

Early
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Year
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Year
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Year
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Year
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Year
6

PSHE at Loughborough Primary School		
Intent	Implementation	Impact
What we do	How we do it	How we assess it
<p>Our PSHE Curriculum has been developed through a careful look at our surrounding areas to support our children, to give them the skills and resilience to face challenges in life. When designing our curriculum, we wanted it to reflect the needs of our locality, building their skillset to face challenges and choices with confidence. British values such as democracy and respect remain at the heart of our curriculum; through explicit teaching in lesson time as well as through assemblies.</p> <p>Pupils are taught PSHE through three overarching themes of health and wellbeing, relationship and living in the wider world. Throughout the programme, children are encouraged to develop their skills: their own personal effectiveness, their interpersonal and social effectiveness and their ability to manage risks and develop their decision-making process.</p> <p>Building positive self-image and relationships is integral to our school and community. Teachers lead by example in demonstrating empathy and understanding to all pupils. As a school we hope to reinforce the children's positive self-image through celebrating their success and achievements, reinforcing their positive attributes. We aim to help children understand their place in our school community, our local community and our global community.</p> <p>Throughout all PSHE themes we ensure diversity and inclusion: using a range of role models, family models as well as teaching explicitly against stereotypes.</p>	<p>The PSHE curriculum is delivered through dedicated lesson time in PSHE taught by the class teacher (45 minutes per week), this is combined with assemblies and additional enrichment opportunities. We teach the health education through quality assured resources from the Christopher Winter Project, as recommended by Lambeth.</p> <p>We work with external agencies such as the NSPCC and Growing Against Violence. Our school values are reinforced through assemblies, house point system and through our PSHE planning. Children are given opportunities to share their thoughts and concerns through "worry boxes" which are addressed by their class teacher.</p> <p>We underpin our curriculum with initiatives such as well-being ambassadors who have undertaken specialist training to support other children in managing stress, emotions and regulating their behaviour. Additionally, children are supported through our school councillor, nurture and gardening groups and buddy systems are in place for all children joining the school.</p> <p>Children are taught to take part and contribute to meaningful discussions: through lesson time as well as additional Student Council. Children are encouraged and supported in fundraising and other community projects to empower them to find their place in the world and make a meaningful contribution to their community. Children have contributed to the implementation of a green screen to protect the playground from pollution.</p> <p>We work hard to engage with hard to reach parents through workshops and coffee mornings.</p> <p>In all areas of the curriculum we engage with community speakers such as a local Imam and Vicar to build respect and tolerance. PCOs are regularly invited in to school to speak to children and parents about e-safety and emerging issues. We work with initiatives such as BLAM which project is focused on building positive racial identity in young Black Children through culturally</p>	<p>The impact of our PSHE provision is the development of well-rounded children who are confident in their abilities and have a good understanding of their personal values.</p> <p>Pupils at Loughborough understand the importance of positive relationships and are able to interact with all members of the school community as well as visitors. Children understand they have a responsibility to look after themselves and others in terms of their emotional and physical health. Our pupils are clear on their understanding of world issues and are able to suggest ways in which they can help and support their global community and get their voices heard.</p> <p>We measure our impact through a variety of vehicles, platforms and projects such as pupil voice, student council as well as monitoring behaviour throughout school.</p>

specific narratives and Aim High which aims to raise aspirations for Black Caribbean pupils.

