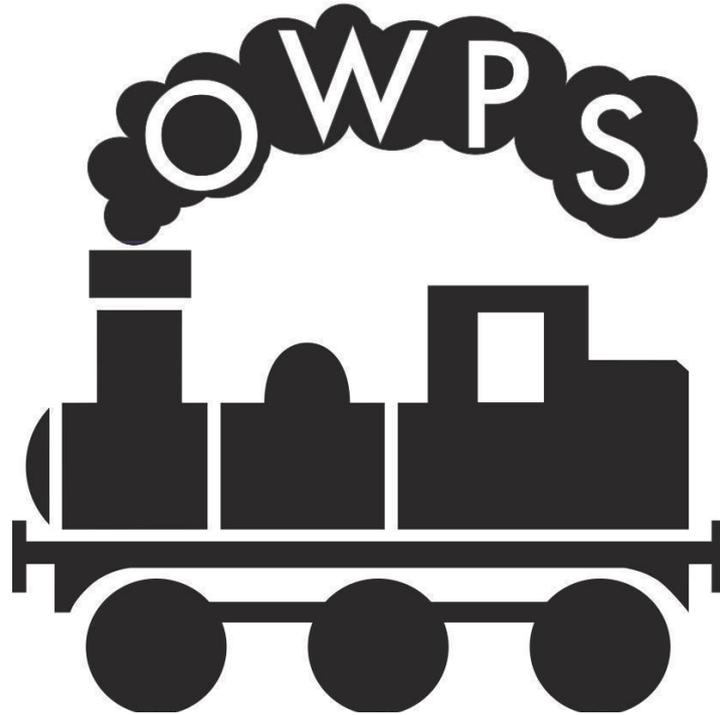


Orton Wistow Primary School



What does PSHE and RSE look like?

At Orton Wistow Primary School, we value the skills and knowledge that we can acquire through the subject of PSHE. Each year, the children have the opportunity to develop their understanding of maintaining their physical and mental health, combating bullying, understanding economic wellbeing, rights and rules and staying safe, and to consolidate these areas year on year, with regular occasions to embed and showcase their understanding.

Within the PSHE umbrella, children will also be completing their Relationship and Sex Education (RSE), through the use of the Norfolk County Council Scheme of Work. Children will complete various objectives linked to feelings, the body, relationships, beliefs, rights and responsibilities and asking for help.

Children with SEND are expected to know the highlighted sections of the knowledge organiser and curriculum document, but are offered the full curriculum through adaptive, quality-first teaching.

This document will outline how PSHE and RSE is taught across our school and is in line with our PSHE and RSE guidance documentation.

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What does the PSHE & RSE curriculum look like in the Foundation Stage?

In the foundation stage, **PSHE** is taught through the Early Learning Goal (ELG) Personal, Social and Emotional Development (PSED).

EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social and Emotional Development

Self-Regulation ELG

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG

Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

The RSE curriculum will focus on feelings, hygiene, relationships, beliefs, rights and responsibilities and asking for help.

Y _R Year group R					
My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

What does the PSHE & RSE curriculum look like in Key Stage One?

In Key Stage One, **PSHE** focuses on the following areas:

Health – dental hygiene, sun safety, remaining physically and mentally healthy, balanced diets, exercise, sleep, recognising and naming feelings, ways that people feel good.

Bullying – maintaining positive relationships with peers and adults, how to deal with bullies, online safety and different types of bullying, how people may feel if they experience hurtful behaviour or bullying

Keeping Safe – to recognise that some things are private and the importance of respecting privacy, how to respond to adults they do not know, how to respond if physical contact makes them feel uncomfortable, rules and age restrictions that keep us safe and what to do if there is an accident and someone is hurt.

Economic Wellbeing – understanding different jobs people have and how to get those jobs, to identify what they are good at and want to be in the future, what money is and why it is needed, the differences between needs and wants

Rights & Rule – what rules are and why they are important, how people and other living things have different needs and how to care for them, different groups in society, things they can do to look after the environment, the different roles and responsibilities people have in their communities

Sense of Self – how to treat themselves and others with respect, to recognise the ways in which they are the same and different as other people, how to listen to other people and play and work cooperatively, how to talk about and share their opinions on things that matter to them

RSE Curriculum

Year group one

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

What does the PSHE & RSE curriculum look like in Lower Key Stage Two?

Lower KS2 **PSHE** objectives cover the same areas:

Health – making informed decisions about health, risks and benefits of a balanced, healthy lifestyle, choices and influences, recognizing positive and negative habits, early signs of physical and mental illness and ways to counteract and protect physical and mental health, dental hygiene, sun safety, how bacteria and viruses impact health and how we can assist by taking medicine.

Bullying – importance of friendships, strategies for building positive friendships, what constitutes a positive, healthy friendship, to know what it means to 'know someone online', the importance of seeking support if feeling lonely or excluded, that healthy friendships make people feel included and strategies for recognizing and managing peer influence.

Keeping Safe – reasons for following and complying with regulations and restrictions, how they promote safety and wellbeing, how to predict, assess and manage risk in different situations, hazards, importance of taking medicines correctly and the importance of keeping personal information private.

Economic Wellbeing – the different ways to pay for things and choices people have, recognise that different people have different attitudes towards spending and saving, what influences people's decisions, that people's spending can affect others and the environment (charity, etc), different ways to keep track of money and the risks associated with money and gambling.

Rights & Rules – to recognise reasons for rules and laws and consequences of not adhering to rules and laws, human rights, relationship between rights and responsibilities, importance of compassion, ways of carrying out shared responsibilities, different groups in the community, diversity and stereotypes.

Sense of Self – personal identity, what contributes to who and what we are, individuality, identify personal strengths and how to manage setbacks/failure, committed relationships, different family structures and healthy family life.

RSE Curriculum

Y3 Year group three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Y4 Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

What does the PSHE & RSE curriculum look like in Upper Key Stage Two?

Upper KS2 **PSHE** objectives cover the same areas:

Health – how to actively seek support if worried about physical and mental health, that taking care of mental health is just as important as physical health, strategies and behaviours linked to good health, groups to support health, how change and loss effect mental health, recognise laws and behaviours surrounding illegal and legal drugs

Bullying – that friendships can change over time, strategies to resolve disputes, recognise if a friendship is making them feel unsafe or uncomfortable, how to get support, strategies to report hurtful behaviour, either witnessed or experienced online or offline.

Keeping Safe – how to respond and react in an emergency situation, first aid, that female genital mutilation (FGM) is against British law, who to seek support from, privacy and personal boundaries, why someone may behave differently online and how to respond safely and differently online.

Economic Wellbeing – recognise positive things about themselves and their achievements, broad range of different jobs/careers, stereotypes in the workplace and that career aspirations should not be limited by them, things that may influence decisions about jobs/careers, that some jobs are paid more than others, skills to assist with future aspirations and identify different routes into careers.

Rights & Rules –prejudice and discrimination, recognise ways in which the internet and social media can be used positively and negatively, how data is shared online, how information is ranked online, understand appropriate and inappropriate content, fake news and what democracy is and the basic institutions that support it locally and nationally.

Sense of Self – identify external genitalia and internal reproductive organs, puberty, that people may be attracted to someone emotionally, romantically and sexually (same sex or different sex) and that gender identity and sexual orientation are different, that forcing against will is a crime, physical and emotional changes during puberty, including menstruation, hygiene routines, processed of reproduction and birth as part of human life cycle, independence and transition.

RSE Curriculum

Y5 Year group five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can explain how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

Y6 Year group six

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

