



Subject: PSHE

Subject Leader: Sandra Walsh

Moorside Primary School, Lancaster EYFS & National Curriculum 2022 – 2023

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Reception	I wonder who it is...	I wonder what is out there...	I wonder who lives there...	I wonder how things grow...	I wonder how things change...	I wonder how people help us...
Year 1	Under the Sea	Seasonal Change	Castles	Wild Things	Explorers	Growing
Year 2	Coasts	People in the Past		China	Plants and Habitats	
Year 3	Stone Age	World Food	Ancient Civilizations		Birds	Underground
Year 4	Engineering		Lancaster City Study	British Invaders and Settlers	Forests and Rainforests	
Year 5	Space	Vikings	Water		20 th Century	
Year 6	World War I		Survival		Human Body	

PSHE

Programme Builder

	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

Do I know more? Do I remember more?

Rationale for the order in which knowledge is taught from year group to year group:

The programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. Where appropriate, links are made with the main topic for the class, but at other times, PSHE is taught as a discrete subject in its own right.

Rationale for the order in which knowledge is taught within each year group:

The Programme Builder builds in developmental progression by revisiting themes year on year, building on and extending prior learning.

How the curriculum has been designed to meet the needs of *Moorside learners*:

In developing Moorside's PSHE's curriculum, the following documents and records were analysed:

- LSIP – Lancashire School Information Profile which provides local public health data on road traffic accidents, attendance at A&E, alcohol and drug use, social deprivation, family life, career and life chances in the area.
- Health Needs Assessment Survey – a survey completed by our Y6 pupils which provides information about their experiences and knowledge.
- CPOMS (Child Protection Online Management System)– analysis of our cloud-based system where behaviour, friendship and home related safeguarding incidents are recorded.
- Teachers also RAG –rated typical cohorts for their year group against the non-statutory requirements to provide a basis on which to plan the curriculum.

To match the needs of specific cohorts more closely, on entry to the school, we build a picture of each child, class and cohort. A range of learning experiences are then established to enable children to develop the skills and knowledge to match their needs. Building on experiences in EYFS, the curriculum is sequenced within and between KS1 and KS2. We ensure our curriculum builds on prior learning by recording the key learning experiences as the children move through school so that the next year group are aware of the prior learning of each class and cohort. Different emphasis is placed upon the non-statutory elements as required by the cohort.

How teachers are expected to teach this subject:

Teaching methodology

The curriculum is taught through a range of teaching methods. Wherever possible, learning is through a theme or topic which has some meaning or context for the children. Methods may include looking at examples, demonstration, posing a problem or dilemma, discussion, formulation of questions, recording or presenting information in different media. We ensure learning starts from where pupils are by initial pre-teaching activities and discussions.

We build on pupils' prior learning by recording the learning experiences explored by each cohort and by using these as the basis the next time a topic is encountered.

We ensure that sessions, including those on risky behaviours, remain positive in tone by reminding the children to contribute in line with the Class Charter and that support is available should they need it. We plan and evidence cross-curricular learning by referring to the whole school curriculum plan, which shows coverage for all subjects and the links between them.

Resources from the PSHE Association and resources carrying the Association's Quality Mark support each module and quality assured resources are added to the Programme Builder as they are published.

How is this subject assessed? How do teachers make a judgement?

We assess pupils' learning through observation and discussion to establish their baseline and their endpoint to show individual progress. For older pupils, written work may also be produced and used to inform judgements. This is evidenced by the opinions, knowledge or attitudes children display at the start of areas of work, along with how these develop by the end of the work.

The quality of PSHE teaching and learning is monitored and evaluated through:

- Lesson observations
- Evaluation of work produced
- Discussion with pupils
- Evaluation of surveys with children and parents

The school has a designated governor for PSHE and a report is produced for Governors at least annually.

What is expected in terms of recording and evidencing:

Initial assessment at the beginning of the unit of work, evidencing of understanding through written work and discussion.

How do you know that end points are met?

Revisiting of the initial assessment of the children's understanding where they write about what they have learnt and what they now know.

How is ambition for all promoted within this subject?

We respect pupils' unique starting points by providing learning that is based on their level of development. We ensure that pupils with special educational needs receive access to PSHE Education through high quality teaching, access to alternative resources, general support and where necessary, dedicated support. We offer challenge to our more able pupils by presenting information in different ways, or by re-designing the learning activity e.g. the task may require children to access and information from different sources, make a judgement and apply their thinking.

How does the subject leader(s) *evaluate* impact to know how well the subject is taught?

We evaluate through gathering evidence through discussion with the children, looking at their interest, enthusiasm and engagement through the level of interaction (i.e. questions they ask) and the logical and rational explanations they give about their understanding of what they have learnt.