



Lutley 
Primary School

Curriculum Progression Document

PSHE



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Lutley 
Primary School

PSHE Curriculum Intent

Lutley Primary School Curriculum Intent

Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

PSHE Subject Intent

To provide all our children with knowledge that will enable them to make informed decisions about their well-being health and relationships. This will ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain. To ensure high quality teaching and learning through a coherently planned curriculum which provides children opportunities to learn new skills, practise and apply embedded skills and allows children quality time to reflect on what it means to them.

Essential Characteristics in the Subject

An excellent knowledge and understanding of children's rights and in what ways they can respect the rights of others. • The ability to think critically about a range of situations and communicate ideas very confidently in styles appropriate to a range of audiences. • The ability to consistently support, evaluate and challenge their own and others' views in an appropriate manner. • The ability to think, reflect, debate, discuss and evaluate their own lives and the lives of others. • A passion for their own PSHE and SMSC development and an enthusiastic engagement in learning, which develops their sense of curiosity about our world. • A respect for and interest in a wide variety of different cultures and traditions. • A desire to embrace challenging activities, discussions and reflections. • A tolerance of others and a respect for all. • An understanding of the importance of keeping themselves safe and understanding of who to talk to if and when something is worrying them or they do not feel safe in any way.

Curriculum Concepts

Relationships

This concept involves understanding families and friendships, safe relationships and respecting ourselves and others.

Living in the wider world

This concept involves learning how to belong to a community, understanding media literacy and digital intelligence and money and work.

Health and wellbeing

This concept involves an understanding of physical health and wellbeing, growing and changing and keeping safe.



PSHE in the Early Years Foundation Stage

Developing early PSHE skills

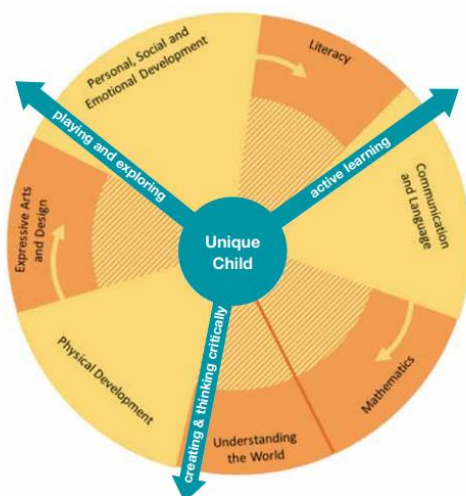
Developing early PSHE skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of PSHE in our EYFS:

ELG 6: Personal, Social and Emotional Development

Self-confidence and self-awareness

Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

ELG 7: Personal, Social and Emotional Development

Managing feelings and behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow rules. They adjust their behaviour to different situations and take changes of routine in their stride.

ELG 8: Personal, Social and Emotional Development

Making relationships

Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

ELG 13: Understanding of the World

People and communities

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.



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PSHE and the National Curriculum

PSHE and the Statutory Requirements: Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

By the end of Key Stage Two

Families and people who care for me

Pupils should know:

that families are important for children growing up because they can give love, security and stability

- 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
- 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
- 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 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

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

PSHE and the Statutory Requirements: Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

By the end of Key Stage Two

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal 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
- 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
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- 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)
- 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

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits

- 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
- how to consider the effect of their online actions on others and to display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- 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 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
- 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)
- 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 and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health 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 good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups 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 science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle



Lutley 
Primary School

Implementation of Whole School PSHE Programme of Study

Lutley Primary School's PSHE Programme of Study

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others.	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
Year 1	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming body parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.
Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities.	How the internet is used. Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places.
Year 4	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.	What makes a community? Shared responsibilities.	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Medicines and household products. Drugs common to everyday life.
Year 5	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
Year 6	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss and bereavement.	Human reproduction and birth. Increasing independence. Managing transition.	Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.



Lutley 
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**Implementation of Whole School
PSHE Programme of Study
Progression of Skills**

Progression of Skills – Core themes

At Lutley, we aim to develop the following concepts through the progressive teaching of PSHE knowledge, skills and understanding. These essential core themes are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Relationships**

This theme involves families and friendships, safe relationships and respecting ourselves and others.

- **Living in the wider world**

This theme involves belonging to a community, media literacy and digital resilience and money and work.

