



Small Schools Partnership

PSHE

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plan
4. Progression of Skills
5. Assessment



Birdsedge



BEST

1. Statement of Intent

Section 2.5 of the National Curriculum Framework states that all schools should make provisions for PSHE education, drawing on good practice. Our Small Schools Partnership uses the PSHE Programme of Study (PSHE Association) and [My Happy Mind](#) to ensure that key concepts, skills and attributes are developed through our PSHE curriculum. As a partnership we aim to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. In line with the PSHE Association we follow the key aims of providing pupils with:

- **accurate, balanced and relevant knowledge**
- **opportunities to turn that knowledge into personal understanding**
- **opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities**
- **the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives**
- **opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy**

As outlined by the PSHE Association, PSHE is defined as:

'a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society'.

Furthermore, PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

2. PSHE in the Small Schools Partnership an Overview

In our Small Schools Partnership we stay loyal to ensuring that our PSHE curriculum is not a series of 'one-off' stand alone lessons. Instead we ensure that the core values and concepts wrap around everything we do. With limited curriculum time we priorities topic areas most relevant to our pupils in the community we serve. We do this through:

- Having an active School Council with weekly meetings and Class Council sessions
- Whole School Behaviour Management system based on a coaching tool
- Weekly PSHE assemblies driven by our theme for that half term and to enhance learning in lessons with the areas we feel are important to regularly revisit with our children
- Weekly PSHE lesson following our progressive long term plan for PSHE. The PSHE association Programme of Study is the driver for this with [My Happy Mind](#) used to support the delivery of a lot of the content.
- A school culture focused on developing children's personal, social and emotional skills in every conversation and interaction



3. Whole School Long Term Plan.

Whole School Long Term Plan								
	Autumn Term			Spring Term		Summer Term		
	Relationships			Living in the Wider World		Health and Wellbeing		
PSHE Curriculum Focus Topic	1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships Through this theme the 5 key areas of Relationship Education are taught: <i>Families and people who care for me</i> <i>Caring Friendships</i> <i>Respectful Relationships</i> <i>Online Relationships</i> <i>Being Safe</i>			1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect diversity and equality and how to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. the part that money plays in people's lives 8. a basic understanding of enterprise		1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 8. to identify different influences on health and wellbeing		
Whole School Theme	We are Safe		We are Happy	We are Respectful	We are Inclusive	We Belong	We are Responsible	
Assembly Focus	Rule of Law Democracy Zones of Regulation		Individual Liberty	Mutual Respect	Protected Characteristics	Tolerance	Growth Mindset	
Module	Meet Your Brain	Celebrate	My Happy Relationships (including Consent lessons)	Appreciate	My Happy World (Including Pol Ed) Relationships – bullying and Peer pressure)	Relate	My Happy Body (Including Growing and Changing lessons)	Engage



Long Term Plan Units Grange Moor

Long Term Planning – PSHE Curriculum GM		
	Cycle 1	Cycle 2
Rec	Reception Units <i>MHM and MHM+</i>	Reception Units <i>MHM and MHM+</i>
Year 1 and Year 2	Year 1 Units <i>MHM and MHM+</i> KS1 Consent Lesson 1 Y1/2 Growing and Changing Lesson 1	Year 2 Units <i>MHM and MHM+</i> KS1 Consent Lesson 1 Y1/2 Growing and Changing Lessons 2&3
Year 3 and Year 4	Year 3 Units <i>MHM and MHM+</i> KS2 Consent Lessons 1 – 3 Y3 Growing and Changing Lessons	Year 4 Units <i>MHM and MHM+</i> KS2 Consent Lessons 1 – 3 Y3 Growing and Changing Lessons
Year 5 and Year 6	Year 5 Units <i>MHM and MHM+</i> Y4/5 Growing and Changing Lessons *Y6 Growing and Changing Lessons just for Y6	Year 6 Units <i>MHM and MHM+</i> Y4/5 Growing and Changing Lessons *Y6 Growing and Changing Lessons just for Y6



