



## PSHE/RSE

### Intent

Our Vision is: Learning Together, Growing Together

*It's not important who does the planting, or who does the watering. What's important is that God makes the seed grow. The one who plants and the one who waters work together with the same purpose. And both will be rewarded for their own hard work. 1 Corinthians 3:7-8*

At Holy Trinity CE Academy we endeavour to inspire all children to be independent, resilient and motivated in their learning, taking pride in what they do. We teach all children to be reflective practitioners who are able to handle difficulty and change with a growth mindset as they gain knowledge of the wider world in our small, local community.

PSHE allows time in the curriculum to develop, explore and teach personal, social and healthy wellbeing for our children. The learning time allows for children to develop their skills, values, understanding and knowledge to keep our children physically and emotionally healthy and to ensure they are prepared for life in modern Britain. Throughout our curriculum, we provide children opportunity to access learning aimed to support their lifestyle in the present and in the future. Our aim is to develop their knowledge in coping strategies, preparation of responsibilities, how their bodies will change and living in a respectful and mindful world. Our school vision, as a church school and the approach to teaching compliments the importance of how we embed PSHE and RSE within school life.

### Implementation

As a non-negotiable, PSHE is taught every week for 30 minutes. We also have the capacity to explore PSHE and RSE on a regular basis through discussion, lessons and circle times. We allow flexibility in the curriculum to explore subjects that may be relevant within school life at that time.

Our spiral curriculum is inspired and guided by the PSHE Association, allowing our children to explore three core themes: Health and Wellbeing, Living in the Wider World and Relationships. The children are given the opportunity to explore and build upon each of these themes throughout each academic year. This scheme of work also includes opportunities to link British Values into the curriculum. In addition to this, through the teaching of PSHE (Physical, Social, Health and Economic) and RSE (Relationship and Sex Education) we support our children to safeguard themselves, expect respect and have the ability to say 'no' through the teaching of consent.

Throughout our curriculum we provide enrichment opportunities for our children to support our teaching. We run the Kidsafe programme in each class over the year, and use outside agencies such as NSPCC – Stay Safe, Relax for Kids, Yoga, Show Racism the red card, visits from the police with the police dogs and the Guidedog Association. Alongside this, we also acknowledge Women's Day, Children's Mental Health Week and Anti-Bullying week, as well as Black History, charity events such as Children in Need, and LBQT focus weeks when we celebrate diversity.

Our curriculum reflects the needs of our pupils and is tailored to meet the specific needs of each class and the demographics of our school. Special attention is paid to keeping safe around roads and railway lines, as well as safety around water. There are many occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class.



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Beyond our planned curriculum it is hoped that our school's Christian values provide a culture that contributes equally towards the pastoral development of our children. Therefore, our teaching approach places great emphasis upon collaboration and cooperation as well as through sports and class assemblies and productions. Beyond this, pupils are encouraged to show leadership in their community through the School Council, Eco Council, and our Buddies. PSHE also forms an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured, often through story-telling.

Also, keeping in line with our Church School ethos: Love, Joy and Respect, we embrace the teaching of all forms of diversity and inclusive healthy relationships with the support of the 'Valuing All God's Children' report shared by The Church of England Education Office, 2017/2019.

### Impact

By the end of Year 6, we aim to achieve that our children have been equipped with a vast amount of skills and knowledge to be successful citizens within our continuously developing world. We want our children to develop their personal skills and attributes, self-worth, esteem and emotional resilience. With these skills and knowledge, we can provide our children with capacity to seek support and guidance to ensure their safety, live respectfully within their communities and the wider world and create meaningful, positive and healthy relationships in their future. Assessments will reflect the children's strengths and areas of development. There is also a SEND scheme of work which can be delivered to small groups with identified pupils should this be needed.

### RSE

**DfE Sex and Relationships Education (SRE) is now statutory in Primary Schools. The DfE guidance (July 2020) states: "Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives." At Holy Trinity, SRE is not delivered in isolation but fully embedded across the PSHE curriculum. The curriculum is planned around three strands: Relationships, Living in the Wider World and Health and Wellbeing. Sex and Relationships Education needs to be defined as more than physical knowledge. It must also take into account the children's attitudes and the skills that they develop. It is important that these attitudes and skills are transferable in all aspects of their lives. The knowledge the children acquire will include an understanding of their own physical bodies, sexual reproduction, puberty, conception and birth, at an age appropriate level.**

### Covid 19



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Upon the return to school for all children after Covid the PSHE curriculum changed dramatically to cater for our children's needs. We spent the first half term focusing solely on the pandemic and different features: our worries about the virus, how we can keep ourselves safe – including lessons on handwashing, how we can help to look after others, what we are grateful for, and what gives us joy. A large focus in school has been around the wellbeing and mental health of all of the children and their parents. Place 2 Talk and Place 2 Be referrals have been made by the children and staff, as well as sessions with the Child Welfare Officer.

