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## PSHE & RSE INTENT STATEMENT

At Oldbrook First School, our aim is to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by creating a programme of study that is bespoke to our school and all our children.

*Relationship and Sex Education in Infant schools is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE aims to give children essential life skills to build positive, respectful and enjoyable relationships with others. RSE also aims to give children the skills to stay safe both on and off line. RSE, within PSHE, helps to explore children's own attitudes and values and develops their self-esteem and confidence to view themselves in a positive way.*

The aims of relationships and sex education at Oldbrook First School are to provide children with the opportunities to develop knowledge, skills and understanding to lead a confident, healthy and happy life. We have a strong focus on developing children's understanding of positive and healthy relationships, to enable successful relationships throughout their lives.

At Oldbrook First School we place high value and importance on family life and we aim to reflect the different family backgrounds our children come from. We will help the children develop knowledge and understanding of what caring and loving families are.

The children will explore emotions and feelings and we will provide the children with opportunities to develop their vocabulary to enable them to express these clearly. We will help the children to understand who you should speak to when you feel unsafe or worried about something.

Our aim is for the children to develop feelings of self-respect and pride in themselves. We aim to develop the children's empathy towards others, understanding that although people and families may be different everybody is entitled to respect.

We recognise that children are growing up in a world where the internet will be a key part of their lives with both benefits and risks. We aim to equip children with the knowledge to enable them to stay safe online and understand what to do if something online concerns or worries them.

We will model healthy relationships and help the children understand how having a healthy relationship is important to your mental wellbeing.

## PSHE & RSE IMPLEMENTATION

The PSHE and RSE curriculum seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable to speak openly and honestly. At Oldbrook First School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers consider the children's age, ability and readiness. P.S.H.E will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day, healthy me week and walk to school week.

We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are.

### **Early Years and Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the three core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### **Key Stage One**

In Year One and Two PSHE lessons are often more structured and follow the scheme of work that is in place. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

British Values - As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as voting for school council members, assemblies and discrete PSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values and respecting similarities and differences. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **Implementation through Assessment, Recording, Reporting and Monitoring**

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know and understand at the end of each year and key stage. Assessment should offer the children the opportunity to reflect on their own progress. Within the Foundation Stage, PSHE objectives are documented on Tapestry and Target Tracker which includes

specific focussed PSHE objectives and circle time activities. Key Stage One record their learning in their 'topic' book where circle time discussions are recorded alongside pictures of activities that are completed during PSHE lessons and any comments made by children that are relevant to the topic.

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader will monitor plans, teaching and learning in order to evaluate strengths and weaknesses in the school and indicate areas for improvement. The subject leader will regularly evaluate the scheme of work to ensure that the needs of the pupils are being met and that there is progression and continuity of learning through the school.

### **Implementation through inclusion, including meeting the needs of pupils with SEND**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity.. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

## **PSHE & RSE IMPACT**

Pupils at Oldbrook First School are encouraged to talk and to shares ideas and experiences and their comments are noted. Children may record their learning and photographic evidence is collected. We use a variety of ways to find out what the children know. Teachers frequently question children throughout lessons to gauge learning and understanding, particularly at the beginning and end of a lesson.

Monitoring includes scrutiny of work and interviews with pupils. These ensure curriculum coverage and show children's attitude to learning and the quality of learning.

## PSHE & RSE OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	New Beginnings	Identifying own and other's emotions.	Mindfulness	Getting on and falling out	Healthy mind, healthy body, healthy me	Transition/Accepting Change/ Belonging
<b>Reception</b>	New Beginnings Setting Goals Routines Personal Health Uniqueness	Safety: fire, road, stranger danger Identifying own and other's emotions.	Mindfulness Developing friendships	Getting on and falling out NSPCC Pants Rule	Healthy mind, healthy body, healthy me Caring for the environment	Transition/Accepting Change/ Belonging Making new friendships
<b>Year 1</b>	New Beginnings Setting Goals Routines Personal Health BLP Belonging	Safety: fire, road, stranger danger Identifying own and other's emotions. Know the different groups to which we belong Recognise the ways their own behaviour affects others	Mindfulness Care for myself: Develop skills for maintaining personal hygiene, cleaning teeth, washing hands	Getting on and falling out Caring for others: Understand that people sometimes have families that look different to our own	Keeping safe: Know how to recognise and report feelings of being unsafe Know where to get advice e.g. family, school How to respond safely and appropriately to adults they encounter, including online Healthy mind, healthy body, healthy me	Looking forward: Know the importance of self-respect and how this links to their own happiness  Transition/Accepting Change/ Belonging
<b>Year 2</b>	New Beginnings Setting Goals Routines Personal Health BLP Growth Mindset	Identifying own and other's emotions. Celebrating and recognising differences: Recognise and name feelings. Be proud of who they are and recognise different does not mean better or worse. The importance of respecting others even when they are very different from them.	Mindfulness My body is important: What constitutes a healthy diet. The principles of planning and preparing healthy meals. The mental and physical benefits of an active lifestyle.	Getting on and falling out. Changing friendships How important friendships are in making us feel happy and secure. The characteristics of friendships –mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, supporting with problems and difficulties.	Healthy mind, healthy body, healthy me Taking charge Recognise and talk about their emotions and developing a more varied vocabulary when talking about their own and others emotions.	Transition/Accepting Change/ Belonging Looking forward Recognise who to trust and who not to trust How to judge when a friendship is making them feel unhappy or uncomfortable

## PSHE & RSE PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
<b>Health and Wellbeing</b>	<p>Setting Expectations Learning Behaviours - BLP Good To Be Me - me and family Learning School Routines Importance of healthy diet and lifestyle Feeling well and unwell Personal hygiene and handwashing Dental health Moving On and Accepting Change Resilience -Growth Mindset Memories – identifying things that we have enjoyed Personal Hygiene - washing hands/body parts (discussion) - dental (relate to changes as we age) - Sun Safety (Slip, Slap Slop) Sorting Active Month -exercise, mind, food, sleep</p>	<p>Setting Expectations Learning Behaviours - BLP - things I enjoy - things I find challenging Going for Goals -Setting a goal Caring For The Environment Personal Hygiene - washing hands/body parts (circle time) - Dental (brushing teeth) - Sun Safety (Slip, Slap Slop) Poster Active Month -exercise, mind, food, sleep Looking forward: Know the importance of self-respect and how this links to their own happiness Understand that there is a normal range of emotions and that we experience them in relation to different experiences and situations Develop a more varied vocabulary to describe their emotions Belonging To A Group (NB: Deliver in a transition to YR2) Moving On (circle time) Resilience - Growth Mindset Memories – identifying things that we have enjoyed</p>	<p>Setting Expectations Learning Behaviours - BLP - What I am good at - What I find challenging Going for Goals Personal Hygiene - washing hands/body parts (circle time) - Dental (Poster) - Medicine Safety - Sun Safety (Slip, Slap Slop) Advert Active Month -exercise, mind, food, sleep Moving On and Accepting Change (circle time) Resilience – Growth Mindset Memories – identifying things that we have enjoyed My body is important: What constitutes a healthy diet. The principles of planning and preparing healthy meals. The mental and physical benefits of an active lifestyle. The importance of regular exercise in daily and weekly routines. Knowing that each person's body belongs to them. (e.g. to <i>judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</i>) Taking charge</p>	

			<p>Recognise and talk about their emotions and developing a more varied vocabulary when talking about their own and others emotions.</p> <p>How to judge what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>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.</p>	
<b>Living in the Wider World</b>	<p>Fireworks Safety - sparklers Stranger Danger Celebrate Road Safety Week Caring For The Environment - handling animals</p>	<p>What to do when you're lost Stranger Danger - Little Red Riding Hood Fireworks Safety Road Safety Celebrate Road Safety Week Care for myself: Develop skills for maintaining personal hygiene, cleaning teeth, washing hands Think about what can go on their body and in their body and that some substances can be harmful (<i>e.g being safe round medicine/tablets. What to do if you find medicine/tablets . What medicine/tablets might look like</i>)</p> <p>Keeping safe: Know how to recognise and report feelings of being unsafe Know where to get advice e.g. family, school How to respond safely and appropriately to adults they encounter, including online.</p>	<p>Fire Safety Stranger Danger - e-safety Fireworks Safety -scenario roleplay Road Safety Celebrate Road Safety Week Caring For The Environment</p> <p>Who is in charge: The communities that they are a part of including their families and the wider community The people in their community who they can trust that can help and support them being self-confident and developing respect for themselves</p>	
<b>Relationships</b>	<p>Recognise my own uniqueness Courtesy and Manners</p>	<p>Getting on and falling out - reading PSHE stories</p>	<p>Getting on and falling out _ reactions/angry</p>	

	<p>Families are important because they give love, security and stability</p> <p>Family make us feel happy and secure</p> <p>Recognise and name a range of emotions (happy sad, cross, worried)</p> <p>Recognise who to trust/not to trust</p> <p>Similarities/differences between people</p> <p>Getting on and falling out - identifying own and other's emotions (happy, sad, worry)</p> <p>-Pants Rule (NSPCC)</p> <p>How to make new friends</p> <p>Healthy friendships that are welcoming and inclusive</p> <p>The importance of giving and co-operating on relationships with friends, adults and peers.</p>	<p>'Jamaica and Breana'</p> <p>'We are wearing out the naughty step'</p> <p>-Friendships and families</p> <p>-bullying/seeking help</p> <p>Relationships</p> <p>-Pants Rule (NSPCC)</p> <p>Working together:</p> <p>Being respectful to others</p> <p>Developing healthy friendships</p> <p>How friendships make us feel happy and secure</p> <p>How people choose and make friends</p> <p>Understanding how to maintain a friendship</p> <p>Other people are special too</p> <p>Understanding how others feel and how to respond</p> <p>Know the different groups to which they belong: families, friends, school, Recognise worth in others</p> <p>Recognise the ways their own behaviour affects others</p> <p>Caring for others:</p> <p>Understand that people sometimes have families that look different to our own. <i>(e.g A family is people who live with you and/or look after and love you. This could be parents/carers/extended family)</i></p> <p>Importance of quality family time together.</p> <p>Consider the value of being part of different groups and communities</p> <p>Respect other people's achievements</p>	<p>Debate/listening to others' opinions/ respect</p> <p>(perspective of Peter Rabbit and Mr McGregor; who was naughty?)</p> <p>Relationships</p> <p>-Pants Rule (NSPCC)</p> <p>Celebrating and recognising differences:</p> <p>Recognise and name feelings.</p> <p>Be proud of who they are and recognise different does not mean better or worse.</p> <p>The importance of respecting others even when they are very different from them. <i>(e.g Each of us is different, we are all unique and we must respect those differences)</i></p> <p>How families sometimes look different from theirs. <i>(e.g A family is people who live with you and/or look after and love you. This could be parents/carers/extended family. That families are important for children growing up because they can give love, security and stability. 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)</i></p> <p>Changing friendships</p> <p>How important friendships are in making us feel happy and secure.</p> <p>The characteristics of friendships –mutual respect, truthfulness, trustworthiness,</p>	
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<b>Vocabulary</b>			
	Foundation Stage	Year 1	Year 2
RSE			boys, girls, different, body, parts
Safety	rules, danger, real, fake, danger, private	substance, dangerous, feelings, rules, harmful, medicine, real, imaginary, danger, unsafe, worried, private, community, help, safety	medicine, healthy, pharmacy, doctor, safety, asthma, instructions, emergency, safe, responsible, unsafe, hazards, road safety, fire safety, danger
Mental Health and Emotional Wellbeing	happy, sad, worried, excited, angry, same, different, emotion.	care, excluded, friend, difficult, problems, resolve	goal, challenge, kindness, conflict, qualities, impact
Physical Health and Wellbeing	healthy, unhealthy, exercise	food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, cultures, world, countries, special times	healthy, diet, oral health, physical activity, sleep, vaccination, routine. hygiene, food, rest, routines

Economic Wellbeing	job, money	earn, find, pocket money, borrow, save, choices, jobs	earn, find, pocket money, borrow, save, choices, jobs
Identity, Society and Equality	same, different	special, different, dilemma, responsibility, challenge, unhelpful, problem	behaviour, co-operative
Rights Respecting	needs, wants, rules	respect, responsibility, rules	respect, responsibility, rules, rights