

# PSHE at Claycots

Claycots Primary School





# The vision for PSHE

PSHE plays a vital role at Claycots. We believe that having a calm and happy learning environment in which children feel safe to communicate their needs clearly is vital to support all aspects of their learning and development.

At Claycots, we believe that a successful PSHE curriculum will allow our children to leave Claycots knowing how to stay safe, healthy and prepared to take advantage of the different life opportunities that are given to them.

Our curriculum will enable our children to become confident members of the community with a clear understanding of their rights and responsibilities as a citizen in a diverse society.



# Subject Intent

At Claycots, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. Our pupils: develop a confidence in sharing their own thoughts and opinions with others, develop skills and attributes to keep themselves healthy and safe, develop an attitude of a responsible global citizen, show tolerance of others' beliefs, religions and life choices and build positive, respectful relationships with other people.



# Subject Implementation

## Implementation

At Claycots, we know that PSHE plays an integral part of children's education and needs to be taught weekly; although there are occasions where staff members may feel that it is necessary to teach PSHE because of something that has happened during the day. We understand the importance of children learning from their role models. Therefore, it is every member of staff's responsibility to be showing the children how to act in a respectful way and all staff members to have high expectations of all children at Claycots School.

We deliver PSHE through the PSHE Association curriculum which supports our aim to develop the whole child through a spiral curriculum approach. This ensures that skills and knowledge are built on year-by-year and sequences content appropriately to maximise learning for all children.

PSHE is taught through the PSHE Association's 3 termly units which are: Relationships, Living in the Wider World and Health and Wellbeing.

Every lesson is built upon a class charter which classes create together at the beginning of the year. The lessons always end with the opportunity for the children to reflect upon their understanding and learning from the session.

It also identifies links to British Values and SMSC and is taught in a way which reflects the overall aims, values, and ethos of the school.

## Wider curriculum and cultural capital:

- PSHE is a critical part of the curriculum and is therefore often taught and covered within other subject areas.
- Children in Year 2 to Year 6 are given the opportunity to stand for the School Council.
- We are in the process of developing our Cultural Capital by celebrating different events throughout the school year such as Diversity Week and Children's Mental Health Week.
- Our assemblies are linked to our school values and ethos as well as learning how to regulate our emotions.

# Subject overview

	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
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; playing and working cooperatively; 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; keeping teeth 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; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing 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 difference 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	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling 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 impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other 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; managing time online	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

# Subject progression map

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
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# How we measure progress

At Claycots, we measure progress in PSHE in a variety of ways which I will list below:

- At the end of each session, we provide children with reflection time in which they decide how well they have met the learning intention for the lesson, and they communicate if they need further support.
- Teachers use specific targeted questioning to assess the children's understanding of a topic.
- Discussion plays an important role in PSHE assessment and we feel that it is important that children get time to discuss their views on specific topics in a safe learning environment.
- Role-play, hot seating and other drama techniques, allow the children to act out how they would respond in different situations. This allows the teacher to see children's initial responses to situations and how we can support their learning to deal with them appropriately.
- Mind maps are often used during initial discussions when a new topic has started. They are then referred back to and added to as the topic progresses.
- Drawing and writing activities.





# Visits and experiences

At Claycots we provide our children with a variety of opportunities to help enhance their experiences of PSHE in school. Here are some of the ways that we do this:

- Children in Years 2-6 are able to participate in the School Council. The children share why they think they would be a good representative for the class. The class then takes part in a vote to elect the new member.
- As a school we take part in World Mental Health Week- children take part in different activities to help support their mental wellbeing.
- Behaviour curriculum- at Claycots we have a bespoke behaviour curriculum which has links to our PSHE curriculum.
- Year 6 complete the choices programme- this programme enables children to make better choices and supports them with transitioning into secondary school.
- Phase assemblies- these happen weekly and are themed to meet the vision and values of the school.
- Anti-bullying week- children discuss what it means to be bullied and strategies we can use to help support ourselves and our peers if we encounter bullying in our school.

# Examples of learning

WB: Monday 17<sup>th</sup> April 2023

L1: I can identify the members of my family and understand that there are lots of different types of families.

I know how it feels to belong to a family and care about people who are important to me.