Relationships							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TITLE	We are all unique	Families and Friendship	Friendship Taking Responsibility	Respectful Relationships Diverse Families	Respecting Difference Community Spirit	Challenging Discrimination Evolving Friendships	Understanding Marriage Respectful Debating
KEY QUESTIONS	How can we make sure that we are all safe/happy/learning in school? How can we be good friends?	What makes a family? Who is special to us? How do we know how to behave?	What is bullying? What makes a good friend?	How can we be good friend? What are families like?	How do we treat each other respectfully? How can we make a difference?	What is discrimination? How can we communicate effectively? How do friendships change over time?	What are types of marriage? How do I manage pressure? How can we debate topical issues?
OVERVIEW	Children learn about friendship and what makes a good friend. Through their play they try to solve friendship problems when they occur. Children explore and talk about how to help others to feel part of a group. Through class rules and settling in think of ways to show respect and how to treat others. Children talk about how to help themselves and others when they feel hurt and upset	Children have the opportunity to learn about friendships and different types of family. Pupils will explore the importance of privacy and asking for permission. Pupils learn the value of our rules, respect and showing kindness in our community.	Children will explore friendships and discuss strategies to be inclusive. Children will learn about how to resolve disputes between friendships. Pupils will learn about hurtful behaviour online and how to recognise different types of bullying and how to respond appropriately. They will learn about similarities and differences between their classmates and how to share their opinion and listen to those of others.	Chn will continue to explore different types of families and how families support each other. Children will look into personal boundaries online and how to maintain safe and positive relationships. Children will explore bullying online and the effects of hurtful behaviour. They will learn about respectful relationships and the ways in which people show respect and courtesy in different cultures.	Chn will explore different types of friendships and relationships including online vs real life friendships. They will look into how to respect and understand similarities and differences between different people and understand how they can make a difference.. Chn should learn to listen to other people's opinion and discuss any differences sensitively (debate).	Chn should continue to learn that friendships can continue over time. Chn should be able to resolve disputes and suggest strategies to understand emotions. Chn will explore the different types of discrimination and how to challenge these behaviours.	Chn should understand what romantic relationships including marriage and civil partnership. Chn should explore how to manage consent. Chn should develop understanding for listening and respecting other people's points of views, including debating of topical issues.

KEY SKILLS	<ul style="list-style-type: none"> Active listening Respecting others rights 	<ul style="list-style-type: none"> Active listening Respecting others rights Self regulation 	<ul style="list-style-type: none"> Active listening Respecting others rights Teamwork Valuing and respecting diversity 	<ul style="list-style-type: none"> Active Listening Respecting others rights Valuing and respecting diversity Empathy and compassion 	<ul style="list-style-type: none"> Assessing risk Respecting others rights Valuing and respecting diversity Empathy and compassion 	<ul style="list-style-type: none"> Respecting others rights Valuing and respecting diversity Managing influences Healthy self concept Debating-listening respectfully 	<ul style="list-style-type: none"> Respecting others rights Valuing and respecting diversity Empathy and Compassion Evaluating perceived social norms Active listening and communication
RESOURCES	<ul style="list-style-type: none"> Induction – settling in (class rules) Home corner area (role play) Elmer the Elephant (celebrating friendship) Ruby’s worry Tree Super Duper You Can I build another me? Titch You choose All kinds of people Hammpy in my skin Together we can All about families 	<ul style="list-style-type: none"> Meet the GG R6 GG: Two Brothers R1, R2 GG: Our Rules R21 GG: You can’t do that here GG: The Selfish Red Hen: R6, R21, R22, R24 The Golden Statue R21,22,25 NSPCC – The Underwear Rule (PANTS) 1Medway KS1 Lesson 1 Metro Charity KS1 	<ul style="list-style-type: none"> GG: Getting To Know you R6 GG- Why do we need rules GG:Looking Out For Others R2, R7, R20, R21 GG: More than one Friend R6, R7, R20, R21 NSPCC – PANTS resources (recap) Thinkuknow Jesse and Friends GG: Tongue: The Power of Words R6, R10, R11, R12, R21, R22 GG: Taking Responsibility R22, R224 GG: Vote for GG GG Where do you Stand 	<ul style="list-style-type: none"> GG: Family Life (linked lessons available if necessary) R7, R8, R9 Bernados KS2 Diversity Thinkuknow Play Like Share R12 NSPCC Share aware GG: Our Class R1 GG: Rules R11 Primary Stars-KS2 Do the right thing Thinkuknow Play Like Share Headfirst: Healthy and Unhealthy Friendships R10, R11 Alzheimer’s Society – Creating a dementia 	<ul style="list-style-type: none"> NSPCC Share Aware R30 Google Parent zone Be Internet Legends GG: Dilemmas R31, R33, R34 Premier League Primary Stars KS2 PSHE Diversity GG; Community Centre R32, R33 Headfirst: The Importance of clear communication and managing conflict. 	<ul style="list-style-type: none"> Premier League Primary Stars Inclusion Primary Stars KS2 PSHE -developing values GG: Discrimination R7, R8, R10, R13, R14 GG: Martin Luther King R21 	<ul style="list-style-type: none"> Medway Public Health y6 lesson 3. GG- Relationships and the Law R1, R3, R4, R7 GG- Reacting to Conflict (Parts 1 and 2) R10, R7 GG- Mediation

				friendly generation			
LINKS	<ul style="list-style-type: none">● Anti-bullying week● Healthy Eating Week● Black History Month● Harvest Festival● World Kindness Day● Human Rights Day● Walk to School Day● World Homeless Day● Bonfire Night● Road Safety Week						

