

# PSHE Curriculum Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

# The Curriculum – our approach

## Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



## **Subject Specific Sequencing:**

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

## **Key Concepts:**

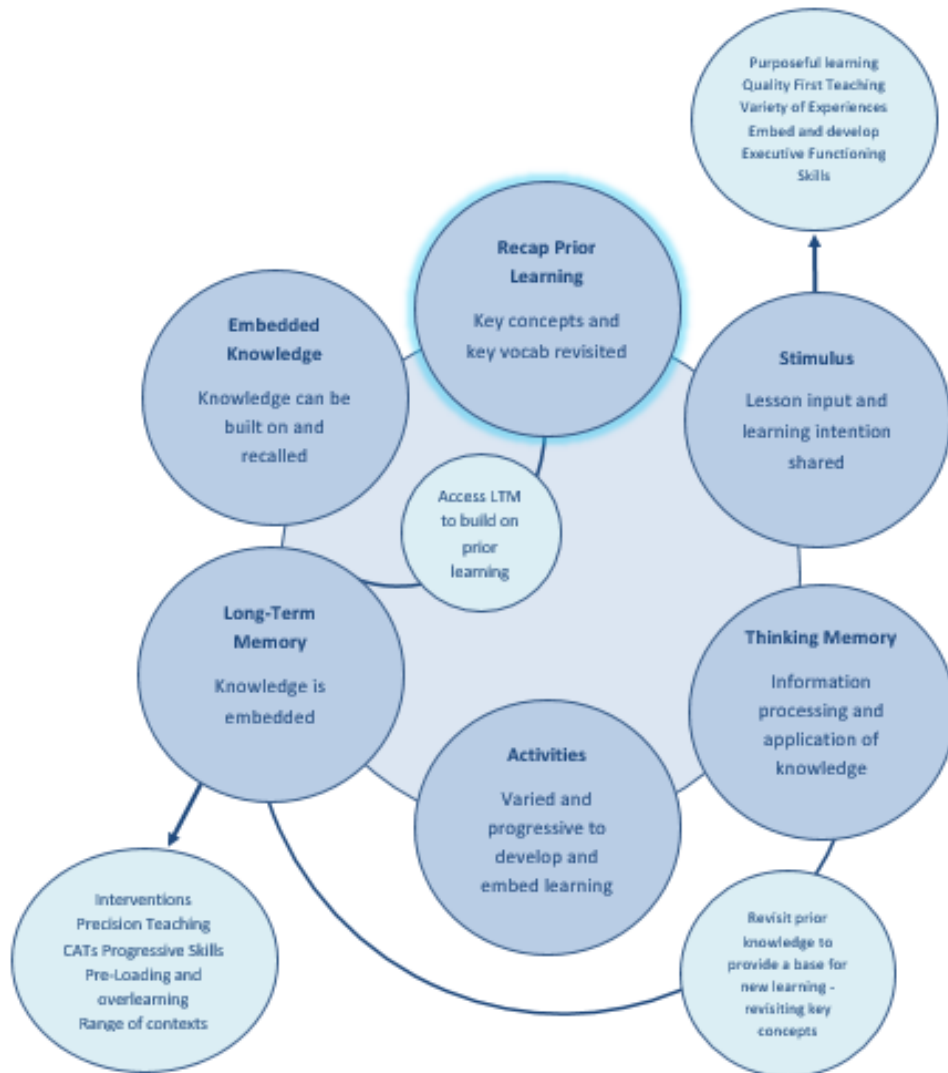
For each subject, a set of key concepts have been identified. These are the subject specific 'big ideas' that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

## **Second Order Concepts:**

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of 'significance'; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

## Working Memory Model





With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for each subject area.

PSHE

PSHE					
					
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
PSHE	Significant people, dates and events		The impact of behaviours, actions and language on others	How attitudes and beliefs have changed over time	Personal responsibility, responsibility to others, being healthy, sex and relationship education, resilience, British values, protected characteristics	Emotional literacy, discussion, listening, empathy and understanding,	

## Key concepts (Big Ideas) in PSHE

*Pupils will develop the fundamental personal, social, health and emotional skills needed to underpin their development as people and enable them to thrive in society. Throughout the PSHE curriculum, Pupils will build a 'toolkit' to enable them to understand the ever changing world around them, understand how to keep themselves safe and healthy, form positive relationships, develop tolerance and understanding for others, understand their feelings, emotions and changes happening to their bodies and facilitate them to develop their own positive mental health. Within PSHE, pupils will also develop an understanding of British Values and the Protected Characteristics.*

### Being me in my world



Pupils will develop an understanding of children's rights. They will learn that with rights, come responsibilities, rules and consequences. They will learn how to articulate their emotions and understand that all emotions are valid. Pupils will learn that their views are important and see how their views link to living in a democratic society and further, how their actions and personal choices can have an affect locally, within their school community and globally.

### Celebrating difference



Pupils will develop and understanding how our differences make us unique and special. They will focus more in depth on naming emotions and using this to manage conflict. Pupils will learn how to be understanding and tolerant of other people's differences, even if they don't understand or agree with them. They will learn how conflict and not showing tolerance can lead to bullying and how to navigate away from these situations. Pupils will also be addressing stereotypes for boys and girls and learning that they don't need to fit stereotypes and that assumptions shouldn't be made as they may cloud their judgement.