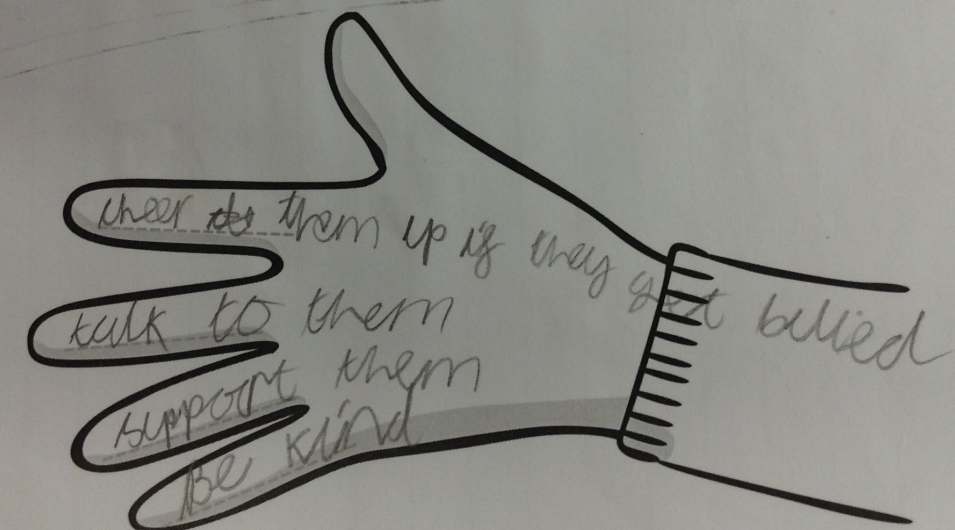
In Year One the children have been talking about their families. They discussed how being part of their family made them feel.

In Year Three the children created a helping hand of different things that they could do to help support someone who is being bullied.

Tuesday 15<sup>th</sup> November 2022

A Helping Hand!

On each finger write an idea about how you could help someone who is being bullied feel better.

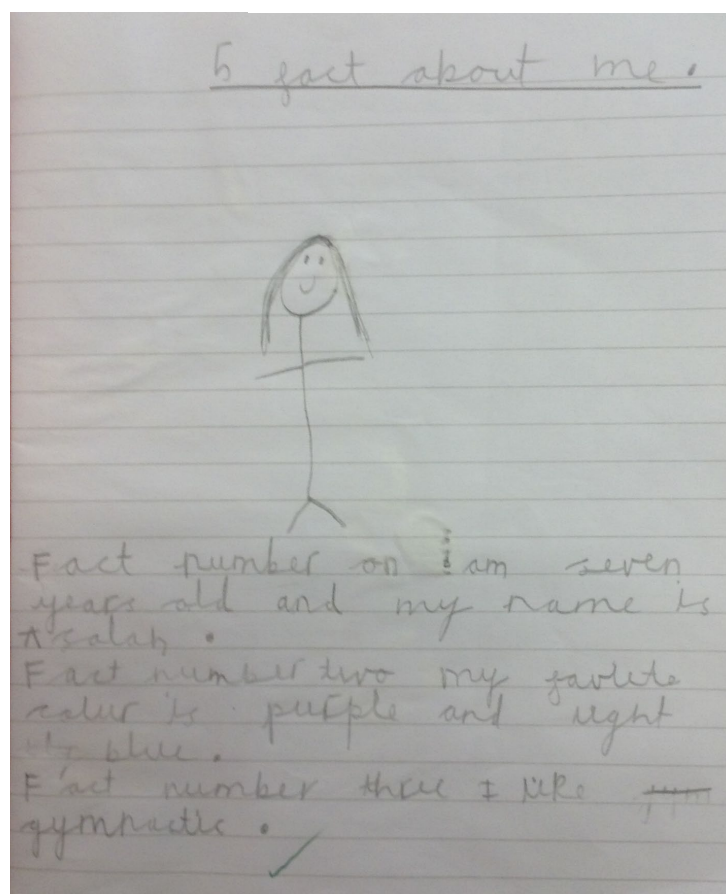
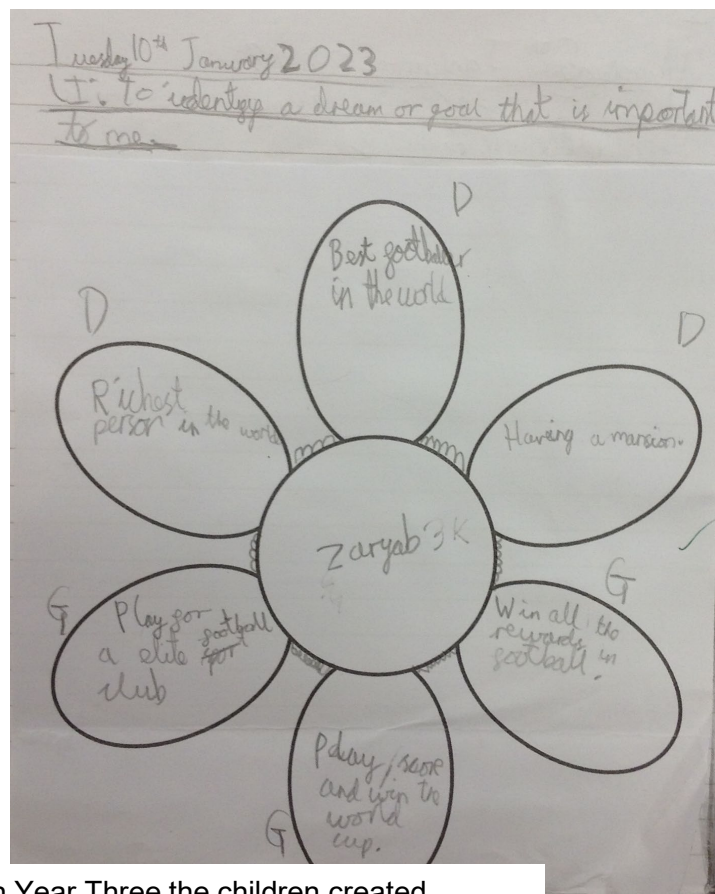




