

PSHE



Curriculum Booklet

PSHE Intent

At Tanners Brook, we believe the PSHE curriculum is important to develop the children's knowledge, skills and attributes they need to become a **well-rounded, happy and considerate member of their communities**. Our aim is for every staff member and child to strive for the personal best to make our community proud and PSHE teaching and learning supports this.

We aim to provide strategies to help the children be **independent and responsible members of the school** as well as **developing their self-confidence and self-esteem**. This is to ensure the children have the skills to make **informed choices** regarding **personal and social issues**, including keeping themselves **safe and healthy**.

We aim for our pupils to:

- **Develop positive relationships** with others and learn strategies to **cope with difficult situations**.
- Know how to **keep themselves healthy**, both physically and mentally.
- Be confident to make decisions to ensure they are **staying safe within the wider world**.
- Understand the **physical and emotional changes** that occur as they grow.

It is vital that these skills are taught to the children of Tanners Brook to ensure they have the **strategies to cope** in the wider world as they move on through life. Through providing the children with PSHE lesson, we aim for them to be able to **express and manage their feelings** appropriately, **socialise well** with others and **deal effectively with new challenges and situations**.

PSHE Implementation

PSHE at Tanners Brook Primary School is implemented using the Primary Programme Builder scheme from the PSHE Association, adapted to suit our community's needs. **Progression, skills and knowledge** in the subject are outlined in our PSHE progression map which highlights the three main themes of PSHE, including RSE. This guides teachers to which areas of PSHE need to be covered at various points in the year and ensures that skills progress and develop. We believe that **PSHE is a vital part of children's education** and therefore it is embedded both within weekly lessons as well as throughout the whole school day including assemblies, playtimes, and other curriculum areas.

The foundations of PSHE learning and understanding starts in the Early Years under the area of learning Personal, Social and Emotional Development (PSED). This is explored through the Early Learning Goals (ELG) Self-Regulation, Managing Self and Building Relationships. Reaching these goals can be demonstrated in many learning opportunities and experiences and it is likely to see:

- Talking about ways we keep healthy, such as healthy eating, brushing our teeth, sleep, etc
- Exploration of their family
- Understanding that all families are valuable and special
- A growing awareness that rules help to keep us safe and make our space fair and enjoyable for everyone
- The naming of different feelings and an understanding of how others might be feeling
- Learning around what makes them special and unique and what their personal best looks like
- Exploration and trialling of strategies to regulate emotions
- Discussions around what makes a good friend

This learning helps our young children begin to make sense of the world around them and these foundations will support them as they start to learn the National Curriculum for PSHE in KS1.

In KS1 and KS2, the three themes covered across the PSHE curriculum are:

Living in the Wider World

Health and Wellbeing (including RSE)

Relationships

Within these areas, we provide a variety of opportunities for children to explore and develop their understanding. Each time these themes are revisited the **prior knowledge is reactivated**, ensuring it is retained and built upon.

In addition, special events and themed days/weeks are carried out to **provide experiences for children** to explore topical issues e.g. **anti-bullying** and **current affairs**.

At Tanners Brook we **value the voice and opinions of our children** and therefore have regular meetings with our **school council reps** who are elected by their peers at the start of each academic year. This is to ensure we have a **clear view of how the children** feel about a range of topics and are able to have the **opportunity to voice** these. Our growing links with our community are also supported through School Council, who work with our community Leader to help make Tanners Brook even better.

Around our school we expect to see **children showing kindness** to others, **secure relationships** and the ability to be able to **deal with social situations** as they arise using a **range of strategies**. In books, we will see a variety of outcomes which may include a range of written or drawn responses, grouping and sorting tasks, pictures of group outcomes, etc.

Some children with SEND might find accessing the PSHE curriculum difficult. Their barriers may include:

- Difficulties with literacy and/or Maths
- Difficulties with attention/concentration
- Understanding of language, in particular subject specific vocabulary
- Difficulties with retaining new information
- Emotional and social needs

At Tanners Brook we will support all our children to reduce these barriers through:

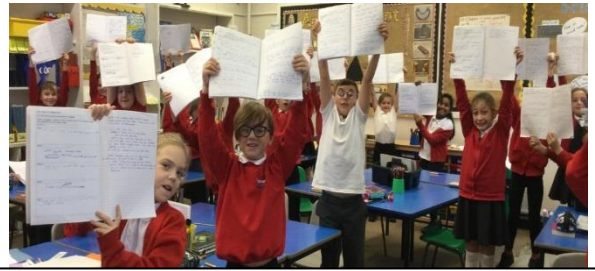
- Clear knowledge of each child's background, knowing how best to tackle subjects that may be sensitive to them
- Clear modelling of tasks with examples
- Minimising distractions in the classroom
- Designing tasks into manageable chunks
- Finding other ways for the children to record their learning beyond writing
- Incorporate practical resources to support understanding
- Using visual aids alongside new vocabulary (dual coding)
- Access to ELSA support
- Following a lesson structure in every lesson

