



Intent

Excellence

At St Thomas' Church of England Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Our personal, social, health and economic education (PSHE) and Relationships, Health Education programme promotes children's personal, social and economic development, as well as their health and wellbeing. It provides information about keeping healthy and safe, emotionally and physically; encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment. Our PSHE and RSE curriculum sets the foundations on which our pupils can build upon when striving for excellence. Our myHappymind scheme is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children. It is backed by NHS using preventative strategies firmly rooted in science, research, and the fields of neuroscience and positive psychology.

Experience and life skills

Our broad curriculum allows children opportunities to become independent and responsible members of society. Combined with our Beacons of Light curriculum, our pupils experience life outside of their own locality and develop an understanding of the diverse world in which we live.

Through a combination of weekly lessons, worship, assemblies and theme weeks/ days, our pupils develop an understanding of life in the wider world; how they can become responsible and active citizens and the responsibilities they will face as they move towards adult life. During our My Happy Mind and Christopher Winter's Relationships lessons, our pupils discuss and explore a wide range of topics from challenges we may face, diversity and personal relationships, allowing pupils time to consider the choices we may face and how to approach them. Pupils will learn about economic well-being; healthy lifestyles and how we have a responsibility to care for our environment. Our Economic money sessions educate pupils to have a sound and sensible attitude towards money, raising their awareness of the importance of financial planning for the future.

Our safeguarding and PSHE curriculum run hand in hand. Key understanding of keeping safe, from responding to an emergency, to e-safety and healthy relationships are taught throughout the curriculum in our My Happy Mind lessons; discrete half termly lessons and short reminders in every session.

Celebrate diversity

Our PSHE curriculum is enabled by technology, making learning fun. We're also proud that myHappymind is tailored to meet the needs of neuro-diverse children so every child can access our Curriculum. There are also lessons on neurodiversity to enable the whole school community to better understand and embrace diversity.

At St Thomas', children's wellbeing, happiness and safety are our first priority; therefore, teaching & learning is sensitive to individual needs and supports children's self-esteem through inclusivity. Our PSHE Curriculum explicitly teaches the need for a society that celebrates diversity and promotes equality.

The myHappymind curriculum is grounded in scientific research and helps children to:

- ✓ Feel happier
- ✓ Know what to do when they feel worried or stressed
- ✓ Improve their focus and learn more
- ✓ Achieve more of the goals that they set for themselves
- ✓ Develop better relationships with friends and families
- ✓ Feel great about who they are and have positive self-esteem

The Christopher Winter Project scheme lessons have increased focus on families, relationships, safeguarding/keeping children safe and added additional units on respect and equality. We encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

Christian values

Our vision statement, 'Let your Light Shine', reflects our belief that every child is uniquely created and deeply valued as part of God's creation. Through our Lighthouse Curriculum, we aim to nurture, support and inspire each pupil so that they can discover their God-given gifts, develop their individuality and flourish in their learning, actions and relationships.

As a Church of England school, our Christian vision and values underpin all areas of the curriculum, including PSHE. Through the teaching of PSHE, pupils are supported in developing an understanding of themselves and others, recognising their own value and the value of every individual. Learning opportunities encourage children to build positive relationships, show empathy and respect, and develop the confidence to make responsible choices that support their wellbeing and the wellbeing of others.

Pupils are encouraged to reflect on their role within the school community and the wider world. Through discussion of local and global issues, children learn about responsibility, justice and compassion. Children learn how their decisions can positively impact others and the wider world, developing the capacity for courageous advocacy. Within PSHE lessons, children are encouraged to listen to different perspectives, work collaboratively and demonstrate kindness and respect, reflecting our commitment to living out our Christian values in everyday life.

Reading and vocabulary

Children are given opportunities to coherently articulate knowledge, skills and understanding by using explicit subject specific vocabulary in appropriate situations. Reading is used throughout our curriculum when appropriate to the unit being taught.

Knowledge rich and academic

Through worship, experiences and weekly teaching, we encourage our children to play a positive role in contributing to the life of the school, considering their own responsibilities, rights and duties as individuals and members of the wider community. In so doing, we help develop their sense of self-worth, courageous advocacy and they learn to appreciate what it means to be a positive member of a community, inspiring them to be the very best version of themselves. We believe our PSHE curriculum lays the foundations that allow our pupils to reach the highest of aspirations, equipped with the knowledge and understanding to do so.



'Let your Light Shine' Matthew 5:16



Implementation

Expectations

- Structure of lesson:

Ground Rules and Safety Reminders

Each PSHE lesson starts with ground rules to ensure pupils are comfortable and will only ask questions they feel are appropriate and relevant to the lesson. Each lesson will begin with a reminder of a key safety messages which have been selected to cover a range of important topics.

Retrieval:

Children will take part in a short, independent or group/ class task where they will be required to retrieve previously gained knowledge or any knowledge if starting a new unit. The children may have acquired this knowledge in a previous lesson, unit of work or even a previous year group. This task is designed to strengthen our pupils' memories of key knowledge, enabling them to permanently remember and make progress across the PSHE curriculum.

Vocabulary:

Children will be introduced to relevant vocabulary/specific terminology when necessary throughout the lesson. This may be a My Happy Mind module principle focus for the lesson. Children will be asked to apply new vocabulary during the lesson. Teachers will provide age appropriate definitions for words outlined in each lesson plan and key stage.

Teach:

The teacher will share the knowledge/ information for the lesson with the children. This is an opportunity for children to listen to and understand the new information. This includes a selection of quizzes and subject specific vocabulary.

Partner Talk:

Children will work with a partner to complete a short task or discuss new information. Children will be expected to apply their understanding of the new information taught. They may be given a scenario, questions, pictures, statements, quizzes, games or problems.

Independent Task:

The children will now work independently on a task. This may be a written and drawing task in their My Happy Mind journals or PSHE exercise books. It will be generating a response to a scenario/ problem or Team HAP part of the brain that will require the children to apply everything they have learned.

Books/ Scrapbooks:

Pupils will have individual My Happy Mind journals and PSHE exercise books for individual work to be completed in. If a lesson includes group activities or practical work evidence these are recorded in class scrapbooks.

Assessment:

Assessment of PSHE should continuously be used to inform teaching. Teachers should assess children on knowledge goals on a termly basis and informally throughout units, adapting their planning and teaching where necessary.

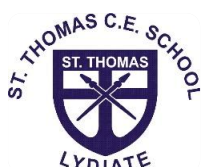
Impact

By the end of primary school, pupils should know:

Relationships Education:

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.



‘Let your Light Shine’ Matthew 5:16



- 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 marriage¹³ 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.

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).



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- 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 e.g. family, school and/or other sources.

Physical Health and mental wellbeing Education

Mental wellbeing

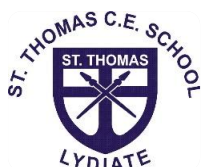
- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.



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Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.