

PSHE at Minsterley



The PSHE co-ordinator at Minsterley Primary is Karen Roberts. The RSE lead is Katie Wilcox.

INTENT STATEMENT

Aims

At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts.

The PSHE Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

The PSHE guidance was updated and came into effect from September 2020.

The revised curriculum subjects are:
relationships education (primary)
relationships and sex education (RSE)
(secondary)
health education (state-funded primary and secondary)

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Statutory Guidance for Relationships Education

The statutory guidance for Relationships Education in Primary Schools is broken down into five categories:

1. Families and people who care for me
2. Caring friendships
3. Respectful relationships
4. Online relationships
5. Being safe

We use a spiral curriculum to ensure all of the statutory guidance is taught in an age appropriate way building upon prior knowledge.

Long Term Plans

- ▶ At Minsterley we use SCARF and The Chris Winterton Project to ensure full coverage across our PHSE curriculum.
- ▶ We have developed a two year rolling programme to make sure children are not taught the same unit twice if they are in the same class for two years.
- ▶ We are using The Chris Winterton Project instead of the SCARF growing and changing unit as we felt this better suits the needs of our pupils.

Long Term Plan

Year/Half-termly unit titles	1 Me and my Relationships Aut A	2 Valuing Difference Aut B	3 Keeping Safe Spring A	4 Rights and Respect Spring B	5 Being my Best Summer A	6 Growing and Changing Summer B (taught in year group)
EYFS Clee Year B	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Chris Winterton EYFS Caring Friendships Being Kind Families
Y1 Clee Year A Wrekin Year A	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Chris Winterton Year 1 Different Friends Growing and Changing Families and Care
Y2 Wrekin Year B	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Chris Winterton Year 2 Differences Male and Female Anima Naming Body Parts
Y3 Lawley Year A	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Chris Winterton Year 3 Body Differences Personal Space Help and Support
Y4 Lawley Year B Stiperstones Year B	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Chris Winterton Year 4 Changes What is Puberty? Healthy Relationships
Y5 Stiperstones Year A Long Mynd Year A	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Chris Winterton Year 5 Talking About Puberty The Reproduction System Help and Support
Y6 Long Mynd Year B	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Chris Winterton Year 6 Puberty and Reproduction Communication in Relationships Families, Conception and Pregnancy Online Relationships

Progression of Skills

SCARF have a document which outlines progression of skills. Below is an example from the 'Me and My Relationships' unit.

Y2/P3 Key themes Feelings/self-regulation Being a good friend Bullying and teasing Our school rules about bullying			Y3/P4 Key themes Cooperation Friendships			Y4/P5 Key themes Recognising feelings Bullying Assertive skills			Y5/P6 Key themes Feelings Friendship skills, including compromise. Assertive skills		
Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions	Intentions	Skills	Assessment Questions
1. Recognise that people have different ways of expressing their feelings	I understand we have different ways to express our feelings.	Do they show empathy towards other children when they are upset or angry?	1. To know that feelings and emotions help a person cope with difficult times.	I can communicate my feelings and use this to try to manage my emotions.	Do they use effective vocabulary when explaining how they are feeling?	1. To know that feelings can vary by intensity, person and change over time.	I can talk about how feelings change and be different for others.	Do they use a variety of vocabulary for different intensity of feelings. For example to describe anger they would use frustrated, cross, mad, fed up, irritated, annoyed.	1. To learn characteristics and skills in assertiveness	I can be assertive to keep myself happy, healthy and safe.	Is their behaviour flexible in their response to feelings according to context. For example would they behave differently if someone cried after hurting themselves, to if someone cried after losing a game.
2. To identify different ways to respond to the feelings of others.	I can express my feelings in a safe, controlled way.	Do they behave appropriately around those who are showing signs of anger, frustrations or other heightened emotions? (e.g. leaving them alone, offering help, asking for an adult's assistance)	2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	I can collaborate with a team to achieve a goal.	Are they able to self-regulate heightened emotions of anger or frustration?	2. To know and understand the qualities of a 'positive, healthy relationship'.	I can read different emotions by a persons body language.	Do they have empathy towards others who react differently to a situation to themselves?	2. To apply their collaborative skills to friendships and assertiveness.	I can use strategies to resolve arguments or disagreements.	Can they manage most disputes in their friendship circles? Can they compromise and negotiate with their friends?
3. To recognise the differences between bullying, unkind behaviour or teasing.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	Are they accurate in describing the behaviour of others? For example not over using the term 'bullying'	3. To recognise which strategies are appropriate for particular situations.	I can accept I may not always agree with others.	Do they take turns in listening and speaking during group activities?	3. To know when it's appropriate to say no and how.	I can say 'no' in a calm and controlled way.	Are they assertive when communicating their wants, needs and wishes?	3. To learn ways to resolve conflict in an assertive, calm and fair manner.	I can reflect on my behaviour, attitudes and qualities.	Do they usually work well with most children?