Living in the Wider World

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TITLE	Doing our Best Working Together	Looking after our World Our Community	Our Community Managing Money	Human Rights Understanding Stereotypes	Compassionate Communities Managing Money	Digital Citizenship Dream jobs and Stereotypes	Critical Consumers The power of the media
KEY QUESTIONS	What are my dreams and goals? How can we work well in a team? How can I good be a good class member?	How can we look after each other and the world? What can we do with our money?	What makes a community? What are my responsibilities?	What are my rights? What jobs do people do?	How can I look after my money? What are our shared responsibilities?	What jobs do we want? What stereotypes exist? How can we look after our world?	How can the media influence people? How can we value diversity and challenge discrimination?
OVERVIEW	<p>Chn will continue to explore the Characteristics of Effective Learning.¹</p> <p>Playing and exploring – engagement</p> <p>Active learning – motivation</p> <p>Creating and thinking critically – thinking</p> <p>Children should discuss ways to work well with a partner or in a group. They will talk about positive attitudes. They will explore how to help others to achieve their goals and talk about how they are learning to learn.</p>	<p>Chn will explore how we look after humans, animals and other living things. Chn should explore how we look after our environment (recycling). Chn should explore different jobs within the community and how these reflect people’s strengths.</p>	<p>Chn will understand how they belong to different groups and how they can feel included within these groups. Chn should discuss how they can look after local and wider community by helping the environment. Chn will understand that they people have jobs to make money and how money can be used and looked after.</p>	<p>Chn will explore what human rights are and how they protect people including the rights of a child.</p> <p>How life online is not always as it is perceived and to develop strategies to tell if something is accurate or not. To explore jobs and challenge stereotypes and recognise interests to spark future jobs.</p>	<p>Children will explore how they belong to many different communities. They will begin to understand the individuals and groups that help the local community including volunteers. Chn will understand how compassion towards others in need is important .</p> <p>Chn will begin to understand how people make different decisions depending on their budget. They will learn why and how to keep track of their money and spending, and how their spending can have positive or negative effects.</p>	<p>Chn will continue to think about protecting the environment They will explore how to show compassion towards others.</p> <p>Chn will think about how information online is targeted; different media types, their role and impact in being digital citizens.</p> <p>Chn will begin to identify job interests and begin to think about their aspirations. Chn will think about what influences career choices. Children will reflect on workplace stereotypes and identify strategies to overcome these.</p>	<p>Children will recognise and identify what prejudice means. They will differentiate between prejudice and discrimination and learn how to challenge acts of discrimination.</p> <p>Chn will understand how images in the media can be altered for different purposes and how online content can be designed to manipulate people's thoughts and emotions.</p> <p>Chn will begin to understand the impact of their spending, the importance of being a critical consumer and how money can be linked to a person's emotional well being.</p>

