growing together: - Understanding diverse family structures - How families can change <i>Are all families the same?</i>	Exploring ways to manage risk: - Assessing and managing risk in different contexts - The role peer influence can play in personal safety <i>How can I manage risk?</i> Money matters and news literacy: - How attitudes and influences can impact decisions about money - Critically engaging with news stories and recognising how they might affect emotions <i>How can I make good choices with money?</i>	Mental health and wellbeing: - Continuing to develop self-regulation strategies - Exploring factors that can support wellbeing <i>How do different scenarios change my emotions?</i> Me, my body and growing up: - The physical and emotional changes experienced during puberty (including periods) - Building confidence in using the Talk PANTS rule to keep safe <i>What happens as I grow older?</i>
5	Friendships, stereotypes and bullying:	Positively engaging with our world:	Mental health and wellbeing:

	• Respectful relationships • What to do about bullying • How to recognise and challenge stereotypes and prejudiced or extreme views <i>What should I look out for in friendships?</i> Respecting boundaries: • Personal boundaries • Different types of touch • How to respectfully ask, give or not give permission <i>What does it mean to respect boundaries?</i>	• Healthy ways of engaging with news stories • The impact that climate change can have on emotions and wellbeing <i>How can the news impact my emotions and wellbeing?</i> Safe connections: • Staying safe and managing risks of socialising online • What is cybercrime? <i>What does staying safe online mean?</i>	• Revisiting and building on prior learning about mental health • How different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing <i>What is important for me to be mentally healthy?</i> Embedding healthy habits and learning first aid: • Revisiting healthy habits and choices. • Goal setting • Basic first aid <i>What habits can benefit my health?</i>
6	Changes in puberty and sex education: • How to manage the changes that occur during puberty, including increased independence and new sleep patterns • How a baby is made <i>What happens to me during puberty?</i>	Managing money and online spending: • Economic wellbeing and online financial harms, including targeted advertising and other influences on online spending • Being a critical consumer • Online gambling e.g. mystery/loot boxes <i>Why is it important to manage my money?</i> Developing our AI literacy: • Different types of AI, including generative AI	Mental health and wellbeing: • Revisiting and building on prior learning about mental health habits • Strategies that support wellbeing, including in the context of transition to secondary school <i>When might I struggle with my emotions?</i> Drug education: assessing risk and managing influences: • Legal and illegal drugs • Risks and effects of legal and illegal drug use

		• Opportunities, challenges and risks associated with the use of AI <i>What are the advantages and disadvantages of using AI?</i> Looking to the future: • Career-related learning including different career pathways • Preparing for the transition to secondary school <i>What can help me to choose my career?</i>	<i>How do I stay safe with medicines and other drugs?</i>
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Our Curriculum Overview and Medium Term Plans set out the learning journey for each half 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:-

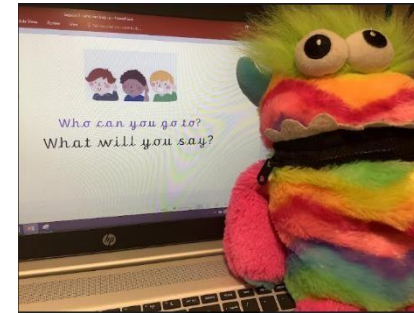
 PSHE		Relationships: <i>I can identify different types of touch</i>
I can say if a touch is safe or unsafe		
I can identify reasons why a touch may be unwanted		
I can name people I can talk to if I am unsure about touch		
touch safe unsafe unwanted		

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

