



What we aim to do

Personal, Social and Health Economics Education form part of the National Curriculum. Our aim is to help our children develop fully as individuals and as members of families and social and economic communities. Through PSHE we develop the children's knowledge and skills to enable them to become healthy, happy, economically secure and successful, responsible citizens.

Throughout the school there is a planned approach to the teaching of PSHE, however, we are responsive to the experiences of the children in the class and sometimes themes/discussions are based on the experiences and enquiries that are raised by the children.

Our PSHE curriculum is divided into core themes which are:

- Health and Wellbeing / Social and Emotional Development
- Relationships (which includes RSE)
- Living in the Wider World/ Citizenship / Economic Development

Our citizenship strand demonstrates how we promote fundamental British values (democracy, rule of law, individual liberty and respect and tolerance of / for others).

The school uses DfE recommended materials to teach the PSHE curriculum.

What we do

PSHE includes everything our school does to promote pupils' good health and wellbeing, from our termly mindfulness workshops, to our Secrets of Success and growth mindset. Our pupils' wellbeing is at the core of everything that we do.

PSHE is taught weekly in each class with a curriculum that is designed so the children come back to key elements to enable them to develop in line with their emotional development and understanding of a topic.

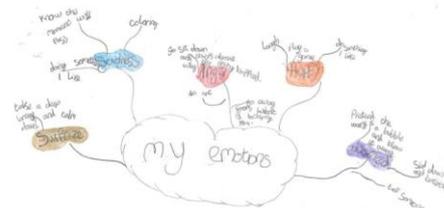
However, much of this is also influenced and developed through day to day teaching, keeping children safe and our overall ethos including valuing differences in opinion, ideas and appearance and celebrating during collective worship.

As a school experiential learning is key and we take part in many themed weeks throughout the year, inviting visitors in for these, with a focus on happiness and friendship during Happiness week in the autumn term, the police visit to talk to the children about staying safe online, visitors and trips form Sports week where the children challenge themselves to tackle something new and Olympic and Paralympic athletes visit.

Any issues that arise for specific children, year groups or due to external influences are built into PSHE and classroom discussions. This is part of our culture of designing a curriculum based on our pupils and being responsive to our children's needs.

Through Randwick Runway, all pupils are involved in our social action group and the Eco-council working towards Eco school award.

See what we have achieved





Owl Progression Map (EYFS)

Early Learning Goal:

Personal, Social and Emotional Development: Self-Confidence and Self-Awareness

To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development: Managing Feelings and Behaviour

To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development: Making Relationships

To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Physical Development: Health and Self-care

To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

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Opportunities:

- Provide extended periods of time for the children to follow their own learning without interruption and allow them to return to activities to complete them to their own satisfaction.
- Allow time for children to reflect on successes, achievements, gifts and talents.
- Support the children to feel good about their own successes.
- Regular, planned times for children to talk to their group about what they have done.
- Use books and allow regular time for children to explore their own and others' feelings.
- Involve the children in creating class and school rules and give them responsibility for following them.
- Talk about fair and unfair situations, model being fair.
- Provide activities that involve turn-taking and sharing in small groups
- Involve the children in planning opportunities for them to be active in ways that interest them

Adult support:

- Model being a considerate and responsive partner in interactions
- Ensure children and adults make opportunities to listen to each other and explain their actions
- Offer help with activities when asked but not before
- Intervene when children need help resolving a difficult situation – scaffold their interaction to enable them to attempt to resolve conflicts
- Promote health awareness by talking with the children about the positive effect of exercise on their body and the contribution it can make to their health
- ask questions
- suggest a way to solve a problem
- wonder about ideas

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Randwick Church of England Primary School

Personal Social Health Economics Curriculum

Buzzard PSHE Progression Map (KS1)

Health and wellbeing	Relationships	Living in the wider world
Keeping safe at home All about me	Friends and family Kindness and anti-bullying	Citizenship and British values Financial capability Internet safety Media influence Social issues
<p>1. to understand what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p>2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p> <p>3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</p> <p>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>6. the importance of and how to maintain personal hygiene</p> <p>7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p> <p>8. about the process of growing from young to old and how people's needs change</p>	<p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>2. to recognise how their behaviour affects other people</p> <p>3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</p> <p>4. to recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>7. to offer constructive support and feedback to others</p> <p>8. to identify and respect the differences and similarities between people</p> <p>9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>1. how to contribute to the life of the classroom</p> <p>2. to help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>4. that they belong to various groups and communities such as family and school</p> <p>5. what improves and harms their local, natural and built environments and about some of the ways people look after them</p> <p>6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>

BUZZARDS



Randwick Church of England Primary School

Personal Social Health Economics Curriculum

- 9. about growing and changing and new opportunities and responsibilities that increasing independence may bring
- 10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- 11. that household products, including medicines, can be harmful if not used properly
- 12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety))
- 13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
- 14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

- 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- 13. that there are different types of teasing and bullying, that these are wrong and unacceptable
- 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help



Randwick Church of England Primary School

Personal Social Health Economics Curriculum

Kestrel Progression Map (Lower KS2)

Health and wellbeing Keeping safe at home All about me	Relationships Friends and family Kindness and anti-bullying	Living in the wider world Citizenship and British values Financial capability Internet safety Media influence Social issues
<ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement 9. to differentiate between the terms, 'risk', 'danger' and 'hazard' 10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience 11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe 12. that bacteria and viruses can affect health and that following simple routines can reduce their spread 13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media 14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong 15. school rules about health and safety, basic emergency aid procedures, where and how to get help 16. what is meant by the term 'habit' and why habits can be hard to change 	<ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 	<ol style="list-style-type: none"> 1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people 2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules 3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices 5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation 6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities 7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment 8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices 9. what being part of a community means, and about the varied institutions that support communities locally and nationally 10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing 11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom 12. to think about the lives of people living in other places, and people with different values and customs 13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer 14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) 15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment 16. about enterprise and the skills that make someone 'enterprising' 17. to explore and critique how the media present information.



Randwick Church of England Primary School

Personal Social Health Economics Curriculum

17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others 18. how their body will, and emotions may, change as they approach and move through puberty 19. about human reproduction 20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. 21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) 22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others 23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people

14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)
15. to recognise and manage 'dares'
16. to recognise and challenge stereotypes



Randwick Church of England Primary School

Personal Social Health Economics Curriculum

Sparrowhawk Progression Map (Upper KS2)

Health and wellbeing Keeping safe at home All about me	Relationships Friends and family Kindness and anti-bullying	Living in the wider world Citizenship and British values Financial capability Internet safety Media influence Social issues
<p>1. what positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p>3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p>4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p>8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</p> <p>9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</p> <p>11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>15. school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>16. what is meant by the term 'habit' and why habits can be hard to change</p> <p>17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and</p>	<p>1. to recognise and respond appropriately to a wider range of feelings in others</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</p> <p>5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</p> <p>7. that their actions affect themselves and others</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view</p> <p>11. to work collaboratively towards shared goals</p> <p>12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p> <p>13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</p> <p>15. to recognise and manage 'dares'</p>	<p>1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people</p> <p>2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</p> <p>6. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>7. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>12. to think about the lives of people living in other places, and people with different values and customs</p> <p>13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>16. about enterprise and the skills that make someone 'enterprising'</p> <p>17. to explore and critique how the media present information.</p>



Randwick Church of England Primary School

Personal Social Health Economics Curriculum

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There are no set coverage requirement for each of the years in key stage 2 as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops, therefore the skills are covered in both Kestrels and Sparrowhawks.

This progression map will be reviewed July 2020 to reflect the changes to the PSHE/ RSE curriculum.