PSHE

At Branston C of E Infant Academy, we believe our foundations lay in the Early Years Foundation Stage. We have developed the PSHE curriculum with the Early Learning Goals as our starting point. The curriculum is designed to support children to develop as a whole, with a clear knowledge and understanding of themselves, their community and the wider world.

For the EYFS, they will work towards the Early Learning Goal (ELG) through themed weeks with their PSHE built into the provision, teacher and independent learning opportunities.

For Key Stage One, the specific PSHE curriculum content is built into the progression document. This will be taught once a week in a given lesson, opportunities are also woven into the daily life of the school, including worship assemblies, our classroom rules and school expectations. Aspects are also covered through our Science and PE curriculums, particularly when related to 'Healthy Body'.

The PSHE curriculum follows three core strands linked to the PSHE Association's Programme of Study and Curriculum Outcome.
These are:

- **Health and Wellbeing** **- Relationships** **- Living in the Wider World**

Outlined below are the expected outcomes and curriculum objectives that are used for planning from the EYFS framework and PSHE Association, built from the Statutory Framework.

The Early Years Foundation Stage

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Understanding the World
ELG: Past and Present
Children at the expected level of development will:
- Talk about the lives of the people around them and their roles in society;
ELG: People, Culture and Communities
Children at the expected level of development will:
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Key Stage One

Core Theme 1 –Health and Wellbeing

Healthy lifestyle (Physical wellbeing)
H1. about what keeping healthy means; different ways to keep healthy
H2. about foods that support good health and the risks of eating too much sugar
h3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
H4. about why sleep is important and different ways to rest and relax
H5. simple hygiene routines that can stop germs from spreading
H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
H8. how to keep safe in the sun and protect skin from sun damage
H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
H10. about the people who help us to stay physically healthy

Mental Health
H11. about different feelings that humans can experience
H12. how to recognise and name different feelings
H13. how feelings can affect people's bodies and how they behave
H14. how to recognise what others might be feeling
H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
H16. about ways of sharing feelings; a range of words to describe feelings
H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Ourselves Growing and Changing
H21. to recognise what makes them special
H22. to recognise the ways in which we are all unique
H23. to identify what they are good at, what they like and dislike
H24. how to manage when finding things difficult
H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
H26. about growing and changing from young to old and how people's needs change
H27. about preparing to move to a new class/year group

Keeping Safe
H28. about rules and age restrictions that keep us safe
H29. to recognise risk in simple everyday situations and what action to take to minimise harm
H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
H31. that household products (including medicines) can be harmful if not used correctly
H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
H33. about the people whose job it is to help keep us safe
H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
H35. about what to do if there is an accident and someone is hurt
H36. how to get help in an emergency (how to dial 999 and what to say)

Core Theme 2 – Relationships

Families and close positive relationships
R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
R2. to identify the people who love and care for them and what they do to help them feel cared for
R3. about different types of families including those that may be different to their own
R4. to identify common features of family life
R5.

Friendships
R6. about how people make friends and what makes a good friendship
R7. about how to recognise when they or someone else feels lonely and what to do
R8. simple strategies to resolve arguments between friends positively
R9. how to ask for help if a friendship is making them feel unhappy

Managing hurtful behaviour and bullying
R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
R11. about how people may feel if they experience hurtful behaviour or bullying

R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

Safe Relationships
R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
R14. that sometimes people may behave differently online, including by pretending to be someone they are not
R15. how to respond safely to adults they don't know
R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

Respecting self and others
R21. about what is kind and unkind behaviour, and how this can affect others
R22. about how to treat themselves and others with respect; how to be polite and courteous
R23. to recognise the ways in which they are the same and different to others
R24. how to listen to other people and play and work cooperatively
R25. how to talk about and share their opinions on things that matter to them

Core Theme 3 – Living in the Wider World

Shared Responsibility
L1. about what rules are, why they are needed, and why different rules are needed for different situations
L2. how people and other living things have different needs; about the responsibilities of caring for them
L3. about things they can do to help look after their environment

Communities
L4. about the different groups they belong to
L5. about the different roles and responsibilities people have in their community
L6. to recognise the ways they are the same as, and different to, other people

Media Literacy & Digital Resilience
L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
L8. about the role of the internet in everyday life
L9. that not all information seen online is true

Econimic Wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources
L11. that people make different choices about how to save and spend money
L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
L13. that money needs to be looked after; different ways of doing this

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths
L15. that jobs help people to earn money to pay for things
L16. different jobs that people they know or people who work in the community do
L17. about some of the strengths and interests someone might need to do different jobs

RSE

HOW DO THE PROGRAMME OF STUDY LEARNING OPPORTUNITIES RELATE TO THE STATUTORY GUIDANCE?

The learning opportunities in the Programme of Study cover all of the content outlined in the Department for Education's statutory Relationships, Sex and Health Education guidance, and go beyond this to integrate the statutory content within a complete and comprehensive PSHE education programme. Listed below are the objectives from the statutory guidance.
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary

By the end of primary

Families and people who care for me

that families are important for children growing up because they can give love, security and stability
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

how important friendships are in making us feel happy and secure, and how people choose and make friends

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
practical steps they can take in a range of different contexts to improve or support respectful relationships
the conventions of courtesy and manners
the importance of self-respect and how this links to their own happiness
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
what a stereotype is, and how stereotypes can be unfair, negative or destructive
the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships
that people sometimes behave differently online, including by pretending to be someone they are not
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
how information and data is shared and used online

Being safe
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard,
how to report concerns or abuse, and the vocabulary and confidence needed to do so
where to get advice, for example family, school or other sources