- **Health and wellbeing**

This theme involves an understanding of physical health and mental wellbeing, growing and changing and keeping safe.

Implementation

Progression of Skills - Relationships

Theme	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Families and friendships Safe relationships Respecting ourselves and others	<ul style="list-style-type: none"> • Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others. • How to show feelings. Seeking help from trusted adults should they need to. • Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations. 	<ul style="list-style-type: none"> • Roles of different people, families. Feeling cared for. • Recognising privacy; Staying safe. Seeking permission. • How behaviour affects others. Being polite and respectful. • Making friends; feeling lonely and getting help • Managing secrets; resisting pressure and getting help, recognising hurtful behaviour • Recognising things in common and differences. Sharing opinions 	<ul style="list-style-type: none"> • What makes a family. Features of family life. • Personal boundaries. Safely responding to others. The impact of hurtful behaviour. • Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite. • Positive friendships, including online. • Responding to hurtful behaviour. Managing confidentiality. Recognising risks online. • Respecting differences and similarities. Discussing differences sensitively. 	<ul style="list-style-type: none"> • Managing friendships and peer influence • Physical contact and keeping safe • Responding respectfully to a wide range of people. Recognising prejudice and discrimination. • Attraction to others. Romantic relationships, civil partnerships, and marriage. • Recognising and managing pressure. Consent in different situations. • Expressing opinions and respecting others' points of view including discussing topical issues.

Implementation

Progression of Skills – Living in the wider world

Theme	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Belonging to a community Media literacy and digital resilience Money and work	<ul style="list-style-type: none"> • Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are. • Understanding that a range of technology is used in places such as homes and schools. • Jobs in familiar environments such as their family and their school. 	<ul style="list-style-type: none"> • What rules are. Caring for others' needs. Looking after the environment. • Using the internet and digital devices. Communicating online. • Strengths and interests. Jobs in the community. • Belonging to a group. Roles and responsibilities. Being the same and different in the community. • The internet in everyday life. Online content and information • What money is. Needs and wants. Looking after money 	<ul style="list-style-type: none"> • The value of rules and laws. Rights. Freedoms and responsibilities. • How the internet is used. Assessing information online. • Different jobs and skills. Job stereotypes. Setting personal goals. • What makes a community? Shared responsibilities. • How data is shared and used • Making decisions about money. Using and keeping money safe. 	<ul style="list-style-type: none"> • Protecting the environment. Compassion towards others. • How information online is targeted. Different media types, their role and their impact. • Identifying job interests and aspirations. What influences career choices. Workplace stereotypes. • Valuing diversity. Challenging discrimination and stereotypes. • Evaluating media sources. Sharing things online. • Influences and attitudes to money. Money and financial risks.

Implementation

Progression of Skills – Health and wellbeing

Theme	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Physical health and mental wellbeing Growing and changing Keeping safe	<ul style="list-style-type: none"> • Understanding basic hygiene including dressing and going to the toilet. • Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth. • Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground. 	<ul style="list-style-type: none"> • Keeping healthy. Food and exercise. Hygiene routines. Sun safety. • Recognising what makes them unique and special. Feelings. Managing when things go wrong. • How rules and age restrictions help us. Keeping safe online. Why sleep is important? • Medicines and keeping healthy. Managing feelings and asking for help. • Growing older. Naming body parts. Moving class or year. • Safety in different environments. Risk and safety at home. Emergencies. 	<ul style="list-style-type: none"> • Health choices and habits. Knowing what affects feelings and expressing feelings. • Personal strengths and achievements. Managing and re-framing setbacks. • Risks and hazards. Safety in the local environment and unfamiliar places. • Maintaining a balanced lifestyle. Oral hygiene and dental care. • Personal identity. Recognising individuality and different qualities. Mental wellbeing. • Medicines and household products. Drugs common to everyday life. 	<ul style="list-style-type: none"> • Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies. • Physical and emotional changes in puberty. External genitalia. Personal hygiene routines. • Keeping safe in different situations, including responding in emergencies and first aid. • What affects mental health and ways to take care of it. Managing change, loss and bereavement. • Human reproduction and birth. Increasing independence. Managing transition. • Keeping personal information safe. Regulations and choices. Drug use and the law. Drug use and the media.