Long Term Plan Units Birdsedge

Long Term Planning – PSHE Curriculum BFS		
	Cycle 1	Cycle 2
Reception and Year 1	Year 1 Units <i>MHM and MHM+</i>	Reception Units <i>MHM and MHM+</i>
Year 2 and Year 3	Year 2 Units <i>MHM and MHM+</i> <i>KS1 Consent Lesson 1</i> <i>Y1/2 Growing and Changing Lesson 1</i>	Year 3 Units <i>MHM and MHM+</i> <i>KS1 Consent Lesson 1</i> <i>Y1/2 Growing and Changing Lesson 2 and 3</i>
Year 4 and Year 5	Year 4 Units <i>MHM and MHM+</i> <i>KS2 Consent Lessons 1 – 3</i> <i>Y3 Growing and Changing Lessons</i>	Year 5 Units <i>MHM and MHM+</i> <i>KS2 Consent Lessons 1 – 3</i> <i>Y4/5 Growing and Changing Lessons</i>

4. Progression of Skills

Please see My Happy Mind Documents Below for break down of skills progression. (Hyperlinked to EYFS, KS1 and KS2 Curriculum Map Document).

[25/26 - Onboarding and Preparation - myHappymind Learning Portal](#)

5. Assessment

As outlined by the PSHE Association, assessment is as central to effective teaching and learning in PSHE education as it is in any other subject.

Learning in PSHE education should be assessed for several reasons:

- It is important for pupils to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.
- It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their increased awareness of their own progress and development illustrates the value of their learning.
- It allows the leadership team, parents, governors and school inspectors to see the impact PSHE education is having for pupils and for whole-school outcomes, such as Ofsted and ISI judgements on personal development, safeguarding, SMSC development and the promotion of fundamental British values. Without assessing PSHE education all you can do is describe provision; you cannot show its impact.
- The Department for Education (DfE) states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas"

Our Model for PSHE Assessment within and across a series of lessons:



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Key Stage 1

Relationships	Health and Wellbeing	Living in the Wider World
• I can say who loves and cares for me, what it means to be a family and that families are all different. • I can name different types of relationships, for example, family, friendship, online. • I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. • I can say how I am the same and different to other people, and how to treat myself and other people with respect I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help. • I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it. • I can talk about things that matter to me, and say how to play and work with others. • I can say when it is important to ask for permission and how to ask for, give, or not give permission. • I can say what privacy means, and which body parts are private. • I can recognise when a secret should not be kept, but told to a trusted adult. • I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries. • I can recognise that some people behave differently online and say some simple ways to keep online communication safe. • I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe.	• I can describe some ways to keep healthy and explain why it is important. • I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings. • I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline. • I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself. • I can suggest ways to manage when finding something difficult. • I can identify external body parts, how people's bodies and needs change as they grow from young to old. • I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss. • I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun. • I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this. • I can describe how to follow simple hygiene and dental health routines. • I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help. • I can say how to get help in emergency situations and follow instructions to keep safe.	• I can give some examples of rules in school or at home and say why they are important. • I can say some ways to care for the plants, animals and people around us and why this is important. • I can identify some similarities and differences between people in my school and community. • I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups. • I can state some rules for using the internet and devices safely, and recognise that not everything online is always true. • I can describe how wanting something is different from needing something. • I can say what money is, where it comes from, and how it can be looked after, saved or spent. • I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.

Key Stage 2

Relationships	Health and Wellbeing	Living in the Wider World
• I can explain how families are different and identify features of positive family life. • I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues. • I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex. • I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included. • I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed. • I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged. • I can express and discuss my views on topical issues, and listen respectfully to others. • I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it. • I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent. • I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries. • I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.	• I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy. • I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss • I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others. • I can explain the importance of balancing time online with other activities for physical and mental wellbeing. • I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self worth. • I can suggest ways to manage setbacks and unhelpful thinking. • I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these. • I can explain how babies are conceived and born as part of the human life cycle. • I can describe ways to prepare for and manage transitions positively between important stages in life or school. • I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices. • I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere.	• I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules. • I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment. • I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community. • I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination. • I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices. • I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content. • I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences. • I can recognise how financial decisions can impact people's emotions, including choices related to gambling. • I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals. • I can describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime. • I can recognise factors that might limit or support people's career choices, including stereotypes

•I can recognise when it is right to break a confidence or share a secret, and who to tell. •I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful. •I can explain when, where and how to get help or support if worried about relationships of any sort	•I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these. •I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly. •I can recognise signs that I or someone else may need help with their physical health or mental wellbeing. •I can identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk. •I can explain or demonstrate how to respond in emergency situations, including basic first aid skills.	related to different jobs, and be ambitious for my future.
--	---	---