

Shilbottle Primary

Fun, Respect & Friendship



PSHE long term Overview

Personal, social, health and economic education will underpin the philosophy and practice at Shilbottle Primary. We promote pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Whilst the school's PSHE programme is planned and delivered throughout the curriculum, this policy assumes that it is supported and reinforced by the ethos of the school itself. It is a responsibility to be shared by governors, teachers, support staff and parents.

The school accepts the importance of remaining sensitive to a child's individual needs while recognising the pupils' variety of backgrounds, experiences and stages of development.

Working in partnership and collaboration

To ensure children at Shilbottle Primary School are offered the right to experience high quality PSHE provision and experiential learning staff and leaders work to ensure meaningful links within the wider professional community.

On a yearly basis the below contributors are used to enhance the PSHE curriculum offer at Shilbottle Primary school. Staff research creative opportunities in the wider community to enhance long term planning.

- ***Community Police officer***
- ***School Council – Pupil Voice***
- ***Countryside Code***
- ***Northumbria University mentoring service – Campus explorers***
- ***Duchess Community High School***
- ***Parent Volunteers – careers assemblies***
- ***School Nurse advisors (RSE)***

Core overarching concepts of the PSHE curriculum at Shilbottle Primary are as follows:

- **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Relationships** (including different types and in different settings)
- **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Risk** (to be managed rather than simply avoided) and **safety** (including behaviour and strategies in different settings)
- **Diversity** and **equality** (in all its forms)
- **Rights, responsibilities** (including fairness and justice) and **consent** (in different contexts)
- **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Cultural capital and careers** (including enterprise and economic understanding).

<p>Termly Events and reoccurring themes</p>	<p>Autumn International Day of Peace Mental health awareness Anti-bullying week Debating events Staying safe – Halloween and fireworks events. MacMillan</p>	<p>Spring Safer internet week NUFC foundation Operation encompass Women in History MonthBlack History Month NSPCC Comic Relief Sports relief</p>	<p>Summer Equalities week Northern Lights careers and goal setting (y5/6) Residentials (London and Dukeshouse Wood/Robinwood)</p>			
<p>KS1 Theme</p>	<p>Being me in my world</p>	<p>Celebrating difference</p>	<p>Dreams and goals</p>	<p>Healthy me</p>	<p>Relationships</p>	<p>Changing me</p>
<p>Reception Directly linked to ELG</p>	<p>Unit focus: a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards. Core coverage: Rights and responsibilities Being in a classroom</p>	<p>Unit focus: looking at what makes us unique and who we are and discussing similarities and difference. Building a sense of locality and community via cross curricular links to geography and history.</p>	<p>Unit focus: working to identify challenges we may face in school and our wider worlds. Learning about the learning pit (metacognition) and how we can overcome learning obstacles. Core coverage: Challenges</p>	<p>Unit focus: identifying ways that we can all stay fit and healthy How to stay safe in our homes, in our community and online. Core coverage: Exercising our bodies Physical activity (Sports relief) Healthy food</p>	<p>Unit focus: Finding ways to be the best friend we can be. Knowing our own value and articulating ways that we are a good friend. Core coverage: Friendships</p>	<p>Unit focus: looking at all of the ways that our bodies are amazing. Building respect for our bodies and those of others. We can tell you which parts of my body are private. We make links between physical wellbeing and happiness.</p>

	Being gentle Self-identity Bullying	Core coverage: Identifying talents Being special Families Where we live Making friends Standing up for yourself	Perseverance Goal Setting Overcoming obstacles Asking for help Jobs and enterprise (linked to NUFC) Achieving goals	Keeping clean Safety (online)	Breaking Friendships Dealing with Bullying (revisited retrieval opportunity Autumn 1) Being a good friend	Core coverage: Respecting my body Growing up Growth and change Fun and Fears Celebrations
Links to Shilbottle Primary curriculum drivers	Curriculum Drivers: Our community World citizens	Curriculum Drivers: Exploration and engagement	Curriculum Drivers: World of work	Curriculum Drivers: World Citizens Exploration and engagement	Curriculum Drivers: Our community World citizens	Curriculum Drivers: World Citizens
Y1	Unit focus: a fresh start and new beginning. Work towards creating a learning charter. Learning our school rules, lunchtime rules and friendship rules. We discuss the ways that we learn and focus on metacognition and long term memory.	Unit focus: we can begin to tell you what bullying is; we know our school acronyms STOP (several times on purpose, start telling other people). We know why we don't tolerate bullying at our school. We look at the similarities and differences	Unit focus: we talk about how we learn best and ways in which we can succeed and persevere when faced with challenges (metacognition) jobs, careers and enterprise. Core coverage: Setting goals Identifying success and achievements Learning styles	Unit focus: begin to develop personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles (sports relief). Core coverage: Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe	Unit focus: we explore relationships with friends and family, including loss. We also begin to focus on more sensitive issues such as growing and changing and personal hygiene, how we like to be touched	Unit focus: children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience. Lucinda and Godfrey SRE materials are introduced and we learn the correct names of our body parts.