Approaches to Teaching and Learning in PSHE

Learning about PSHE and learning from PSHE doesn't just happen in allocated, timetabled lessons, it forms part of our ethos at Lutley. We are a values' driven school and, as part of that, we hold valuable relationships and place a high value on the social, moral, spiritual and cultural development of all of our children. This is done through assemblies, lessons, story time, circle time and the day to day conversations which naturally occur in and around school.

Teaching and learning will focus on a range of experiences and there will be a focus on:

- developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as curriculum concepts and milestones for each Key Stage.
- ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing skills.
- the effective use of a range of quality key texts chosen for each core theme and age appropriate so as to ensure the right pitch is given.
- the consistent use of a range of teaching and learning approaches to engage pupils in all aspects of PSHE. This will include objective and question led learning, observation and recording, class and group discussion, role play, teaching of specific knowledge and scenario experiences.
- SMSC development within school. Children are exposed to a range of opportunities where they can develop key SMSC skills such as debates, community projects and speakers in school.
- to use PSHE knowledge to support, evaluate and challenge their own and others' views drawing upon a range of skills to deal with scenarios as they arise.
- the use of enrichment opportunities such as speakers in school, visits from the bank, interactive visits, high school collaboration and the use of local charities
- developing pupils' ability to think, reflect, debate, discuss and evaluate their own lives and the lives of others by formulating questions and lines of enquiry in order to understand many different viewpoints
- understanding, respecting and actively promoting British Values as well as our own school values.
- Having a clear understanding of the United Nations' Convention on the Rights of the Child (UNRC) and how it affects them and others. Children understand what their rights are and are passionate about campaigning for the rights of others.

Implementation

Approaches to Teaching and Learning in PSHE: British Values

Fundamental British values are woven into our curriculum at Lutley. Not only do we respect British values and believe in them, we actively promote them across the school. Below are examples of how our school's work is effective in securing these values.

Democracy

- **House captains/Bookworms/School Council/Class Council** – all democratically elected to encourage the children to become involved in the decision-making process.
- **Emotional health and wellbeing survey/Year 6 exit interviews/Pupil questionnaires/Pupil voice** - allows children to become involved in the decision-making process and ensures they are listened to within school.
- **Debate club/Pause for thought** – helps children to express their thoughts and opinions in a safe environment. Children learn how to argue and defend a point of view.
- **Pupil involvement in interviewing potential new staff** – children understand that their voice is valued, and they have a direct influence on decisions regarding their education.
- **Links with local MPs and Councillors who visit the school and speak to the pupils** – pupils have a broad knowledge of public institutions and services. They understand how public services operate and how they are held to account.

The rule of law

- **Robust Behaviour policy/Behaviour charter/School values** – ensure school rules and expectations are clear and fair. Helps children to understand right from wrong and the impact their behaviour has on those around them directly linked to the rights of the child to ensure children understand the impact of their behaviour
- **Workshops with local police** – helps pupils to respect the law and the basis on which it is made. Children understand that living under the rule of law protects individuals.
- **Rights Respecting Schools agenda** – helps children distinguish right from wrong and the impact of their behaviour on others.
- **Parent / carers questionnaires relating to behaviour, safety etc** – parents are listened to and their views are fed into our behaviour policy to enable a rounded approach to behaviour management across the school
- **Focus assemblies** - e.g. school rules, Parliament etc planned in to assembly timetable.
- **Reflections** - Pupils have regular opportunities to reflect e.g. learning, their behaviour, during assemblies.

Individual liberty

- **Annual debates/Class council/School Council** – models freedom of speech through pupil participation, helping the children to understand that they make a difference to their school and those around them.
- **Behaviour Charter/Behaviour Policy/Anti-bullying policy/Buddies/Playground leaders/Behaviour Mentor/Mediator/Anti-bullying week/Classroom Charters/Worry Boxes/Compliments Boards** - encourages children to take responsibility for their behaviour as well as understanding their rights. Such a robust approach to anti-bullying implements a strong anti-bullying culture where children feel safe and happy in school.
- **House points/Star of the day/Individual personalised feedback/Peer and self-assessment** – supporting children to develop their self-esteem and self-confidence.
- **Rights Respecting School** – helps children understand their own rights and allows them to develop responsibilities which should be adhered to in order to honour their rights.
- **Achievers assembly** – helps children develop their own self-confidence in their own ability whilst also celebrating the achievements of others.
- **Forest School** – a safe, open environment where children can explore and develop their self-confidence and self-knowledge.
- **R.E curriculum** – encourages the children to challenge stereotypes. Children not only learn about religion; they can also learn from religion and relate a range of topics to their own lives.
- **Competitive Sports link** – allowing children to strive to be the best, whilst promoting good sportsmanship and celebrating the achievements of others.
- **School values**—known and articulated by school community members
- **Learning Review** – allows children to receive individual personalised feedback on their success during the term. This builds self-confidence and provides each child with a platform to talk openly with their teacher.