Whole School Provision Map 2024-25

		Health and Wellbeing	Relationships	Living in the Wider World		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EY	<p>PSED: Golden rules & routines Responsibility Feelings – identify and moderate Building relationships</p>	<p>PSED: Expressing their feelings and considering the feelings of others Showing resilience and perseverance</p>	<p>PSED: Seeing themselves as a valuable individual Building constructive and respectful relationships</p>	<p>PSED: Show increasing independence (dressing) Understanding why we wash our hands Use of strategies taught to regulate feelings and be considerate of others.</p>	<p>PSED: Work and play cooperatively Set and work towards simple goals Control their immediate impulses when appropriate</p>	<p>PSED: Explain reasons for rules, know right/wrong, and behave accordingly Manage own basic hygiene and personal needs Understand importance of healthy food choices</p>
1	Who helps keep us safe?	What helps us stay healthy? RSE – Underwear rule	What can we do with money?	Who is special to us?	What is the same and different about us? RSE – Body parts – which make us male and female?	How can we look after each other and the world?
2	What makes a good friend?	What helps us stay safe? RSE – When physical contact makes you unhappy	What helps us grow and stay healthy?	What is bullying?	What jobs do people do?	How do we recognise our feelings?
3	How can we be a good friend?	What keeps us safe? RSE – My body belongs to me – private parts should remain covered	Why should we eat well and look after our teeth?	What makes a community?	Why should we keep active and sleep well?	How do we treat others with respect?
4	What strengths, skills and interests do we have?	How can we manage our feelings?	What are families like? RSE – How to seek advice if a family relationship makes me unhappy	How can drugs common to everyday life affect health?	How can we manage risk in different places?	How can our choices make a difference to others and the environment?
5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change? RSE - Puberty	How can friends communicate safely? RSE – How to respond if a friendship makes me uncomfortable	How can we help in an accident or emergency?	What jobs would you like?
6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow? RSE – Conception and birth	

PSHE Impact

The PSHE curriculum is designed to encourage the children of Tanners Brook to feel safe and secure, able to express their thoughts and opinions and feel confident with managing a range of situations. To support this, we aim for our children to have gained a wealth of knowledge through a well-planned and varied curriculum which builds on prior knowledge as they move through the school.



Year 4 feeling proud of their achievements in lessons

By the time our children leave Tanners Brook they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- understand how to keep minds and bodies healthy
- show respect across a range of communities making themselves and others proud
- understand the British values of Democracy through pupil voice and school council
- be able to develop positive, healthy relationships with their peers both now and in the future
- understand the physical aspects involved in RSE at an age-appropriate level by having respect for themselves and others



School council polling station

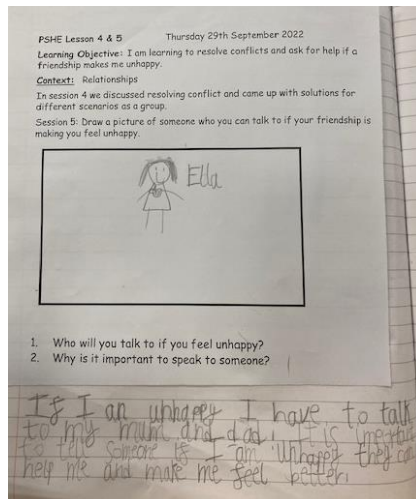
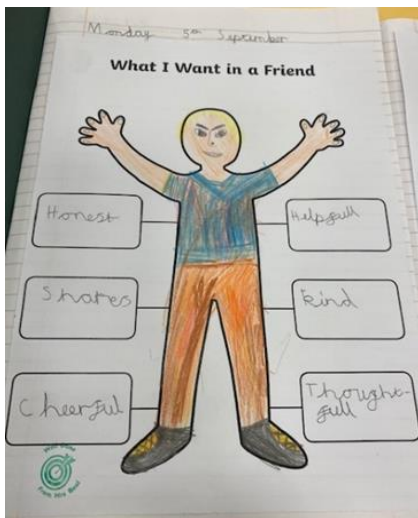
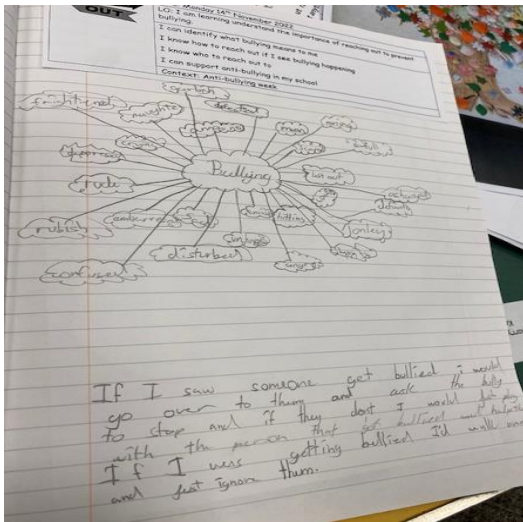


EYFS role playing shops and learning about everyday routines.

Autumn 1

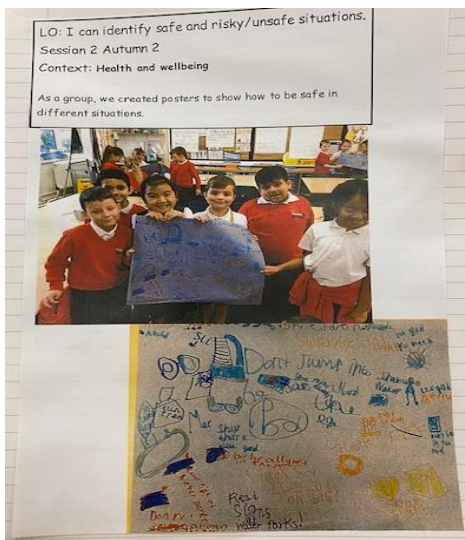
Anti-bullying week

The children honoured anti-bullying by highlighting the reach out message.



Autumn 1

Year 2 - What makes a good friend? When physical contact makes you unhappy. (RSE)



Autumn 2

Year 3 - What keeps us safe?