

## OUR PSHE & SRE CURRICULUM AT GOSFORD PARK PRIMARY SCHOOL

### Intent

At Gosford Park, we believe that children are all individuals and therefore, we foster an environment of mutual respect, responsibility and nurturing self-esteem in a happy, safe and caring atmosphere. We aim to create an ethos that is rooted in acceptance, kindness, generosity and helpfulness where diversity is accepted and celebrated by all stakeholders. We want children to leave Gosford Park proud of their own personal identity and a sense of belonging and high self-worth. The teaching and learning of PSHE at Gosford Park support and upholds this vision.

Personal, Social, Health Education is central to our curriculum; it helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent and aspirational lives and to become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to school life and the wider community. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up and within the wider world. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### Implementation

As PSHE/ SRE is a statutory subject, all classes teach and learn PSHE/ SRE at least once a week as well as discreetly with other subjects. PSHE & SRE are mapped out together, across the curriculum using the **Kapow** scheme of work focusing on the objectives stated in the Statutory Guidance and guidance from the PSHE Association.

Children in the Early Years....

Teachers are given an overview map of each terms lesson objectives and outcomes. All lessons follow our best practice guide and include opportunities for children to talk and discuss sharing their feelings, opinions and questions; stories that support the development of PSHE learning; games and practical activities that allow children to explore the key learning; opportunities for children to think critically about the new knowledge and learning.

PSHE learning is recorded on seesaw and will include photographs, children's comments and voice notes that capture key learning. This provides a reflective journal of the PSHE learning journey.

Teaching of PSHE is set across the school and follows the following format:

- Whole school assembly to launch a question of the week linked to the PSHE focus
- 1-hour PSHCE lesson in class with class teacher following the curriculum map objectives
- Weekly class reflection time based on discussion from PSHE/RSE lesson and the whole school assembly. Comments made by pupils during this time are posted onto the 'Class Reflections' board in the main corridor.

### Content and Sequencing

PSHE/ SRE is taught explicitly once a week in Years 1-6. Each half term, Years 1-6 will focus on a theme, building on knowledge from the previous year group.

Themes:

Families and Relationships, Economic Wellbeing, Health and Wellbeing, Citizenship, Safety and the Changing Body, Transition. There is also an additional theme of learning in Year 6 around identity, which the children will work on before transitioning to secondary school.

In EYFS, PSHE is taught through the EYFS framework. PSHE learning focuses on building positive relationships, social behaviours, behaviour for learning, general wellbeing and the world around them.

### Access to learning for all pupils

At Gosford Park all pupils take part in class PSHE lessons, and the timetable has been designed to ensure that all children are in class during this time.

Our PSHE lessons are heavily discussion focused, to allow pupils to access the curriculum without the barrier of writing and reading. Teachers adapt lessons according to the needs of their class and use key vocabulary definitions, pictures, stories, video, scaffolding to support all pupils.

### Curriculum Enrichment

Activities planned include:

- Anti-bullying week
- Red Nose Day, Sports Relief and Comic Relief
- Primary Leadership Team (school council)
- Black History Month
- World Mental Health Week
- Special Guest Assemblies (e.g., NED Growth Mindset).

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Talk about members of their immediate family and community.	Understanding that families can include a range of people and how different members of a family are related to each other.	Understanding that families can be made up of different people.  Understanding that families offer care, love and support.	Learning that problems can occur in families and that their help is available if needed.	Understanding that families are varied, in the UK and across the world and having respect for these differences.	Understanding that we all have different positive attributes, and we should be proud of these.  Learning what marriage is and that it is a choice that people make.  Learning that sometimes families can make children feel unhappy or unsafe and that there is help available.	
Friendships		To begin to understand the characteristics of positive friendships.  Learning that friendships can have problems but that these can be overcome.  Exploring friendly behaviours.	Understanding difficulties in friendships and action that can be taken.	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	Exploring physical and emotional boundaries in friendships.  Exploring different roles related to bullying including victim, bully and bystander.	Understanding that friendships will encounter issues but that this may strengthen them.  Understanding the impact of bullying and what might influence the behaviour of a bully.	Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise.
Respectful relationships	Build constructive and respectful relationships.  Name and describe people who are familiar to them.  Recognise that people have different beliefs and celebrate special times in different ways.	Learning to recognise how other people show their feelings and how to care for others.  Exploring the ability to successfully work with different people.  Understanding ways to help others.	Learning how other people show their feelings and how to respond to them.  Exploring the conventions of manners in different situations.  Developing an understanding of self-respect.	Understanding what trust is and identifying who I can trust.  Learning about the effects of non-verbal communication.  Developing listening skills.  Exploring stereotyping.	Understanding expected courtesy and manners in a range of scenarios.  Understanding how my actions and behaviour affects others.  Understanding stereotyping.  Learning what bereavement is and how to help someone who has experienced bereavement.	Learning how stereotypes can be unfair, negative and destructive.	Learning what respect is and that it is part of a relationship.  Understanding that everyone deserves to be respected but that respect can be lost.  Understanding stereotyping and bullying linked to it.
Change and loss			Exploring how loss and change can affect us.				Understanding grief and the associated emotions.  To explore the process and emotions relating to grief.