Foundation Stage	Communication and Language	Personal, Social and Emotional Development	Physical Development	Understanding the World
<b>Nursery 3-4 years</b>	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.               <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different</li> </ul>



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		<p>more confidence in new social situations.</p> <ul style="list-style-type: none"><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Understand gradually how others might be feeling.</li></ul>		<p>countries in the world and talk about the differences they have experienced or seen in photos.</p>
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		<ul style="list-style-type: none"> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>		
<b>Reception</b> <b>4yrs</b>	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. - personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul> <p><b>LGBT focus-How we are all different (direct link with Healthy Relationships)</b></p> <ul style="list-style-type: none"> <li>• Discuss how we are all different and special</li> </ul> <p><b>Ideas for books</b>  <b>Elmer- David Mckee</b>  <b>Red Rockets and Rainbow Jelly – S Heap</b>  <b>The Odd Egg By E Gravett</b>  <b>The Hueys in the new jumper By O Jeffers</b>  <b>Goldilocks and The Three Families of Bear</b>  <b>Animation</b></p>		
<b>PSHE</b>	<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health and Wellbeing</b>	
<b>Year 1</b>	Family Friendships: - Roles of different people; families; feeling cared for	Belonging to a community:	Physical health and mental wellbeing:	



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	<p>Safe Relationships: - Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others: - How behaviour affects others; being polite and respectful</p> <p><b>LGBT Focus</b> <b>-To understand different families</b> <b>Discuss different families and relationships.</b> <b>Book ideas- The Great big book of Families by Mary Hoffman</b> <b>The Family Book by T Parr</b> <b>Mommy, Mama and Me By-L Newman</b></p>	<p>- What rules are; caring for others' needs; looking after the environment</p> <p>Media literacy and digital resilience: - Using the internet and digital devices; communicating online</p> <p>Money and Work: - Strengths and interests; jobs in the community</p>	<p>- Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Growing and Changing: - Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping Safe: - How rules and age restrictions help us; keeping safe online</p>	
<b>Year 2</b>	<p>Family Friendships: - Making friends; feeling lonely and getting help</p> <p>Safe Relationships: - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others: - Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Belonging to a community: - Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media literacy and digital resilience: - The internet in everyday life; online content and information</p> <p>Money and Work: - What money is; needs and wants; looking after money</p>	<p>Physical health and mental wellbeing: - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and Changing: - Growing older; naming body parts; moving class or year</p> <p>Keeping Safe:</p>	



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	<p><b>LGBT Focus</b>  <b>To understand different families. What is a couple?</b>  <b>Read Tango makes three by Justin Richardson</b></p> <p><b>What makes good parents?</b>  <b>Picnic in the Park by J Griffiths and T Pilgrim</b></p>		<p>- Safety in different environments; risk and safety at home; emergencies</p>	
<b>Year 3</b>	<p>Family Friendships:          - What makes a family; features of family life</p> <p>Safe Relationships:          - Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Respecting ourselves and others:          - Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p><b>LGBT Focus</b>  <b>-To discuss gender. What are boys clothes and girls clothes (Discuss gender stereotypes)?</b>  <b>Look at gender promotion. Share experiences. Does it matter?</b>  <b>10 000 dresses by Marcus Ewart</b>  <b>My princess Boy by C Kilodavis</b></p>	<p>Belonging to a community:          - The value of rules and laws; rights, freedoms and responsibilities</p> <p>Media literacy and digital resilience:          - How the internet is used; assessing information online</p> <p>Money and Work:          - Different jobs and skills; job stereotypes; setting personal goals</p>	<p>Physical health and mental wellbeing:          - Health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and Changing:          - Personal strengths and achievements; managing and reframing setbacks</p> <p>Keeping Safe:          - Risks and hazards; safety in the local environment and unfamiliar places</p>	





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<p><b>Year 4</b></p>	<p>Family Friendships: - Positive friendships, including online</p> <p>Safe Relationships: - Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others: - Respecting differences and similarities; discussing difference sensitively</p> <p><b>LGBT Focus</b> -To look at gender stereotypes What does a girl's/boy's bedroom look like? Boy/girl colours? Gender stereotypes through toys – does it matter? William's Doll by C Zolotow</p>	<p>Belonging to a community: - What makes a community; shared responsibilities</p> <p>Media literacy and digital resilience: - How data is shared and used</p> <p>Money and Work: - Making decisions about money; using and keeping money safe</p>	<p>Physical health and mental wellbeing: - Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>Growing and Changing: - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>Keeping Safe: - Medicines and household products; drugs common to everyday life</p>	
<p><b>Year 5</b></p>	<p>Family Friendships: - Managing friendships and peer influence</p> <p>Safe Relationships: 4 - Physical contact and feeling safe</p> <p>Respecting ourselves and others:</p>	<p>Belonging to a community: - Protecting the environment; compassion towards others</p> <p>Media literacy and digital resilience: - How information online is targeted; different media types, their role and impact</p>	<p>Physical health and mental wellbeing: - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and Changing: - Personal identity; recognising individuality and</p>	



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	<p>- Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p><b>LGBT Focus</b>  <b>-To understand different relationships</b>  <b>What do we mean by a relationship?</b>  <b>What is important in a relationship?</b>  <b>King and King By L De Haan</b>  <b>This day in June By G Pitman</b></p>	<p>Money and Work:          - Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<p>different qualities; mental wellbeing</p> <p>Keeping Safe: - Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>	
<b>Year 6</b>	<p>Family Friendships:          - Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Safe Relationships:          - Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others:          - Expressing opinions and respecting other points of view, including discussing topical issues</p> <p><b>LGBT Focus</b>  <b>-To discuss different types of marriage.</b>  <b>Dad David, Baba Chris and Me by Ed Merchant.</b></p>	<p>Belonging to a community:          - Valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and digital resilience: - Evaluating media sources; sharing things online</p> <p>Money and Work: - Influences and attitudes to money; money and financial risks</p>	<p>Physical health and mental wellbeing:          - What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Growing and Changing:          - Human reproduction and birth; increasing independence; managing transition</p> <p>Keeping Safe: - Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p>	



# PSHE/RSE

**EYFS Collated from Development Matters**

**Y1-Y6 Collated from PSHE Association Thematic Model**

 **LGBT Links**



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