	<p>Core jigsaw objectives: Feeling special and safe Being part of a class Rights and responsibilities Consequences Learning charter</p>	<p>between ourselves and others. Core coverage: Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Tackling new challenges Identifying and overcoming obstacles Feeling success</p>	<p>Medicine safety Road safety Linking health and happiness</p>	<p>Core coverage: Belonging to a family Making friends Physical contact preferences People who help us Qualities as a friend Self-acknowledgement Being a good friend</p>	<p>Core coverage: Life cycles Changes in me Changes since being a baby Differences between male and female (correct terminology) Linking growing and learning Coping with change</p>
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<p>Y2</p>	<p>Unit focus: a fresh start and new beginning. Work towards creating a learning charter for our new class. Revisit and retrieve our school rules,</p>	<p>Unit focus: we can confidently tell you what bullying is; we know our school acronyms STOP (several times on purpose, start telling other people). We</p>	<p>Unit focus: to recognise issues that may cause conflict in a group and how cooperation can help us to reach a common goal. Core coverage:</p>	<p>Unit focus: ways in which we can ensure our body and mind remain well and in balance. Identifying and making healthy snacks and recognising the</p>	<p>Unit focus: recognising different families and understanding that there are lots of forms of physical contact within a family and</p>	<p>Unit focus: to learn about the natural process of growing from young to old and understand that this is not in our control. We recognise how our body has changed since I was</p>

	<p>lunchtime rules and friendship rules. We discuss the ways that we learn and discuss our growing awareness of metacognition and lasting memory</p> <p>Core coverage: Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environments Valuing contributions Choices Recognising feelings</p>	<p>know why we don't tolerate bullying at our school. We challenge common gender stereotypes and begin to recognise the need for diversity.</p> <p>Core coverage: Assumptions and stereotypes about gender Understanding bullying Standing up for myself and others Making new friends Gender diversity Celebrating differences and remaining friends</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co operation Contributing to and sharing success</p>	<p>importance of healthy eating.</p> <p>Core coverage: Motivation Healthier choices Relaxation Healthy eating Healthier snacks and sharing food</p>	<p>that some of this is acceptable and some is not. We identify some of the things that can cause conflict with our friends and family.</p> <p>Core coverage: Different types of families Physical contact boundaries Friendship and conflict Trust and appreciation Expressing appreciation for special relationships</p>	<p>a baby and where we are on the continuum from young to old. We can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p> <p>Core coverage Life cycles in nature Growing from young to old Increasing independence Differences in male and female bodies (correct terminology) Assertiveness Preparing for transition to KS2</p>
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KS2 Theme	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Y3	Unit focus: a fresh start and new beginning in a new class and KS. Work towards creating a learning charter for our new class. Revisit and retrieve our school rules, lunchtime rules and friendship rules. We discuss the ways that we learn and discuss our developing awareness of metacognition and lasting memory. We can understand and articulate why rules are needed and how they relate to rights and	Unit focus: understand that everybody's family is different and important to them. To understand that differences and conflicts sometimes happen among family members. To know what it means to be a witness to bullying and know that witnesses can make the situation better or worse. Core coverage: Families and their differences	NUFC Foundation – Racism Sexism Disability Bullying British Values Tolerance and intolerance Core coverage: Equality Tolerance Difficult challenges and achieving success Dreams and ambitions New challenges Motivations and enthusiasm Recognising and overcoming obstacles Evaluating learning processes (metacognition)	Unit focus: understand how complex my body is and how important it is that I take care of it. We identify things, people and places that we need to keep safe from, and can tell you some strategies for keeping myself safe. We understand that, like medicines, some household substances can be harmful if not used correctly. Core coverage: Exercise Fitness Food labelling Attitudes towards drugs Keeping safe on and offline	Unit focus: identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. We can explain how some of the actions and work of people around the world help and influence our lives. Core coverage: Family roles Friendship and negotiation Being a global citizen	Unit focus: understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. We can identify how boys' and girls' bodies change on the outside during this growing up process. Core coverage: How babies grow Understanding babies needs Outside body changes