# Examples of learning

In Year Three at the beginning of the year the children shared 5 facts that they thought their teacher should know about them.

In Year Five the children learnt about the importance of healthy eating. To start their initial discussion, they listed foods that were healthy and unhealthy.



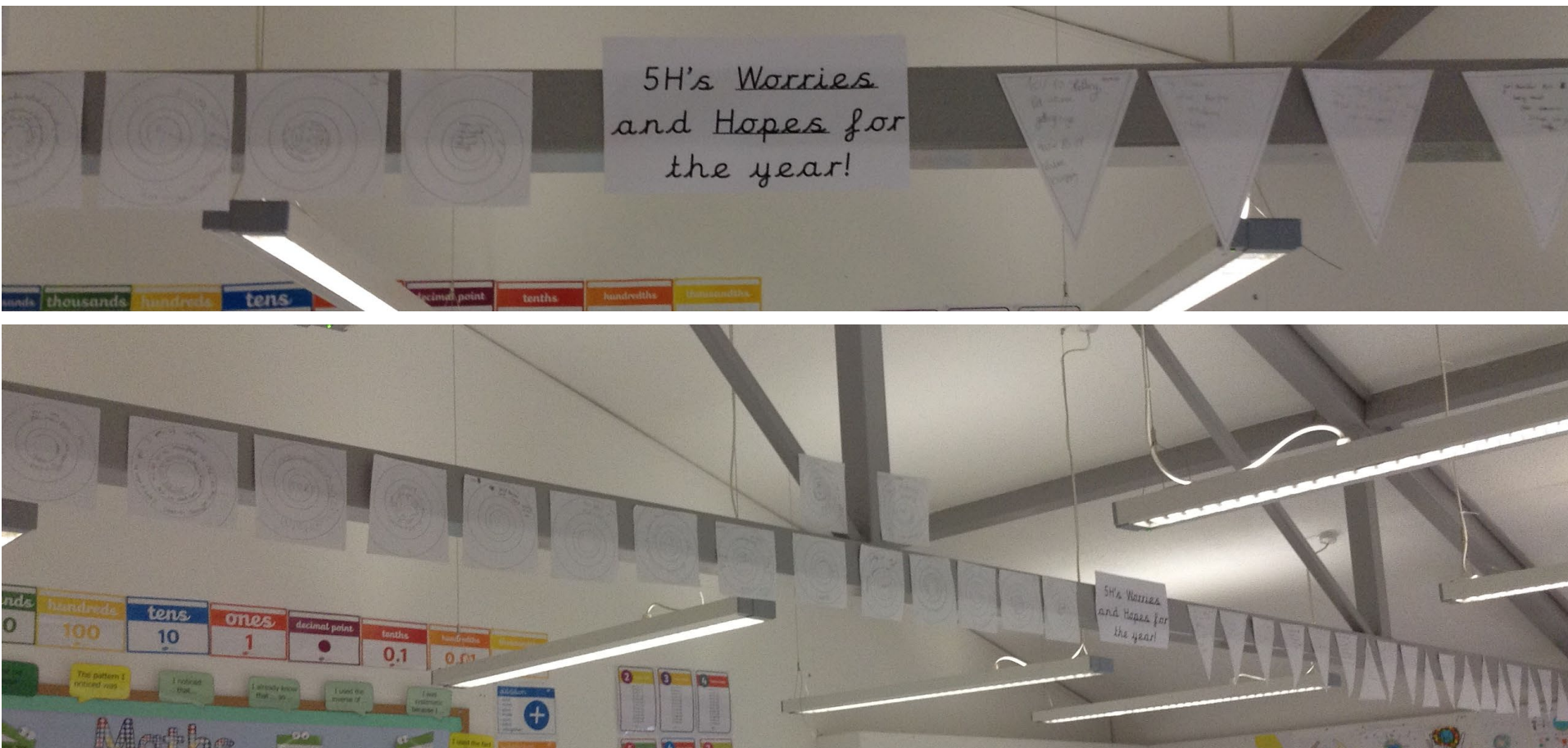
Wednesday 13th March 2023  
LT: To understand that the amount of calories eat and sugar I put in my body will affect my health.