Teaching Resources

SCARF

The Chris
Winterton
Project

BBC Teach

Twinkl

PSHE
Association

Harold's picnic

Year: Y2

Subjects and Issues

Drugs Illness Medicines Peer pressure Rules and laws Safeguarding Safety Sleep Responsibility Peer influence Keeping safe

Introduction

Start the lesson with some key question such as:

- If I had a headache what sort of things might make me feel better? (Rest, quiet, sleep, water, medicine etc. NB: ensure the children have suggested alternatives other than just using a medicine)
- When have you felt ill? What was the matter with you? What sort of things helped you to feel better?
- What medicines have you heard of? (Children may mention medicines you won't have heard of, especially if they are being used by themselves or family members)
- How do medicines get into/onto the body? (As a liquid or tablet that you swallow, inhaler, injection, or creams/ointments that are rubbed onto the skin)
- Where should medicines be kept? (Out of reach and sight of children)

Harold's picnic

Using the *What could Harold do?* IWB slides (see resources section), introduce the story by telling the children that they are going to hear about the time that Harold planned a special picnic for his friends Tania, Jocko and Ed6.

Read the story and ask the class the suggested questions below. You can either discuss these questions as a whole class or children could work with talking partners.



Learning Outcomes

Children will be able to:

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.

Whiteboards



DfE Relationships Education and Health Education statutory requirements

- Physical Health and Mental Wellbeing (Health Education)
Mental wellbeing

SCARF

A Whole-school approach
Fully resourced comprehensive PSHE programme
Online - always up to date
Fulfil all DfE statutory requirements for Relationships & Health Education
Half term units of work & planning from Nursery to Year 6
Assessment tools & progression embedded
Support of a SCARF co-ordinator

EXAMPLE LESSON PLAN

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6 Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: **FGM**
Unit 2: **Respect and Equality**

Chris Winterton Project

CURRICULUM OVERVIEW

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

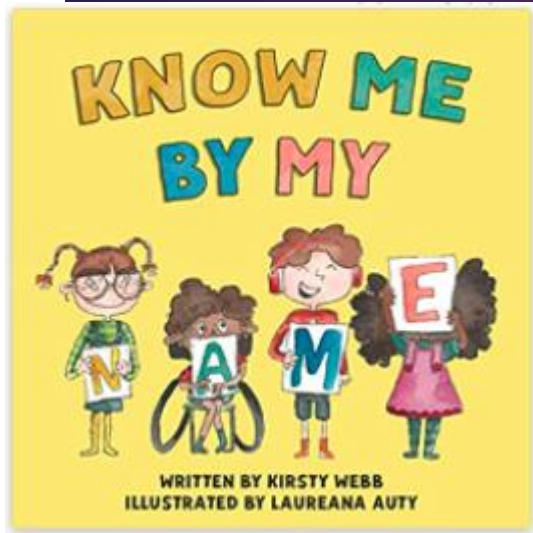
Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a)</p>	<p>Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p>Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>	<p>Lesson 1 Body Differences</p>	<p><i>It's OK to be different</i>, Todd Parr Pictures of male and female bodies Body Difference matching cards</p> <p>Additional Activities <i>Cinderella's Bum</i>, Nicholas Allan <i>Shapesville</i>, Andy Mills</p>
<p>Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)</p>	<p>Learning Intention To consider appropriate and inappropriate physical contact and consent</p> <p>Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch</p>	<p>Lesson 2 Personal Space</p>	<p>PANTS cards Unwanted Touch scenarios</p> <p>Additional Activities <i>It's my body - a book about body privacy</i>, Louise Spilsbury and Mirella Mariani</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)</p>	<p>Learning Intention To explore different types of families and who to go to for help and support</p> <p>Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support</p>	<p>Lesson 3 Help and Support</p>	<p>Families pictures Who can I talk to? worksheet <i>The Family Book</i>, Todd Parr</p> <p>Additional Activities <i>Tell Me Again About The Night I Was Born</i>, Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i>, Allan Ahlberg <i>Spark Learns to Fly</i>, Judith Foxon <i>Stranger Danger</i>, Anne Fine</p>

Chris Winterton Project

EXAMPLE SCHEME OF WORK

Books



What would
you expect to
see in a PSHE
lesson at
Minsterley?