<p style="text-align: center;">KEY SKILLS</p>	<ul style="list-style-type: none"> Teamwork Expressing their opinions 	<ul style="list-style-type: none"> Decision making Analysis Self improvement Valuing and respecting diversity Teamwork 	<ul style="list-style-type: none"> Identifying links between values, decisions and actions Valuing and respecting diversity Clarifying own values Teamwork 	<ul style="list-style-type: none"> Identifying links between values, decisions and actions Valuing and respecting diversity Enterprise skills: Teamwork Assessing validity and reliability of information Self-improvement Decision Making 	<ul style="list-style-type: none"> Identifying links between values, decisions and actions Valuing and respecting diversity Clarifying own values Enterprise Skills 	<ul style="list-style-type: none"> Identifying unhelpful thinking traps Recognising and managing influence Clarifying own values Identifying links between values, decisions and actions Valuing and respecting diversity 	<ul style="list-style-type: none"> Assessing validity and reliability of information Clarifying own values Identifying links between values, decisions and actions Valuing and respecting diversity
<p style="text-align: center;">RESOURCES</p>	<ul style="list-style-type: none"> Outdoor area: team work games Oral feedback The Train Ride Erol's Garden Superworm Giraffe's can't Dance Farmer Duck The Very Quiet Cricket Lenny Lion's Learning Zoo 	<ul style="list-style-type: none"> GG- Caring for our communities L2, L3, L4, L5, L14, L16 GG: Taking Responsibility L2, L5 GGo Who can help? L4 – L6, L15, L16, L17 GG: Litter The Picnic L2, L3 GG: Plastic Pollution I2, L3 Values and Money and Me: Do the Right thing L10-L13 	<ul style="list-style-type: none"> GG – Playground L2, L6 GG: Pollution: Expedition to the Blue Ball L2, L3 GG - Protecting local Habitats L2, L3 GG- Money Needs and Wants L10, L11, L12 Lifesavers: 5 Big Questions (KS1) L10-L13 RSPCA: Compassionate Class 	<ul style="list-style-type: none"> GG: Rights and Responsibilities R3, R4, Google and Parent zone Be Internet Legends L5, L7 GG- citizenship and the wider world L3, L4, L5 GG: Climate Change Parts 1-4 L5, L7, L19 What are Human Rights L2, L3, L 4 Amnesty- Human Rights 	<ul style="list-style-type: none"> GG: My Community L6, L7, L8, L26 GG - How can I make a difference? L25, L30 Times of Need L7, L17, L20, L24 GG - What is a charity L4, L5, L7 Natwest - What affects the choices about my money L17-22 	<ul style="list-style-type: none"> GG: What is a citizen L4, L7 GG: Conflicting Rights L1, L2, L3 GG: What is Philanthropy? L4, L6, L7 GG: Challenging Stereotypes L5, L19 GG: Cultural Diversity in the UK: L7, L8. L10 Premier League Stars: Rainbow Laces L6 – L10 	<ul style="list-style-type: none"> GG: Why do we pay taxes parts 1, 2 L19, L20 GG: Strong Society L6, L7, L8, L26 GG: The NHS L6, L7, L26, L28 GG - Fake News L11, L12, L13, L15, L16 GG: Tech for good L4, L7, L11 Natwest: How does money affect my feelings? L23, L24
<p style="text-align: center;">LINKS:</p>	<ul style="list-style-type: none"> World Religion Day Burns Night Holocaust Memorial Day Random Acts of Kindness Week World Book Day Chinese New Year Children's Mental Health Week Safer Internet Day International Women's Day Odd Socks Day Red Nose Day Autism Awareness Day 						

Health and Wellbeing

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TITLE	Keeping Healthy Keeping Safe	Healthy Minds Keeping Safe	Healthy Minds and Bodies Staying Safe	Staying Safe and Taking Risks Managing our Feelings	Balanced Life Styles Growing and Changing	How can we Help? Healthy Habits and Identity	Keeping healthy as we grow: Choices and Changes
KEY QUESTIONS	How can we make good choices? How can we keep safe?	What helps us stay healthy? Who helps keep us safe?	What helps us stay safe? What helps us grow and stay healthy? How do we recognise our feelings?	What keeps us safe? How can we manage our feelings? How can we manage risks in different places?	Why should we eat well and look after our teeth? Why should we keep active and sleep well? How will we grow and change?	How can we help in an accident and emergency? What makes up a person's identity? How can we develop good habits?	How can we keep healthy as we grow? How can we keep our information safe? How can I make an informed choice?
OVERVIEW	Children will learn about how to make healthy choices. Children will discuss how to keep healthy through diet, learning to eat a variety of food. Children will show some understanding that the good practices with regard to exercise eating, sleeping and hygiene can contribute to good health. They can talk about managing their own basic hygiene. Children will learn how to keep themselves safe in and out of school in the local area.	Children will learn about keeping healthy including how to take care of themselves including healthy and unhealthy food and exercise. Children will learn about hygiene routine and sun safety Chn should be able to recognise what makes them unique and special. They will begin to learn about their feelings and managing when things go wrong. Children will explore how rules and age restrictions help us; keeping safe online.	Children will learn about why sleep is important and how this keeps us healthy. Children will learn about medicines, vaccinations and keeping healthy. Children will learn about keeping teeth healthy including about sugary foods. Children understand how to manage feelings, ask for help and ways to calm down. Children will think about growing older; naming body parts; moving class or year. Children will think about safety in different environments; risk and safety at home; emergencies.	Children will find out about how to make healthy choices and habits. They will understand what affects feelings and how to express themselves. Children will recognise their personal strengths and achievements. Children will understand how to build resilience through managing and reframing setbacks. Chn will learn about risks and hazards; safety in the local environment and unfamiliar places.	Children will learn about maintaining a balanced lifestyle. They will explore oral hygiene and dental care. Children find out about physical and emotional changes in puberty, including external genitalia, personal hygiene routines and support with puberty. Children will discover about medicines and household products; drugs common to everyday life.	Children will explore healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies. Children will learn about their personal identity; recognising individuality and different qualities. Children will consider looking after their mental wellbeing. Children will learn about keeping safe in different situations, including responding in emergencies and first aid.	Children will learn about what affects mental health and ways to take care of it. Children will explore managing change, loss and bereavement and managing time online. Children will understand human reproduction and birth; increasing independence; managing transition. Children will understand the importance of keeping personal information safe. Chn will consider how t make good choice regarding drug use and the law; drug use and the media.