Healthy	Unhealthy
vegetables	chips
fruits	K ge
coconut water	Mc donalds
almonds	chips
nuts	biscuits
water	Nutella
milk	chicken burger
salad	Jam
pasta	pepsi
strawberry	honey
popcorn	pizza
pepsi mac	chocolate cake

In Year Three the children created flowers of dreams. In each petal the children wrote a dream that was important to them.

# Examples of learning

In Year 5 they have created their own display about their worries and hopes for the year. The children have written their worry in the spiral and their hope in the flag. Each half term the children take time to look and reflect upon their hopes and worries. The children are then given time to add a new hope that they have and any new worries that they may have too.

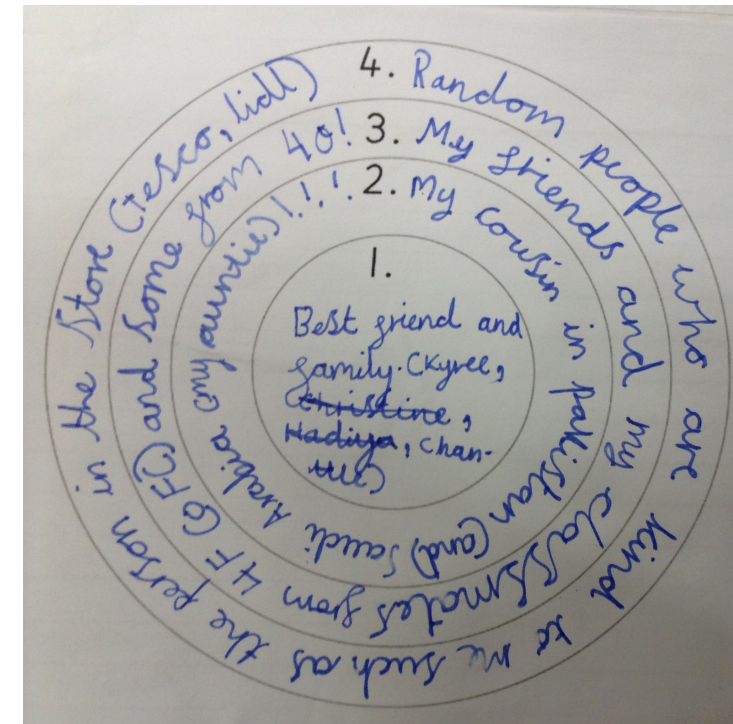




# Examples of learning



As an act of kindness children chose a member of their class from a hat and made them a “Bee Kind Note”. On the note the children wrote things that they liked about the person that they had chosen.



In Year 4 the children have been discussing people that they feel comfortable around and people that they can trust.



# Pupil voice

## What our children say about PSHE at Claycots:

"I like it because we get to learn about calmness, health and how to be kind to each other." Y4 Child

"In PSHE we learn about health, the food we need to eat and exercising. I like to do some work outs and gym stuff like gymnastics. We learnt about our family at the start of the year. PSHE makes me feel good and ready to learn. "

Y3 child

"PSHE makes me feel content, happy, excited and ready to learn because PSHE is about being ready to learn, being respectful and caring towards people. It is a really fun lesson." Y4 child

"In PSHE we do different activities. We learn about how to wash your hands and to brush our teeth properly." Y2 child

"We learn to be good friends by helping someone if they fall over. We are learning about where we belong." Y2 child

"We learnt that no matter if you are a boy or a girl you can do anything you want to." Y2 child

"I like it when we draw pictures of our family and talk about how we look different but it's still ok." Y1 child

"We learn about what we are good at and what we want to be better at."