\*EYFS curriculum objectives are taught across the year, rather than in blocks. Colours highlighted indicate at which point these objectives will be taught. Autumn Spring Summer

**Autumn 2\***

**Economic Wellbeing**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Developing an understanding of money and how to keep it safe.	Understanding the value of money and where it comes from.	Understanding that there are different ways to pay for things.	Understanding the factors which affect whether something is value for money.	Understand how to create a budget based on priorities.	Recognising differences in how people deal with money and the role of emotions in this.
		Understanding where money comes from.	Developing an understanding of wants and needs.	Developing an understanding of budgeting.	Understand the importance of tracking money.	Developing an understanding of borrowing money.	Understanding how to keep bank accounts safe.
		Developing an understanding of how banks work.	Recognising that people make choices about how to spend money.	Understanding that money can cause a range of feelings.	Understanding the impact of losing money.	Beginning to understand income and expenditure.	Developing an understanding of gambling.
		Recognising the range of jobs available in school and the skills people need to do these.	Developing an understanding of how to select a bank account.	Understanding that people have different attitudes to money.	Developing an understanding of what might influence job choices.	Developing an understanding about risks associated with money.	Understanding the routes into different jobs.
			Beginning to understand how people select the job they want to do.	Growing understanding of the range of jobs available.	Understand how work can change over time.	Understand stereotypes in work and how these can be overcome.	Recognising that people change jobs for a number of reasons.
				Understanding the stereotypes which can exist around jobs but that these should not affect people's choices.		Understanding the role of money in selecting a job.	

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Prevention	Managing own needs for personal hygiene.	Understanding the importance of hand hygiene.  Understanding the risks of sun exposure and how to stay safe in the sun.  Developing an understanding of allergies and what to do if someone has an allergic reaction.	Developing an understanding of how to look after my teeth.		Developing independence in looking after my teeth.	Understanding the risks of exposure to the sun and developing independence for protecting myself in the sun.	Understanding ways of preventing illness and the benefits of immunisation.  Developing an understanding of possible signs of illness and some actions I can take.
Physical health and wellbeing	Know and talk about the different factors that support overall health and wellbeing: regular physical activity; healthy eating; toothbrushing.	Exploring health related jobs and people who help to keep us healthy.  Understanding the importance of sleep and positive sleep habits.  Exploring two different methods of relaxation: progressive muscle relaxation and laughter.	Understanding the importance of exercise and its effect on the body.  Understanding when relaxation techniques can be useful and learning breathing exercises to aid relaxation.	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.  Understanding the positive impact of relaxation on the body and learning relaxation stretches.  Understanding what a balanced diet is and the effects upon mental and physical health.	Identifying what makes me feel calm and relaxed and learning visualisation as a tool to aid relaxation.  Understanding the skills needed for different jobs and exploring how my skills can be used to undertake certain jobs and roles.	Understanding the benefits of sleep and developing greater responsibility for ensuring good quality sleep.  Understanding the relationship between stress and relaxation and exploring yoga as a technique for relaxation.	- Understanding that I have a responsibility to look after my overall health, including diet, oral hygiene, physical activity, rest and relaxation. - Understanding the factors which contribute to my physical and mental health. - Identifying a range of relaxation strategies and situations in which they'd be useful.
Mental Wellbeing	Express their feelings and consider the feelings of others.  See themselves as a valuable individual.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.	Understanding my strengths and qualities.  Understanding and describing feelings and emotions.	Recognising an increasing range of feelings and some strategies for managing different emotions.  Developing empathy.  Identifying personal goals and how to work towards them.  Exploring the need for perseverance and developing a growth mindset.	Exploring my identity through the groups I belong to.  Identifying my strengths and exploring how I use them to help others.  Understanding how to overcome problems by breaking them into smaller, achievable steps.	- Understanding that it is normal to experience a range of emotions. - Developing the ability to appreciate the emotions of others in different situations. - Learning to take responsibility for my emotions and that I can control some things but not others. - Developing an understanding of mental health including experiencing problems. - Developing a growth mindset, acknowledging that mistakes are useful to learning.	Understanding what can cause stress and how to deal with it.  Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets.  Developing the ability to take responsibility for and manage my feelings.  Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Learning the importance of resilience and developing strategies for being resilient in challenging situations.  Identifying long-term goals and developing a plan as to how to achieve them.