### Dreams and goals



Pupils will understand what a challenge is and how this can be related to or developed into a goal. They will develop the skills to set appropriate and achievable goals while understanding the steps they need to take to be successful. They will explore a range of different careers and professions and how to be successful at obtaining their chosen career path. Pupils will also look at failure, that sometimes they won't achieve their goal and how to cope and overcome it with resilience and hard work. Pupils will develop an understanding for networks of support open to them and how to access these.

### Healthy me



Pupils will understand what it means to be healthy, both physically and mentally. They will discover who can support them with keeping safe and healthy in our school, the community and the wider world. Pupils will learn what their body needs to keep them healthy and how this includes their mental health and well-being. They will understand that lifestyle choices such as friendship groups can have a negative impact on their health.

### Relationships



Pupils will develop an understanding of healthy relationships, including managing peer pressure and control in different relationships. They will gain strategies for recognising and managing their feelings as well as developing relationships with friends and family, including conflict resolution and communication skills. They will also learn about bereavement and loss.

### Changing me








Pupils will learn how their bodies change and develop as they get older, including the differences between boys and girls. They will learn about puberty, conception, pregnancy and birth.


## PSHE Long Term Plan and Key Concept Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me



Knowledge and skills sequencing		PSHE					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Being me in my world</b></p> 	<p>To understand that there are similarities and differences between me and my friends.</p> <p>To show that I understand my own feelings and feelings of others.</p> <p>To manage my own feelings.</p> <p>To explain why we have rules and know the difference between right and wrong.</p>	<p>To explain why my class is a happy and safe place to learn.</p> <p>To give different examples where I or others make my class happy and safe.</p>	<p>To explain why my behaviour can impact on other people in my class.</p> <p>To compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>To explain how my behaviour can affect how others feel and behave.</p> <p>To explain why it is important to have rules and how that helps me and others in my class learn. To explain why it is important to feel valued.</p>	<p>To explain why being listened to and listening to others is important in my school community.</p> <p>To explain why being democratic is important and can help me and others feel valued.</p>	<p>To compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>To explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>To explain how my choices can have an impact on people in my immediate community and globally.</p> <p>To empathise with others in my community and globally and explain how this can influence the choices I make.</p>
<p><b>Celebrating difference</b></p> 	<p>To show sensitivity to my own needs and the needs of others. I know how to be a kind friend.</p> <p>To stand up for myself and know what words to use if someone is being unkind.</p> <p>To understand that being different is what makes me special and that it is okay if we are all good at different things.</p>	<p>To tell you some ways that I am different and similar to other people in my class, and why this makes us all special</p>	<p>To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p>	<p>To describe different conflicts that might happen in family or friendship groups and the effects of what people say in these situations</p>	<p>To tell you a time when my first impression of someone changed as I got to know them. To also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p>	<p>To explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p>	<p>To explain ways in which difference can be a source of conflict or a cause for celebration.</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Dreams and goals</b> 	<p>To talk about jobs I might like to do when I am older.</p> <p>To work towards a simple goal.</p> <p>To try new activities and show independence, resilience and perseverance when something is difficult.</p>	<p>To explain how I feel when I am successful and how this can be celebrated positively.</p>	<p>To explain how I played my part in a group and the parts other people played to create an end product. To explain how our skills complemented each other.</p>	<p>To explain the different ways that help me learn and what I need to do to improve.</p>	<p>To plan and set new goals even after a disappointment.</p>	<p>To compare my hopes and dreams with those of young people from different cultures.</p>	<p>To explain different ways to work with others to help make the world a better place</p>
<b>Healthy me</b> 	<p>To manage my own basic hygiene and personal needs, including dressing, going to the toilet and personal safety.</p> <p>I understand why it is important to make healthy food choices and exercise.</p>	<p>To explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p>	<p>To explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices</p>	<p>To identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p>	<p>To recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p>	<p>To explain different roles that food and substances can play in people's lives. To also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p>	<p>To explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p>
<b>Relationships</b> 	<p>To be able to form positive attachments to adults and have friendships with peers;</p> <p>To have some strategies to use if you feel upset or angry</p> <p>To be able to work and play cooperatively, take turns with others and think of ways to mend friendships</p>	<p>To be able to explain why you have special relationships with some people and how these relationships help you feel safe and good about yourself.</p> <p>To be able to also explain how your qualities help these relationships</p>	<p>To be able to explain why some things might make people feel uncomfortable in a relationship and compare this with relationships that make people feel safe and special.</p>	<p>To be able to explain how your life is influenced positively by people you know and also by people from other countries.</p>	<p>To be able to recognise how people are feeling when they miss a special person or animal.</p>	<p>To be able to compare different types of friendships and the feelings associated with them.</p> <p>To be able to also explain how to stay safe when using technology to communicate with your friends, including how to stand up for yourself, negotiate and to resist peer pressure.</p>	<p>To be able to identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Healthy me</b> 	<p>To understand that we all grow from babies to adults</p> <p>To be able to name parts of the body</p>	<p>To be able to compare how you are now to when you were a baby and explain some of the changes that will happen to me as you get older.</p> <p>To be able to use the correct names for private parts of the body and give reasons why they are private.</p>	<p>To be able to use the correct terms to describe private parts of the body and explain why they are private.</p> <p>To be able to explain why some types of touches feel OK and others don't.</p>	<p>To be able to explain how boys' and girls' bodies change on the inside/outside during the growing up process and can explain why these changes are necessary so that your bodies can make babies when you grow up.</p>	<p>To be able to summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p>	<p>To be able to explain how boys and girls change during puberty and why looking after yourself physically and emotionally is important.</p> <p>To be able to also summarise the process of conception.</p>	<p>To be able to describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>