Reception						
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 My Body	Piece 2 Respecting My Body	Piece 3 Growing Up	Piece 4 Fun and Fears Part 1	Piece 5 Fun and Fears Part 2	Piece 6 Celebration
<b>Objectives</b>	I can name parts of the body.	I can tell you some things I can do and foods I can eat to be healthy.	I understand that we all grow from babies to adults.	I can express how I feel about moving to Year 1.	I can talk about my worries and/or the things I am looking forward to about being in Year 1.	I can share my memories of the best bits of this year in Reception.
Year 1						
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Life Cycles	Piece 2 Changing Me	Piece 3 My Changing Body	Piece 4 Boys' and Girls' Bodies	Piece 5 Learning and Growing	Piece 6 Coping with Changes
<b>Objectives</b>	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is OK.</p>	<p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>I can tell you how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, breasts.</p> <p>I respect my body and understand which parts are private.</p>	<p>I understand that every time I learn something new, I change a little bit</p> <p>I enjoy learning new things.</p>	<p>I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>

**Key**

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated May 2022



## Claycots School RHE Medium Term Plan

### Year 2

<b>Summer 2 Changing Me</b>	<b>Piece 1 Life Cycles in Nature</b>	<b>Piece 2 Growing from Young to Old</b>	<b>Piece 3 The Changing Me</b>	<b>Piece 4 Boys' and Girls' Bodies</b>	<b>Piece 5 Assertiveness</b>	<b>Piece 6 Looking Ahead</b>
<b>Objectives</b>	<p>I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p><i>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</i></p> <p>I can identify people I respect who are older than me.</p>	<p><i>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</i></p> <p>I feel proud about becoming more independent.</p>	<p><i>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, breasts) and appreciate that some parts of my body are private.</i></p> <p><i>I can tell you what I like/don't like about being a boy/girl.</i></p>	<p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>

### Year 3

<b>Summer 2 Changing Me</b>	<b>Piece 1 How Babies Grow</b>	<b>Piece 2 Babies</b>			<b>Piece 5 Family Stereotypes</b>	<b>Piece 6 Looking Ahead</b>
<b>Objectives</b>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female animal who has the baby.</p> <p>I can express how I feel when I see babies or baby animals.</p>	<p><i>I understand how babies grow and develop in the mother's uterus</i></p> <p><i>I understand what a baby needs to live and grow.</i></p> <p>I can express how I might feel if I had a new baby in my family.</p>			<p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p>	<p>I can identify what I am looking forward to when I move to my next class start to think about changes.</p> <p>I will make next year and know how to go about this.</p>

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## Claycots School RHE Medium Term Plan

### Year 4

<b>Summer 2 Changing Me</b>	<b>Piece 1 Unique Me</b>	<b>Piece 2 Having a Baby</b>	<b>Piece 3 Girls and Puberty</b>	<b>Piece 4 Circles of Change</b>	<b>Piece 5 Accepting Change</b>	<b>Piece 6 Looking Ahead</b>
<b>Objectives</b>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.  I appreciate that I am a truly unique human being.	<i>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</i>  I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.  I have strategies to help me cope with the physical and emotional changes I will experience during puberty.	I know how the circle of change works and can apply it to changes I want to make in my life.  I am confident enough to try to make changes when I think they will benefit me.	I can identify changes that have been and may continue to be outside of my control that I learnt to accept.  I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.	I can identify what I am looking forward to when I move to a new class.  I can reflect on the changes I would like to make next year and can describe how to go about this.

### Year 5

<b>Summer 2 Changing Me</b>	<b>Piece 1 Self and Body Image</b>	<b>Piece 2 Puberty for Girls</b>	<b>Piece 3 Puberty for Boys</b>	<b>Piece 4 Conception</b>	<b>Piece 5 Looking Ahead 1</b>	<b>Piece 6 Looking Ahead 2</b>
<b>Objectives</b>	I am aware of my own self-image and how my body image fits into that.  I know how to develop my own self esteem.	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.  I understand that puberty is a natural process that happens to everybody and that it will be ok for me.	I can describe how boys' and girls' bodies change during puberty.  I can express how I feel about the changes that will happen to me during puberty.	<i>I understand that sexual intercourse can lead to conception and that is how babies are usually made</i>  <i>I also understand that sometimes people need IVF to help them have a baby.</i> I appreciate how amazing it is that human bodies can reproduce in these ways.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).  I am confident that I can cope with the changes that growing up will bring.	I can identify what I am looking forward to when I move to my next class.  I can start to think about changes I will make next year and know how to go about this.

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Updated May 2022



Year 6						
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 My Self Image		Piece 3 Babies: Conception to Birth		Piece 5 Real-self and Ideal-self	Piece 6 The Year Ahead
<b>Objectives</b>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>		<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>		<p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>

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