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 kind relationships; online safety and awareness; being safe; general wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety, basic first aid and developing 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
- Develop healthy relationships and enable to keep themselves safe both on and offline
- 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
- Have positive relationships and know to stay safe on and offline
- Know how to access help and support

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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)	
Year	**Area of learning**	**ELGs**
EYFS	Communication and Language	**ELG: Listening, Attention and Understanding** - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. **ELG: Speaking** 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.
	Personal, Social and Emotional Development	**ELG: Self-Regulation** 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. **ELG: Managing Self** Be 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. **ELG: Building Relationships** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
	Physical Development	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	**ELG: Past and Present** Talk about the lives of people around them and their roles in society.

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	Pupils should know • That families are important for children growing up safe and happy because they can provide love, security and stability.

	• The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.. • That marriage and civil partnerships represent 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	Pupils should know • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	Pupils should know • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Pupils should know • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Pupils should know • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications 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 contact, including physical contact. We use the NSPCC Pants materials. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General wellbeing	Pupils should know: • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who 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) • That it is common to experience mental health problems, and early support can help.
Wellbeing online	Pupils should know: • That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

	• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know: • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	Pupils should know: • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and 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).
Drugs, alcohol, tobacco and vaping	Pupils should know:

	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	Pupils should know: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	Pupils should know: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	Pupils should know: • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	Pupils should know: • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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Two Year PSHE Plan

We primarily use the My Happy Mind for our PSHE lessons, but also aspects of this subject are also covered in RE and computing.

Class	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 Year 1	Year A and B	myHappymind: Meet Your Brain – Y1 Places KS1 Safe choices KS1	myHappymind: Places KS1 Celebrate – Y1 Online safety KS1	myHappymind: Appreciate – Y1 myHappymindPSHE: Healthy Choices KS1 Friendships and Showing Respect KS1	myHappymind: Relate – Y1 myHappymindPSHE Families and Trusted Relationships KS1	myHappymind: Engage – Y1 Economic Wellbeing KS1	myHappymind PSHE: Protecting our communities KS1 Changing and Growing KS1 myHappymindPSHE Safe Relationships KS1
Class 2 Years 2/3	Year A	myHappymind: Meet Your Brain Y3 Places KS1	myHappymind: Places KS1 Celebrate Y3	myHappymind: Appreciate Y3 myHappymindPSHE: Healthy Choices LKS2	myHappymind: Relate Y3 MyHappymindPSHE: Friendships and Showing Respect LKS2 Families and Trusted Relationships LKS2	myHappymind: Engage Y3	myHappymindPSHE: Protecting our communities LKS2 Changing and Growing LKS2
	Year B	myHappymind: Meet Your Brain Y2	myHappymindPSHE: Safe choices KS1	myHappymind: Celebrate Y2 myHappymindPSHE: Online safety KS1	myHappymind: Appreciate Y2 myHappymindPSHE: Friendships and Showing Respect KS1	myHappymind: Relate Y2 myHappymindPSHE: Changing and Growing (just 'My Amazing Body' lesson) KS1 Safe Relationships KS1 Economic Wellbeing KS1	myHappymind: Engage Y2 myHappymindPSHE: Changing and Growing (just transition lesson) KS1
Class 3 Years 4/5/6	Year A	myHappymind: Meet Your Brain Y5 Places KS2	myHappymind: Celebrate Y5 myHappymindPSHE: Friendships and Showing Respect UKS2	myHappymind: Appreciate Y5 myHappymindPSHE: Healthy Choices UKS2	myHappymind: Relate Y5 MyHappymindPSHE: Safe Relationships UKS2 (including all kinds of love)	myHappymind: Engage Y5 myHappymindPSHE: Changing and Growing UKS2 (Just 'The Big Change' lesson) Y6 also complete: Be Your Best	myHappymindPSHE: Economic Wellbeing and Careers UKS2 Drug Education UKS2 Online Safety UKS2 Changing and Growing (Grief) UKS2 Y6 also complete: Transition programme Non-Statutory: Sex Education lessons (Changing and Growing) UKS2 and Safe Relationships FGM lesson UKS2

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	Year B	myHappymind: Meet Your Brain Y4	myHappymindPSHE: Friendships and Showing Respect (Bullying) LKS2	myHappymind: Celebrate Y4 myHappymindPSHE: First Aid UKS2	myHappymind: Appreciate Y4 myHappymindPSHE: Online Safety LKS2	myHappymind: Relate Y4 myHappymindPSHE: Economic wellbeing LKS2 Safe choices LKS2 Y6: Additionally complete Be Your Best, Non-Statutory: Sex Education lessons (Changing and Growing) UKS2 and Safe Relationships FGM lesson UKS2	myHappymind: Engage Y4 myHappymindPSHE: Safe Relationships Growing and Changing (Just 'Periods' lesson) LKS2 Y6: Additionally complete: Transition programme