- Learning intention shared
- Retrieval of previous learning
- Use the third person when possible
- Appropriate language used
- Value children's questions but carefully consider answers and ask for further advice if necessary
- Open but responsible discussions
- No recording necessary – discussion.

Threshold concepts and big ideas

Three threshold concepts define personal, social and emotional development: **becoming me**, **becoming a friend**, **becoming a citizen**.

Each threshold concept has its own set of big ideas that drive curriculum provision, as outlined below:



PSHE
in
EYFS

Threshold concept: becoming me

1.0

Importance

Although we are not born with executive function skills, we have the potential to develop them. The process is a slow one that begins in infancy, continues into early adulthood, and is shaped by our experiences. Children build their executive function through engagement in meaningful social interactions and enjoyable activities that draw on self-regulatory skills at increasingly demanding levels. In infancy, interactions with adults help babies focus attention, build working memory and manage reactions to stimulating experiences. Through creative play, games and schoolwork, children practise integrating their attention, working memory and self-control to support planning, flexible problem-solving and sustained engagement.

Big ideas

- Character virtues: children learn to recognise basic character virtues.
- Managing self: children learn to manage their needs, including dressing, eating and drinking, washing and toileting.
- Physical health: children learn the importance of being healthy, including physical activity, diet and sleep.
- Mental health: identifying feelings is a stepping stone towards managing feelings. Children learn to see mental health as something they can influence.

Vocabulary

- choose
- conflict
- emotions
- fair
- feelings
- help
- manners
- rules
- share
- sorry

Progression milestones



EYFS 'Becoming Me' Thread

Threshold concept: becoming a friend

Importance

Children's opinions about themselves are formed during the Early Years. The relationships they form with others are crucial for healthy development. A healthy self-concept is a strong foundation on which to build cognitive skills. Children create their self-concept by interacting with and comparing themselves to others. Children who have low self-esteem and poor social skills are at risk of becoming anxious; anxiety causes cognitive overload in children. Constant worrying reduces the capacity of the working memory to concentrate on new things. For children, having friends is a measure of their self-worth.

Big ideas

- Self-image: children need to understand that everyone is different and special.
- Relationships: differences should be celebrated. Children need to understand the concept of a friend.

Vocabulary

- conflict
- different
- friend
- kind
- listen
- special
- talk

Progression milestones

N

Takes turns and shares (not consistently).
Seeks the approval of an adult.
Enjoys make-believe play.
Has a set of feelings about themselves.
How they feel about themselves is influenced by their relationships with people around them.

R1

Is sociable and enjoys silly talk.
May have a best friend.
Plays with a group.
Has a stable self-concept.
Is beginning to identify what makes them special.

R2

Is developing a sense of social rules.
Prefers games of rivalry.
Enjoys cooperative play, often relying on an adult to sort out conflicts.
Shows sensitivity to the needs of others.
Much of their personality is established.
Is beginning to recognise differences between themselves and others.

EYFS 'Becoming a Friend' Thread

Threshold concept: becoming a citizen

Importance

Through working together and collaborating with others, children begin to learn about diversity, language, culture, living environments, abilities and needs. When children collaborate in the classroom they are laying the building blocks of democracy. By caring for their learning environments, both indoors and outdoors, children take their first steps to becoming custodians of the planet. This growing awareness helps children to become global citizens and provides a vehicle for them to think about what they might like to do in the future.