KEY SKILLS	<ul style="list-style-type: none"> Decision making Recognising risks 	<ul style="list-style-type: none"> Self-Improvement Developing a healthy self-concept Risk assessment 	<ul style="list-style-type: none"> Assessing and managing risk Decision making 	<ul style="list-style-type: none"> Self-Improvement Self-regulation Recognising and managing risk 	<ul style="list-style-type: none"> Self-improvement Maintaining healthy self-concept 	<ul style="list-style-type: none"> Self-improvement Self-regulation 	<ul style="list-style-type: none"> Recognising and managing peer approval
RESOURCES	<ul style="list-style-type: none"> Local walk Oliver’s Fruit Salad Oliver’s Vegetables Me and My Amazing Body Bear Feels Sick 	<ul style="list-style-type: none"> Medway Public Health Directorate - Primary RSE Lessons (KS1) - We are Growing H8, H9,H11, H12, H23, H14, H15, H21, H22, H23, H24 GG - How do you feel today H11, H12, H13, H14, H15, H16, H18, H19, GG - Why do we wash our hands? H1, H5 GG_ Healthy Eating H1, H2, H17 GG: I am unique H21, H22, H23 Headfirst: Things that go into our bodies Headfirst: Medicines Headfirst: Medicines and Household Products 	<ul style="list-style-type: none"> PSHE Association - Dental Health H1, H6, PSHE Association – Mental Health and Wellbeing (KS1) H4, H6, H7, H16, H17, H18, H19, H20 Medway Public Health Directorate -Everybody’s Body H20, H25, H26, H27 Red Cross: Live. Life it ‘Stay Safe H29, H30, H31, H32, H33, H35, H36, H27 GG- Keep Safe At Home H29, H30, H31 GG - Resilience - bouncing back H11, H12, H13, H18, H24 GG: Let’s Get Active! H1, H3, H9, H17 GG: Rules: You can’t do that here 11, H12, H13, H14, H16, H28, H29, H30 	<ul style="list-style-type: none"> PSHE Association - Mental Health and Wellbeing lessons (y3/4) H1, H2, H3, H4, H6, H7, H17, H18, H19 Premier League Stars - Self Esteem H27, H28, H29 Premier League Stars – Inclusion H27, H28, H29 HeadFirst - Risks and Hazards H38, H39, H41 HeadFirst - Reducing risks and helping others H38, H39, H41 	<ul style="list-style-type: none"> PSHE Association: Dental Health H2, H5, H11 Medway – Puberty H30, H31, H32, H34 PSHE Association - Drug and Alcohol Y3/4 H10, H38, H40, H46 Headfirst: Healthy Eating and Teeth H1, H2, H16 Headfirst: Foodwheel H2, H3, H16 Headfirst: Active Lifestyle H1, H2 	<ul style="list-style-type: none"> Evelina: Sleep Factor H1, H5, H11 Premier League Stars: Self Esteem/ Resilience RedCross: Live it H15 Headfirst: How our body changes through Puberty H30, H31, H32, H34 HeadfirstL how being healthy affects your Physical and Emotional Health H1, H2, H3, H4 HeadFirst: Medicines, legal and illegal drugs. H10, H38, H40, H46 	<ul style="list-style-type: none"> NSPCC - Making sense of relationships Medway PUBerty lessons 2 and 4 Headfirst: Risks - influences and pressure H13, H14, H17 Headfirst: Drugs and alcohol in the media H13, H14, H17 Headfirst: Stress - dealing with emotions Headfirst: Helpful and unhelpful worries H13, H14,

LINKS	<ul style="list-style-type: none"> • May Day • Space Day • Earth Day • Christian Aid Week • VE Day 	<ul style="list-style-type: none"> • World Fair Trade Day • Pride Month • World Oceans Week • Refugee Week
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1. Characteristics of Effective Learning:

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning –motivation

- Being involved and concentrating
- Keeping trying Enjoying
- achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things