Mutual respect and tolerance of those with different faiths and beliefs

- **R.E. curriculum/Visits to a wide range of places of worship/International Award** – helps children to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- **Community Warriors** – children within the community showcasing mutual respect within a wide range of community groups
- **Whole School Learning Challenges** (E.g Remembrance and Guy Fawkes)
- **First News and Espresso News subscriptions** – current affairs generate ideas and opinions
- **Grandparents projects** (E.g Farm School) – respect of those from different generations
- **Building links with Halas Home** (working with adults with disabilities)/Links to the Gambia
- – promotes respect for individual differences, whilst encouraging them to challenge prejudicial or discriminatory behaviour.
- **Visitors from local community (E.g Food Bank)** – helps build a mutual respect toward those in their local community who help others.
- **Links with local faith communities** (E.g workshops led by Christian Fellowship)/Cultural theme weeks (E.g. Diwali, Chinese New Year)/Festival assembly celebrations (E.g. harvest) – encourages children to discuss differences between people, such as differences of faith. Children understand
- **Pause for thought/Reflective thoughts in assembly** – develops critical thinking skills

Approaches to Teaching and Learning in PSHE: SMSC

Spiritual

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Examples of outcomes and Impact:

- **RE discrete lessons** - Religious education is taught throughout the school where children have the right to express their thoughts and opinions regarding their own beliefs and the beliefs of others. Children have the opportunity to learn about religion and from religion.
- **Pause for thought** - Children have a platform to express their views in a safe environment. Thought provoking questions encourage the children to think in depth about a given topic. It inspires them to express what they believe in and understand that others' views may be different to their own.
- **Lutley Curriculum** - Enquiry based curriculum based on topic questions where children lead their own learning following enquiry questions. This allows children to directly contribute to the curriculum, therefore enriching their knowledge and understanding.
- **Self-assessment** - Constant expectation to reflect on learning. Therefore, equipping them with the skills of how to self-assess in order to apply that to different contexts.
- **Collective worship in assembly** – Children have an opportunity to reflect on their own
- **Celebration of religious festivals:** Harvest, Divali, Christmas, Easter, Eid,

Moral

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

Examples of outcomes and Impact:

- **Behaviour policy.** A robust behaviour policy which is adhered to by all staff. Children clearly understand what is expected from them, there is consistency across the school in terms of sanctions and rewards.
- **Behaviour Charter:** child led ethos. The children have created their own charter to which they have agreed to adhere to. When behaviour is tackled it is directly linked to the behaviour charter whereby the children understand which specific strand they have not followed.
- **School values** are adhered to by everyone in school.
- **Achievers assembly.** Rewarding good behaviour and hard work. Children understand that positive actions result in positive feedback. The children celebrate the achievements of others which therefore builds a mutual respect.
- **Understanding democracy.** House captain elections, pupil voice, class council, pass survey,
- **Rights Respecting School Award** helping children to understand the rights of the child, allowing them to distinguish between right and wrong and understanding the impact of which their behaviour has on not only themselves but those around them.

Social

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic, and socio-economic backgrounds
- willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Examples of outcomes and Impact:

- **Playground leaders and Buddy system.** Children develop social skills by actively resolving friendship issues. Children themselves take an active role in helping to enforce new initiatives to raise self-esteem in other children around them
- **After-school sports clubs.** Allows the children to work as a team and represent our school. Participation in tournaments builds resilience and promotes good sportsmanship.
- **Volunteering in the community.** E.g. Carol singing in care homes. Allows the children to have an impact on their community.
- **Visits to different religious places of worship.** E.g. Mosque, Christian Fellowship, Synagogue. Builds a tolerance of those with different faiths and beliefs.
- **Charity events** – involving parents and the community. Children organise and deliver a range of fundraising events, where they must co-operate well with others in order to succeed.
- **Economic well-being** – bank, mini-market, raffles, fundraising
- **Debates/Pause for thought** which allow the children freedom of speech teaching them to express their thoughts and opinions effectively.
- **Community volunteering** where children participate in a range of volunteering from helping in care homes to litter picking within the local area. This allows children to give back to the community and feel a sense of pride in supporting others. It builds their self-confidence and self-belief whilst making a difference.
- **Class assemblies** where children participate in explaining the life of a chosen role-model in British history. They work together as a class to educate their fellow pupils, therefore building their own self-esteem and self-confidence.
- **Eco-council/School Council/ Junior Leadership Team** allows children to have their voice heard within the school. They participate in a wide range of social events, therefore embedding their own social skills and self-confidence.

Cultural

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Examples of outcomes and Impact: .

- **Sports tournaments** – children participate in a wide range of sporting events where they are encouraged to strive to be the best, whilst not only celebrating their own victories but the victories and achievements of others as well.
- **Young voices** – children have the opportunity to work with a wide range of schools from across the country where diversity is celebrated, and children are encouraged to work together
- **Working with Secondary school** – project tapas, project algebra, level 6 maths
- **International award** – helps children to acquire an understanding of, and respect for, their own and other cultures and ways of life.
- **Circle time** – promotes a mutual respect to the speaker and identifies individual differences within the group and differences of opinions.
- **Studying a wide range of historians/musicians:** Through our diverse curriculum we ensure that children study a wide range of key historians and musicians as well as Change Makers who have shaped our world today.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Curriculum concepts for this subject cover each phase (EYFS, KS1, LKS2 and UKS2), these concepts form the basis of our Programme of Study.
- Within the Programme of Study there is a long-term plan which is then broken down into year groups. Each half term, each year group has a theme which has been broken down into 3 key questions.
- Curriculum concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the curriculum concepts for later year groups.
- The key question is shared with the children at the beginning of each lesson and is referred to regularly throughout the week. Whole school Pause for Thoughts are linked to these key questions where appropriate.
- Children are given a context through which they can explore each key question.
- The teaching and learning is captured in a class floor book which is populated by both teachers and children. The teacher will prepare the floor book prior to a lesson with thunks, key questions, vocabulary, images, extracts, articles, pause for thoughts, scenarios and anything else to enrich the discussion surrounding the key question. Throughout the lesson the teacher and children will then populate the floor book to capture the classes' understanding.
- Teaching is focused on input, experiences and activities which promote the development of each curriculum concept.
- Teachers' feedback should be instant. Any misconceptions should be addressed where appropriate in an honest, age-appropriate manner. Teachers will seek further guidance from a leader in school should children ask a question in which they don't know how to respond.
- Children are given the opportunity to assess their own and others' progress against the key question.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations, curriculum concepts and key questions.

Implementation

Reading in PSHE

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in PSHE through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to empathise, sympathise and connect with a range of characters with whom they have explored a sensitive PSHE topic like bereavement for example.
- The ability to think, reflect, debate, discuss and evaluate.
- The ability to consistently support, evaluate and challenge their own and others' views drawing upon a range of perspectives and perceptions.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a Community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves /others.	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others' behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.
Quality texts in school	<i>Usborne: All about families by Felicity Brooks</i> <i>Little Glow by Katie Sahota</i>	<i>Usborne: All about feelings by Felicity Brooks</i>	<i>Tomorrow I'll be kind by Jessica Hische</i>	<i>What if everybody did that? By Ellen Javernick</i>	<i>Clicker the Cat by Kyla Cullinane</i>	<i>What do grown ups do all day? By Virginie Morgand</i>	<i>We can get dressed by Marion Cocklico</i>	<i>The children's book of healthy habits by Sophie Giles</i>	<i>Floss the Playground Boss by Corrine Averiss</i>
Year 1	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
Quality texts in school	<i>Usborne: All about families by Felicity Brooks</i>	<i>My Body Belongs To Me From My Head To My Toes by Dagmar Geisler</i>	<i>Have You Filled A Bucket Today? By Carol McCloud</i>	<i>Green Green by Marie Lamba</i>	<i>Chicken Clicking By Jeanne Willis</i>	<i>A Focus on People Who Help Us By John Wood</i>	<i>Use Science books from library</i>	<i>Usborne: All about feelings by Felicity Brooks</i>	<i>Chicken Clicking By Jeanne Willis</i>
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming bod parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.
Quality texts in school	<i>How to Be a Friend - By Laurie Krasny Brown</i>	<i>Some secrets should never be kept by Jayneen Sanders</i>	<i>All are Welcome by Alexandra Penfold</i> <i>Marney's Mix Up by Jane Rushmore</i>	<i>All are Welcome by Alexandra Penfold</i>	<i>Goldilocks (A Hashtag Cautionary Tale) (Online Safety Picture Books) by Jeanne Willis and Tony Ross</i>	<i>The children's money book of sense by Sophie Giles</i>	<i>Daisy The Hedgehog - by Tracey Thomson</i>	<i>Use Science books from library</i>	<i>Staying safe at the Playground by Lucia Tarbox Raatma</i>

