



PSHE Statement of Intent

PSHE is taught as a golden thread which forms part of a whole school ethos aimed at providing children with essential life skills and knowledge to enable them to make informed decisions and choices and become healthy, confident, respectful and responsible citizens both now and in the future. Pupils learn to recognise their own worth, gain an understanding of the personal choices of others, have an awareness of British values, and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community. RRSA, KIDSAFE, Protected Characteristics and economic well-being are key elements of this subject which are woven into the broader school curriculum or taught as discreet lessons both within, and to create, a safe and inclusive learning environment.





PSHE Implementation

Implementation

PSHE Implementation – Key Concepts
Living in the wider world Health and wellbeing Relationships

Topic Specific Vocabulary		
Relationships	Health and wellbeing	Living in the wider world
Feelings, empathy, behaviour, acceptable/unacceptable, identity, emotions, change, resilience, diversity, equality, peer-pressure, gender - stereotypes, privacy, risk, compliments, viewpoints, teamwork, consequences, balanced diet and lifestyle.	Balanced lifestyles, choices, health, wellbeing, food influences, media, images, reality/fantasy, bacteria, virus, hygiene, habit, achievements, aspirations, goals, bereavement, safety, divorce, separation.	spending, saving, budgeting money, interest, loan, tax, debt resources, sustainability, economics, choices, enterprise, enterprise skills, entrepreneurs , social media, information.

These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of PSHE at Whinstone.



Relationships

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment

R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'



R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Health and wellbeing

H1. what positively and negatively affects their physical, mental and emotional health

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience



H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H16. what is meant by the term 'habit' and why habits can be hard to change

H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

H18. how their body will, and their emotions may, change as they approach and move through puberty

H19. about human reproduction

H20. about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme), and safety in the environment (including rail, water and fire safety)

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

H24. the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

H25. how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request



Living in the wider world

- L1.** to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L2.** why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- L3.** to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- L4.** that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- L5.** to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- L6.** to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk
- L7.** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- L8.** to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally
- L10.** to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- L11.** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- L12.** to consider the lives of people living in other places, and people with different values and customs
- L13.** about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- L14.** to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)



L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

L16. what is meant by enterprise and begin to develop enterprise skills

L17. to explore and critique how the media present information

L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Relationships	
Autumn 1 - TEAM	Spring 2 - Be yourself
I can list some ideas of what might be different when things change. I can talk about good and not so good feelings that might happen when things change. I can describe the skills that are needed for good teamwork. I can list ways that good teamwork can help us to achieve more. I can give examples of how a team could be affected by one person's actions. I can work in a team for a shared goal. I can reflect upon my teamworking skills. I can read an emotion by looking at a person's body language. I can explain how emotions can be understood.	I can explain how important it is to feel proud of my achievements. I can identify the difference between being proud and showing off. I can reflect on how I can use my achievements to help others I can show understanding of different feelings. I can identify how emotions felt on the inside might look on the outside. I can explore the different times I experience certain feelings. I can reflect on how I can support others when they are experiencing different emotions I can identify if a feeling is comfortable or uncomfortable. I can explain the importance of telling other people how I feel I understand what 'being assertive' means and what it involves.



Whinstone Primary School PSHE Year 3



<p>I can suggest ideas for how to respond to different emotions.</p> <p>I can list some responsibilities that I have towards my team and describe why they are important.</p> <p>I can describe ways that I can positively affect my team.</p> <p>I can identify the reasons why people might fall out with their team members.</p> <p>I can list some strategies I could use to resolve a dispute.</p>	<p>I can identify the effects of being assertive.</p> <p>I can explore situations where I might need to be assertive</p> <p>I can identify some of the ways that the media tries to influence the way we feel.</p> <p>I can reflect on the reality of the messages given by the media</p> <p>I can identify the times when I could use these strategies and think about the positive consequences of using them.</p> <p>I can reflect on how these strategies will help me in the future.</p> <p>I understand the importance of learning from mistakes I have made.</p> <p>I can think about the importance of saying sorry</p>
---	---