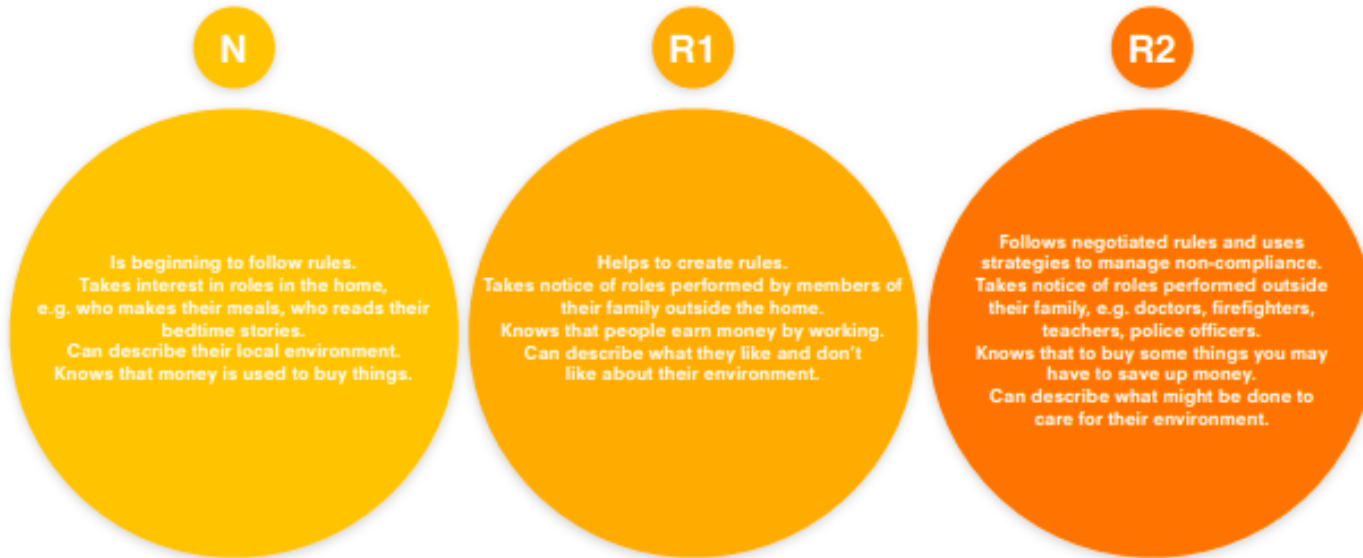
Big ideas

- Children become increasingly aware of social norms and customs (at home, at school, in the community and in the wider world through the media).
- Children learn about the world in which they live and take responsibility for protecting it.
- Children take responsibility for their actions and begin to follow rules in different situations.
- Children learn what is meant by economic well-being, understanding money, where it comes from and how it is used.

Vocabulary

- collaborate
- democracy
- environment
- job
- look after
- money
- planet
- recycle
- responsibility
- save
- spend
- world

Progression milestones



EYFS 'Becoming a Citizen' Thread

PSHE and RSE Policy

► Our PSHE and RSE policy identifies how and when parents can choose to withdraw a child from non-statutory Sex Education. We have had discussions with parents about our PHSE curriculum and how we can adapt our relationships lessons to ensure the statutory content is delivered in a way which respects families religious beliefs.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This

could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Pre and Post Unit Assessment

There is a pre and post unit assessment for each unit and year group on SCARF. This can be used to check prior subject knowledge and evaluate learning as individuals or as a class.

“Children’s pre unit responses provide a baseline to establish their prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus. Comparing ‘before and after’ responses helps to demonstrate progress and identify any remaining gaps.”


Wearing my SCARF: Y5/P6 Keeping Myself Safe

My name:

Date 1 Date 2

coram
Life Education

SCARF



1. Someone asks you to lend them something that's new (which you don't want to lend)...

2. Someone asks you to play somewhere that's not safe...

3. A friend tells you not to be friends anymore with one of your other friends...

4. Someone dares one of your friends to go swimming with them in the reservoir where there are warning signs saying 'Danger! Hidden currents. No swimming!'

5. A friend dares you to take something that doesn't belong to you. You don't want to...

What could you do if...

? ? ?

? ? ?

© Coram Life Education SCARF resources Pre/Post unit record

Formative Assessment

- ▶• Attitude ranking statements or continuums
- ▶• Diamond nines
- ▶• Discussion
- ▶• Draw and Write
- ▶• Formal debate
- ▶• Graffiti boards/sheets/post-it notes
- ▶• Leaflet design
- ▶• Mind map
- ▶• Mock radio or TV interview on a 'hot topic'
- ▶• Open questions
- ▶• Presentations
- ▶• Quizzes or Questionnaires
- ▶• Role play/Scenarios
- ▶• Sentence stems or rounds
- ▶• Word/brainstorm, thought shower

Wearing my SCARF: End of Unit Assessment – Y5/P6



Child's name _____

Unit	Assessment element	Emerging	Expected	Exceeding	Teacher and child's record of progress (Date)
my relationships	Feelings	I can give examples of our emotional needs.	I can give a range of examples of our emotional needs and explain why they are important.	I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.	
	Friendship skills, including compromise	I can give some examples of how to be a good friend.	I can explain why these qualities are important.	I can give examples of these qualities in action and the difference they make.	
	Assertive skills	I can give an example of how to stand up for myself (be assertive)	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use	I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive)	

Summative Assessment

- ▶ Assessment of PSHE can include peer assessment and self-assessment alongside the class teacher using age specific descriptors (produced by SCARF) to make a professional judgement on a children's attainment.