

## PSHCE Curriculum at Dacre Braithwaite CE (VA) School



**Our school is founded on the principles and practices of the Church of England. Our Vision is that all achieve their full potential and “live life to the full” (John 10:10).**

At Dacre Braithwaite CE (VA) Primary School we aim for a high quality Personal, Social and Health Education (PSHE) curriculum. A high-quality PSHE education provides the foundations for understanding the world through the topics of families and people who care for me; caring friendships; respectful relationships; online relationships; being safe; mental wellbeing; internet safety; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid and changing adolescent bodies.

### Intent

It is our intention that our pupils will:

- become healthy, independent and responsible members of society
- understand how they are developing personally and socially, and give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up
- be provided with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society
- develop understanding of the aspect of PSHE and enable them to ask questions about the world around them
- develop their sense of self-worth by playing a positive role in contributing to school life and the wider community

### Implementation

As part of the planning process, our teachers will:

- Implement planned sequenced work units across a 2 year rolling Long term plan. On occasion, some content may be taught out of year group but will be within Key Stage requirements and will be adapted to suit the needs of the individual children.
- Build essential subject knowledge in systematic learning steps across the school.
- Make links between the Christian ethos and the promotion of cultural capital e.g. greatest thoughts, greatest works etc
- Where appropriate, organise trips and visits from experts who will enhance the learning experience

### Impact

Our children will

- Become more confident in themselves and be more willing to have conversations about their emotions as a natural part of life
- Know how to express themselves in a healthy way and accept that people are all different and diversity is to be celebrated
- Know how to access help and support and how to stay safe in both the real and the virtual world

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Our PSHCE curriculum begins in the Early years as detailed below.

Early Years Foundation Stage (Reception)	
Area	Early Years Foundation Stage Framework (2021)
Communication and Language	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
Personal, Social and Emotional Development	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and others' needs.</li> </ul>
Physical Development	<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>
Understanding the World	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of people around them and their roles in society.</li> </ul>

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And then continues throughout the school as detailed below:

### By the end of Primary school children should have covered the following areas:

Strand	Learning Objectives
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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.</li> <li>• 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 for them.</li> <li>• 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.</li> <li>• that marriage /civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter who they do not know.</li> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> <li>• where to get advice from e.g. family, school and/or other sources.</li> </ul>

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### Two Year PSHE Plan

Whilst we have timetabled PSHE lessons throughout school, much of this curriculum is also delivered through our RE topics. Please see the class Long Term plans for further information. (Yellow boxes denote topics from SEAL; Green boxes denote topics from [NYCC PSHE and Citizenship Guidance for Schools](#))

Year A		Year B	
First Half Term	Second Half Term	First Half Term	Second Half Term
New Beginnings	Becoming and Active Citizen	Good to be me	Keeping Myself Safe
Going for Goals	My Healthy Lifestyle	Getting On and not falling out	Me and My Relationships
Relationships	Moving on	Changes	Me and My Future

### Families and People who care for me

Learning Objective from the statutory relationships and health education curriculum	Covered through the topics of
Pupils should be taught - <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>	Me and My Relationships Relationships



- 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 (and civil partnership) 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.

### Caring Friendships

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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.</li> <li>• 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</li> </ul>	<p>Me and My Relationships                      (L2.10 RE) How and why do believers show their commitments throughout life?                      E-safety                      Relationships                      Getting on and not falling out                      Going for Goals                      Good to be me</p>



**Respectful Relationships**

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personally or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>Me and my Relationships                      Relationships                      Getting on and not Falling out                      Democracy (British Values)                      Becoming and Active Citizen                      Parliament Week                      Rights (British Values)                      Class Charters                      E safety</p>



**Online Relationships**

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online ,including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content, and how to report them</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>	<p style="text-align: center;">                     Becoming an Active Citizen                      Keeping Myself Safe                      Getting On and not falling out                      Me and My Relationships                      Changes                      E-Safety                      Internet Safety Day                      Class Charter                 </p>



**Being Safe**

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person’s body belongs to them; and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice from e.g. family, school and/or other sources</li> </ul>	<p style="text-align: center;">                     Keeping Myself Safe                      My Healthy Lifestyle                      Me and My Relationships                      Relationships                      E-Safety                      Internet Safety Day                 </p>



## Mental Wellbeing

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• How to judge whether what they are feeling and how they are</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• That bullying (including cyber-bullying) has a negative effect and often lasting impact on mental wellbeing</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• It is common for people to experience mental ill health, for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	<p>New Beginnings                      Good to be me                      Keeping Myself Safe                      Going for Goals                      My Healthy Lifestyle                      Getting On and not falling out                      Relationships                      Changes                      E-Safety                      Mindset work</p>



**Internet Safety and Harms**

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, is age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>	<p style="text-align: center;">                     New Beginnings                      Becoming and Active Citizen                      Good to be me                      Keeping Myself Safe                      Going for Goals                      My Healthy Lifestyle                      Getting On and not falling out                      Me and My Relationships                      Relationships                      Changes                      E-Safety                      Internet Safety Day                      Class Charter                 </p>



**Physical health and Fitness**

Learning Objective	Covered through the topics of
<p>Pupils should be taught</p> <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• The risks associate with an inactive lifestyle (including obesity)</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<p>Keeping Myself Safe                      My Healthy Lifestyle                      Me and My Relationships                      E-Safety                      Mindset work</p>

**Healthy Eating**

Learning Objective	Covered through the topics of
<p>Pupils should be taught</p> <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories, and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and the risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	<p>My Healthy Lifestyle                      Me and My Relationships                      Mindset work</p>



**Drugs, Alcohol and tobacco**

Learning Objective	Covered through the topics of
Pupils should be taught - <ul style="list-style-type: none"> <li>• The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking</li> </ul>	Keeping Myself Safe My Healthy Lifestyle

**Health and Prevention**

Learning Objective	Covered through the topics of
Pupils should be taught - <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits fo good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs, including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to immunisation and vaccination</li> </ul>	Keeping Myself Safe My Healthy Lifestyle

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### Basic First Aid

Learning Objective	Covered through the topics of
<p>Pupils should be taught</p> <ul style="list-style-type: none"><li>• Know how to make a clear and efficient call to the emergency services if necessary</li><li>• Concepts of basic first aid, for example, dealing with common injuries, including head injuries</li></ul>	<p>Becoming and Active Citizen Keeping Myself Safe My Healthy Lifestyle First Aid Training Course</p>

### Changing Adolescent Body

Learning Objective	Covered through the topics of
<p>Pupils should be taught -</p> <ul style="list-style-type: none"><li>• Key facts about puberty and the changing adolescent body, particularly from the age of 9 through to age 11, including physical and emotional changes</li><li>• About menstrual wellbeing including the key facts about the menstrual cycle</li></ul>	<p>My Healthy Lifestyle Puberty Talk</p>