Year 3	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities.	How the internet is used. Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and re-framing setbacks.	Risks and hazards. Safety in the local environment and unfamiliar places.
Quality texts	<i>Usborne: All about families by Felicity Brooks</i> <i>The Blanket Bears by Samuel Langley-Swain</i>	<i>Marlene, Marlene, Queen of Mean by Jane Lynch</i>	<i>The way I act by Steve Metzger</i> <i>I'll Take you to Mrs Cole by Nigel Gray</i>	<i>Children who changed the world by Marcia Williams</i>	<i>Usborne Staying Safe Online by Louie Stowell</i>	<i>My Daddy is a Nurse by Kerrine Bryan</i>	<i>The Children's Book of Healthy Habits by Sophie Giles</i>	<i>My mixed emotions: learn to love your feelings by DK</i>	<i>I can be safe by Pat Thomas</i>
Year 4	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.	What makes a community? Shared responsibilities.	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Medicines and household products. Drugs common to everyday life.
Quality texts	<i>Be Kind By Pat Miller</i>	<i>You, Me and Empathy by Jayneen Sanders,</i>	<i>The truth Pixie by Matt Haig</i> <i>What Wesley Wore by Samuel Langley-Swain</i>	<i>How to make a better world. By Keilly Swift</i>	<i>Once Upon Online By David Bedford</i>	<i>Usborne: Money for beginners by Eddie Reynolds</i>	<i>Good Enough to Eat: A Kids Guide to Food and Nutrition by Lizzy Rockwell</i>	<i>What's going on inside my head by Molly Potter</i>	<i>Books from the library for different lessons</i>
Year 5	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination.	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
Quality texts in school	<i>Be Kind By Pat Miller</i> <i>WILD by Annette Demetriou and Dawn White</i>	<i>No means No! by Jayneen Sanders</i>	<i>No difference between us by Jayneen Sanders</i> <i>Sunflower Sisters by Monika Singh Gangotra and Michala Dias-Hayes</i>	<i>Caring for the Environment – I'm a Global Citizen by Georgia Amson-Bradshaw</i>	<i>Tek: The modern Cave Boy by Patrick McDonnell</i>	<i>What do you see? By Samantha Ball</i>	<i>Listening to my body by Gabi Garcia</i>	<i>Lots of resources in school</i>	<i>The Children's Book of first aid skills by Sophie Giles</i>
Year 6	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss and bereavement.	Human reproduction and birth. Increasing independence. Managing transition.	Keeping personal information safe. Regulations and choices. Drug use and law. Drug use and the media.

Quality texts in school	The Boy, The Mole, The Fox and The Horse by Charlie Mackesy	Lets talk about body boundaries Consent and respect by Jayneen Sanders	My mouth is a volcano by Julia Cook	Welcome to our World by Moira Butterfield	Dr Christian's Guide to Growing Up online by Dr Christian Jessen	Finance 101 for kids (money lessons children cannot afford to miss) By Walter Andal	Stand Tall Like A Mountain by Suzy Reading	Lots of resources in school ROBO Babies by Laura Gallagher	Dr Christian's Guide to Growing Up online by Dr Christian Jessen
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Implementation

SMSC and Rights Respecting in PSHE

Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by UNICEF UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. PSHE naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of History to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Using Skills Builder in PSHE



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

Implementation