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Spring 2

Citizenship

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Follow instructions. Follow rules and try to behave accordingly.	Understanding rules in school  Recognise why rules are necessary.	Understanding rules in the community.  Understanding how rules are made.	Developing an understanding of children's rights and how they help children.	Understanding that human rights apply to everyone and who protects these.	Understanding the law and what happens when someone breaks it.	Understanding how human rights protect people.
	Explore the reason for rules.  Work and play cooperatively.	Understanding the needs of different animals and how to meet these.	Recognising the importance of looking after the school environment,	Considering the responsibilities adults and children have to maintain children's rights.	Understanding how reusing items is of benefit to the environment.	Understanding how rights and responsibilities link.	Developing an understanding of the importance of education.
	Think about the perspectives of others.	Understanding the needs of younger children and how these change.	Identifying ways to help look after the school environment.	Understand how recycling can have a positive impact on the environment.	Understanding the role of local government.	Developing an understanding of freedom of expression.	Developing an understanding of the importance of education.
	Throughout the year: Recognise that people have different beliefs and celebrate special times in different ways.	Understanding how voting can be used to make decisions.	Understanding the jobs people do to look after the environment.	Developing an understanding of how democracy works at a local level.	Understanding the groups which make up a community and the benefits they bring.	Understanding why reducing use of materials is positive for the environment.	Developing an understanding of environmental issues relating to food.
		Understanding differences between people.	Understanding how democracy works in the school through the school council.	Understanding the need for rules and the consequences of breaking these.	Understanding the positives diversity brings to a community.	Developing an understanding of how parliament and government work.	Developing an understanding of causes which are important personally.
		Recognising the groups we belong to.	Understanding that everyone is unique.  Recognising the contributions people make to the local community.	Developing an understanding of groups within the local community and how these support the local economy.		Understanding the contribution people make to the community and how this is recognised.	Understanding how the government works.
						Developing an understanding of pressure groups.	Understanding what prejudice and discrimination are.  Understanding how prejudice and discrimination can be overcome.

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being safe (including online)	<p>Follow instructions.</p> <p>Follow rules and try to behave accordingly.</p> <p>Explore the reason for rules.</p> <p>Knowing who a trusted adult is and how they can help if there is a problem.</p> <p>Understand the concept of privacy and naming the private parts of my body.</p>	<p>Understanding how to respond to adults appropriately in a range of settings.</p> <p>Understanding what to do if I get lost.</p> <p>Exploring potential hazards in the home and how to avoid these.</p> <p>Understanding the rules people have within the local community to help keep me safe.</p> <p>Developing an understanding of appropriate physical contact.</p> <p>Understand the concept of privacy and naming the private parts of my body.</p>	<p>Developing an understanding of being safe near roads and how to cross roads safely.</p> <p>Understanding the safe use of medicines.</p> <p>Beginning to understand the importance of staying safe online.</p> <p>Understanding the difference between secrets and surprises.</p> <p>Understand the concept of privacy and naming the private parts of my body.</p>	<p>Understanding ways to keep safe when crossing and near roads.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Recognising and responding to cyberbullying.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>Developing an understanding of being safe online.</p> <p>Understanding how to seek help if I need to.</p> <p>Exploring the difference between private and public.</p> <p>Understanding that age restrictions are designed to protect me.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Recognising an increasing number of online risks and ways to stay safe online.</p>	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p> <p>Understanding that online relationships should be treated in the same way as face-to-face relationships.</p> <p>Knowing where to get help with any online problems.</p>
Drugs, alcohol and tobacco		Exploring what is and isn't safe to put in or on my body.	Learning how to be safe around medicines.	<p>Exploring that people and things can influence me and I need to make the right decision for me.</p> <p>Exploring choices and decisions that I make.</p>	Understanding the risks associated with tobacco.	<p>Understanding the influence others can have on me.</p> <p>Learning strategies I can use to overcome pressure from others.</p>	Understanding the risks associated with alcohol.
The changing adolescent body			Knowing the names of parts of my body,		Developing an understanding of physical and emotional changes as I grow up.	<p>Understanding the physical changes from childhood to adulthood.</p> <p>Developing an understanding of the main aspects of puberty, including menstruation.</p>	<p>Knowing the changes experienced during puberty.</p> <p>Understanding how a baby is conceived and develops.</p>
Basic first aid		Understanding what classes as an emergency and how to make a call to the emergency services.		<p>Knowing how to call the emergency services.</p> <p>Knowing how to respond to bites and stings.</p>	Knowing how to help someone with asthma.	Knowing how to help someone who is bleeding.	<p>Knowing how to help someone who is choking.</p> <p>Knowing how to help someone who is unresponsive.</p>

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Sumer 2

Transition

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Preparing for transition into KS1.	Recognising own strengths.  Understanding that changes can be both positive and negative.	Understanding that change is part of life.  Recognising ways to deal with change.	Learning strategies to deal with change.  Understanding opportunities and responsibilities.	Recognising own achievements.  Understanding how to set goals.	Understanding skills needed for roles in school.  Recognising own skills and how these can be developed.	Recognising that change can cause mixed feelings.  Understanding a greater range of strategies to deal with feelings associated with change.

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Identity (Year 6 only)

	Year 6
	<p>Understanding what makes identity.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring the role of gender in identity.</p> <p>Exploring how the media might influence our identity.</p>