Health and Wellbeing	
Spring 1 - It's my body	Summer 1 - Aiming High
<p>I know what sort of touch I am happy with and what sort I am not happy with.</p> <p>I know the difference between a little deal and a serious problem.</p> <p>I know how to get help for myself or others.</p> <p>I know that a healthy diet helps my body and mind.</p> <p>I know that sometimes things are sold as healthy but are not.</p> <p>I know what I can do to keep my heart, head and muscles healthy.</p> <p>I know how much sleep I need to be healthy.</p> <p>I know what to do to get good quality sleep.</p> <p>I know what to avoid to get good quality sleep</p> <p>I know how different diseases spread.</p> <p>I know how to keep myself clean.</p> <p>I know that germs carry infection</p> <p>I know how to identify risks in familiar situations.</p> <p>I know what is safe to eat or use and what is not.</p> <p>I know where I can find help in a risky or dangerous situation.</p> <p>I know my choices have consequences.</p> <p>I can identify habits that will help me.</p> <p>I know how to deal with habits that are unhelpful.</p>	<p>I can identify opportunities for achievement</p> <p>I can discuss my own personal achievements and how they make me feel</p> <p>I can identify steps I have taken to achieve some goals</p> <p>I can identify actions and behaviour that help achieve goals</p> <p>I can identify my own personal goals for the future</p> <p>I can discuss ways I can achieve my goal</p> <p>I can explain what a positive learning attitude is</p> <p>I can approach new tasks with a positive attitude</p> <p>I can use positive statements to help me achieve</p> <p>I can talk about types of jobs I know</p> <p>I can identify some skills that would be important for each job</p> <p>I can consider my own strengths and skills</p> <p>I can identify skills and attributes a person needs to do a job</p> <p>I can identify and challenge stereotypes relating to jobs people do</p> <p>I can create a job advertisement based on the skills needed for the role</p> <p>I understand how applying a growth mindset can help achieve goals</p> <p>I can talk about my strengths and how I might use these in the future</p> <p>I can set goals for myself to help me succeed.</p>



Whinstone Primary School PSHE Year 3



Living in the Wider World	
Autumn 2 - Britain	Summer 2 - Money Matters
<p>I can talk about the range of identities in the United Kingdom.</p> <p>I can describe the benefits of living in a diverse and multicultural society.</p> <p>I can appreciate that everyone has human rights.</p> <p>I can answer questions about democracy.</p> <p>I can show empathy for situations where people are not living in a democracy.</p> <p>I can explore why and how rules and laws are made.</p> <p>I can match images of British laws to the correct labels.</p> <p>I can discuss how laws are enforced.</p> <p>I can think about what society would be like without rules and laws</p> <p>I can explore human rights through drama.</p> <p>I can explain my own thoughts on human rights.</p> <p>I can appreciate that rights protect everyone.</p> <p>I can interpret a diversity data table.</p> <p>I can write a poem to explain and celebrate diversity.</p> <p>I can identify ways to show respect to others.</p> <p>I can discuss why showing respect and being tolerant is important</p> <p>I can express my ideas and opinions through words and drawings.</p> <p>I can respect ideas and opinions which are different to my own.</p>	<p>I understand that people get money from going to work and some other sources.</p> <p>I can discuss what skills might be needed for certain jobs.</p> <p>I can identify other reasons why people might go to work</p> <p>I can name three ways that people can pay for things.</p> <p>I can explain some reasons people might use these ways to pay</p> <p>I can explain two ways that people borrow money.</p> <p>I can discuss some possible consequences of borrowing money.</p> <p>I can explain the difference between a want and a need.</p> <p>I can talk about priorities.</p> <p>I can talk about how adverts try to influence our spending.</p> <p>I can give some reasons as to why they do this</p> <p>I can discuss ways of keeping track of my spending.</p> <p>I can explain why it is important to keep track of what we spend.</p>