



# Highcliffe St Mark Primary School

## PSHE and RSHE Curriculum Overview



Subject Rationale—what does PSHE and RSHE mean for our children in our school? Why do we teach what we teach in our school? PSHE and RSHE involves the teaching of the fundamental building blocks and understanding of positive relationships, safety (including E-Safety), physical health and mental wellbeing. It makes an important contribution to children’s health, well-being and understanding of themselves and the world around them and how to seek appropriate support if necessary.

### Topic Knowledge

#### EYFS curriculum

The focus in EFYS is to support children’s development through Personal, Social and Emotional Development (PSED). PSED is a prime area of the Early Years curriculum, laying vital foundations for lifelong learners.

#### KS1 National Curriculum—Programme of Study

Children that are within Key Stage 1, will cover the three core themes of PSHE (Health and Wellbeing, Relationships, Living in the wider world) through the SCARF scheme. The SCARF curriculum ensures that the DfE statutory requirements for Relationship and Health Education are taught.

#### KS2 National Curriculum—Programme of Study

Children that are within Key Stage 2, will continue to cover the three core themes of PSHE, as well as exploring Relationship and Health Education.

Within Year 6, children will also explore Sex Education at an age appropriate level, ensuring that they are best prepared to keep themselves safe as they approach their teen-age years.

### Skills Progression

EYFS By the end of EYFS children will be able to follow instructions given by adults, play and learn cooperatively together including being able to share and take turns, identify a range of feelings, and talk about them, manage self care and hygiene and talk about and making healthy choices.

#### KS1

By the end of KS1, children will begin to show an understanding of themselves and their relationships, of how to value differences, of how to keep themselves safe, their rights and responsibilities and their bodies and others around them including naming body parts and identifying stages of growth. They will also develop an understanding of how to look after themselves including growth mindset, health and hygiene and exercise and sleep.

#### KS2

By the end of KS2, children will have developed and deepened their understanding of all of the content taught in KS1. The children will also explore how their bodies and others around them will grow and change, including puberty changes, body image, self esteem, keeping themselves safe and coping with transitional changes which will prepare them for their next year group and then secondary school when they reach this age.

### The Curriculum Sequence

At Highcliffe St Mark Primary School, we follow the SCARF scheme of learning. The SCARF abbreviation stands for Safety, Caring, Achievement, Resilience, Friendship, which are all key attributes to the PSHE curriculum.

Our PSHE curriculum is a spiral curriculum, therefore each year group follow the same themes but recaps, builds upon and extends the knowledge from the previous year group.

The units are as follows:

Autumn 1—Me and My Relationships

Autumn 2—Valuing Difference

Spring 1— Keeping Safe

Spring 2— Rights and Respect

Summer 1— Being My Best

Summer 2— Growing and Changing

The statutory and non-statutory RSHE concepts are covered within the units above. However, Growing and Changing is the unit that teaches the non-statutory Sex Education parts of RSHE.

### Central Substantive Concepts

From EYFS to year 6, these key concepts will be returned to and built upon: belonging, change, choice, compassion, consent, diversity, equality, failure, fairness, friendship, identify, individuality, responsibility, rights, sustainability, wealth and well-being.

### Assessment

Formative assessment by the class teacher through observations, questioning and outcomes. Formative assessment informs future teaching strategies and lessons.

Children use their PSHE journals as a place to reflect and share their knowledge and understanding of the topic covered.

### SEND

Adapted questioning, use of role play and puppets, differentiated questioning, resources and outcomes, pre-teach, vocabulary word banks, small group work.

### Links Across the Curriculum

PSHE is taught through direct teaching, circle times, reflect and repair conversations. PSHE links with many subject areas, in particular: Computing (e-safety) and Science.

Subject Leader: Halle Ashbee



# Highcliffe St Mark Primary School

## Experiencing PSHE and RSHE



### Subject Enhancements

How do children experience PSHE and RSHE in different contexts e.g. real life, trips, visits, their immediate environment

### Resources and Texts

What are the key resources that the children will encounter and explore throughout their time in our school?

### Key Vocabulary

### Key RSHE Vocabulary

EYFS PSHE and RSHE themes arise daily and are spoken about in the moment and as situations arise and happen. Weekly / daily focuses are based on situations which have happened and need addressing. Children attend assemblies with links to PSHE and RSHE. Children take part in mental health week, regular mindfulness sessions and storm break sessions. The SCARF education life bus visits and delivers sessions to each class.

#### EYFS

SCARF programme, resources and texts and Storm Break sessions

Additional texts chosen by class teachers (Including After the Storm, Stickman, My Feelings, Rainbow Fish, George's Dragon at the Fire Station, Topsy and Tim Meet the Police)

#### EYFS

Feelings (sad, happy, angry, excited, worried or scared), friendships, same and different, safe and unsafe, happy and unhappy, care and kindness, healthy, clean and protected, body parts (head, arms, legs, shoulders, knees, fingers, toes).

#### EYFS

private body parts (penis, vulva).

KS1 PSHE and RSHE themes arise daily and are spoken about in the moment and as situations arise and happen. The children attend class, phase and whole school assemblies with links to PSHE and RSHE. Children take part in mental health week, regular mindfulness sessions and storm break sessions. The SCARF education life bus visits and delivers sessions to each class.

#### KS1

SCARF programme, resources and texts and Storm Break sessions

Additional texts chosen by class teachers (Including The Colour Monster, Ruby's Worries, The Great Big Book of Families', The Jar of Happiness, The Lion Inside,

#### KS1

Feelings (sad, angry, happy, excited, calm, worried or nervous), friendships, similarities and differences, fair and unfair, kind and unkind, healthy lifestyle, trust, appropriate and inappropriate touch, internal body parts (heart, lungs, blood, stomach, intestines, brain), secret and surprise.

#### KS1

Vulva, penis, testicles, genitals, nipples, sperm, eggs, ovaries, womb, pregnancy, trust, appropriate and inappropriate touch, private body parts, privacy, private parts, consent, permission

KS2 PSHE and RSHE themes arise daily and are spoken about in the moment and as situations arise and happen. The children attend class, phase and whole school assemblies with links to PSHE and RSHE. Children take part in mental health week, regular mindfulness sessions and storm break sessions. The SCARF education life bus visits and delivers sessions to each class.

#### KS2

SCARF programme, resources and texts and Storm Break sessions

Additional texts chosen by class teachers (Including The Infinite Lives of Maisie Day, The Lion, the Witch and the Wardrobe)

#### KS2

Positive and negative feelings, friendships, relationships, similarities and differences, fair and unfair, cooperation, collaboration, conflict, diversity, fact, opinion, respect, stereotypes, health lifestyle, balanced diet, trust, income, saving, spending.

#### KS2

Puberty, period, ovary, fallopian tube, uterus/womb, vagina, menstruation pad, tampon, breasts, wet dream, fertilise, birth, pubic hair, menstrual cycle, clitoris, labia, semen, body odour, ejaculation, spontaneous erection, masturbation, growth spurt, testosterone, menstruation cup, nocturnal emissions, hormones, body confidence, FGM, genitalia, sexual intercourse, consensual, orgasm, embryo, condom, conception, LGBTQ

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem