



Tonacliffe Primary School PSHE Curriculum Statement 2024- 2025

Our PSHE Curriculum

PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.

Intent

At Tonacliffe Primary School, it is our intent 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 their physical, emotional and moral development, and helping them to understand and respect themselves, respect others as well as forming and sustaining healthy relationships. This will be implemented by creating a programme of study that is bespoke to our school and all our children. The two main core themes of our PSHE programme of study focuses on Relationships Education and Health Education. A third core theme, Living in the Wider World, is also an integral aspect of our curriculum.

The aims of our bespoke PSHE curriculum:

EYFS

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Be able to take risks in their own play and manage these.
- Explain the reason for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others.
- Form positive attachments with adults and friendships with peers.
- Show sensitivity to their own and other's needs.
- Talk about the lives of the people around them and their roles in society

KS1

- About growing, changing and becoming more independent
- The correct names for the main parts of the body
- To recognise what they are good at

LKS2

- To recognise their achievements and set personal targets for the future
- To recognise a wider range of feelings, both good and not so good
- Understand that people can experience conflicting feelings at the same time
- For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty

UKS2

- Positive and negative affects health and wellbeing (including mental and emotional health)
- To recognise what a 'balanced lifestyle' is and the benefits of this
- Influences on food and diet and developing skills to help make their own choices about food
- Risks and effects of legal and illegal substances (drugs – including medicines, alcohol and tobacco)
- Different ways of achieving and celebrating personal goals as well as having high aspirations that can support personal achievements
- Describe the range and intensity of their feelings to others
- How to manage complex or conflicting emotions
- About the changes that happen at puberty (recap learning from year 4)

<ul style="list-style-type: none"> and set simple goals • About things that keep our bodies healthy • Personal hygiene • Sharing views and opinions with others • Respecting differences and similarities between people • Keeping safe and how to ask for help if they are unsure about something 	<ul style="list-style-type: none"> • Sharing views and opinions with others • Respecting differences and similarities between people • Understand and accept a wide range of family arrangements (single parent, same sex, grandparents, foster parents etc) • About keeping safe in the local environment about keeping safe online • About the sustainability of the environment across the world • About the role of money and ways of managing money (budgeting and saving) about what is meant by 'interest' and 'loan' • About what makes up a balanced diet and understand choices about food • What is meant by a habit and how they can be hard to change 	<ul style="list-style-type: none"> • Human reproduction in the context of the human lifecycle • Roles and responsibilities of parents and carers • How a baby is made and how it grows • That pregnancy can be prevented and understand safer sex routines can stop infections • about independence, increased responsibility and keeping safe • Strategies for managing risk and recognising different influences on behaviour, including peer pressure and media influence • How to resist unhelpful pressure and ask for help • Know the right they have to protect their body • That female genital mutilation (FGM) is physical abuse and is illegal and the importance of speaking out about FGM • About who is responsible for their health and wellbeing where to get help advice and support • About how resources are allocated and the effect this has on individuals, communities and the environment • How finance plays an important part in people's lives • About being a critical consumer • What is meant by 'interest', 'loan', 'debt' and the importance of looking after money, including managing loans and debts that people pay 'tax' to contribute to society • What it takes to set up an enterprise
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Implementation

The school 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 and to speak openly and honestly. At Tonacliffe Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. PSHE is provided through planned discrete curriculum time as well as through assemblies and class discussions/circle time. The curriculum is proactive, however there are times when issues may arise and these are addressed in the moment. PSHE skills and attributes are interwoven and infused in whole school life. We ensure school calendar links are included within our PSHE programme of study, including events such as, mental health awareness week, Bikeability, (which we use external contributors) and walk to school week. Teachers use a range of resources including books and ICT to deliver lessons. We are members of the PSHE Association. Our teaching is responsive to current affairs and is adapted to the needs of the children. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

Impact

The children's learning is evidenced through use of their own PSHE book, which records their personal development throughout their time at Tonacliffe Primary School. The books show the progress children make in their social, emotional and personal development as well as showcasing their individual achievements. Teachers complete an end of unit of assessment demonstrating where each child is working at and reference is made to examples of work in the class big book. Book scrutinies, pupil interviews and learning walks occur to ensure quality teaching and learning is taking place consistently across the whole school. Our children leave us knowing they are their own person and have a good sense of self. The children assess personal risk and make informed decisions. We support children to be socially and emotionally secure and have good values and outstanding behaviour.