	responsibilities in school. Core coverage: Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices	Family conflict and how to manage it Witnessing bullying (being a bystander) Recognising how words can be hurtful Giving and receiving compliments	Managing feelings Simple budgeting Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Respect for others and myself Healthy and safe choices.	Awareness of how other children have different lives Expressing appreciation for friends and family	Inside body changes Family stereotypes Challenging my ideas Preparing for transition
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Y4	Unit focus: a fresh start and new beginning in a new class and KS. Work towards creating a learning charter for	Unit focus: understand that, sometimes, we make assumptions based on what people like. We understand what	NUFC Foundation – Racism Sexism Disability Bullying British Values	Unit focus: recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader,	Unit focus: identify the web of relationships that I am part of, starting from those closest to us. Know how to	Unit focus: understand that some of our personal characteristics have come from birth

	<p>our new class. Revisit and retrieve our school rules, lunchtime rules and friendship rules. We discuss the ways that we learn and discuss confidently our awareness of metacognition and lasting memory. We understand that actions affect ourselves and others; We care about other people's feelings and empathise with others.</p> <p>Core coverage: Being part of a class team Being a school citizen Rights responsibilities and democracy Rewards and consequences Group decision making Having a voice What motivates behaviour</p>	<p>influences me to make assumptions about others. To identify what is special and unique about us</p> <p>Core coverage: Challenging assumptions Judging by appearances Accepting yourself and others Understanding influences Understanding bullying</p>	<p>Tolerance and intolerance</p> <p>Core coverage: Equality Tolerance Difficult challenges and achieving success Dreams and ambitions New challenges Motivations and enthusiasm Recognising and overcoming obstacles Evaluating learning processes (metacognition) Managing feelings Simple budgeting Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>follower, and understand the roles I take on in different situations. Understand the facts about smoking and its effects on health, and also some of the reasons some people may start to smoke. Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people may try alcohol. We can recognise when people are putting me under pressure and can explain ways to resist this.</p> <p>Core coverage: Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer Pressure Celebrating inner strength</p>	<p>show love and appreciation to the people and animals who are special to us.</p> <p>Core coverage: Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>parents and that this happens because we are made from the joining of their egg and sperm. Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Core coverage: Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition</p>
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Y5	Unit focus: understand my rights and responsibilities as a British citizen. Understand my rights and responsibilities as a British citizen and as a member of my school community. We can make choices about our own behaviour because we understand how rewards and consequences feel. We understand how an individual's behaviour can impact a large group. Core coverage: Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy	Unit focus: understand that cultural differences Sometimes cause conflict. To understand what racism is. To understand how rumour-spreading and name-calling can be bullying behaviours. We can compare our lives with people in the developing world. We can enjoy the experience of a culture other than our own. Core coverage: Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness	Unit focus: understand that we will need money to help us to achieve some of our dreams. To know about a range of jobs carried out by people we know and have explored how much people earn in different jobs. We can identify a job we would like to do when we grow up and understand what motivates us and what I need to do to achieve it. To understand that communicating with someone in a different culture means. We can learn from each other and can identify a range of ways that we could support each other	Unit focus: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. can describe the different roles food can play in people's lives and can explain how people can develop eating problems	Unit focus: have an accurate picture of who we are as people in terms of characteristics and personal qualities. We can recognise how friendships change, know how to make new friends and how to manage when we fall out with friends. To understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean. To understand how it feels to be attracted to someone and what having a boyfriend/	Unit focus: We are aware of our own self-image and how our body image fits into that. To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. We can describe how boys' and girls' bodies change during puberty. understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them

		Enjoying and respecting other cultures	<p>Core coverage: Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others Motivation</p>	<p>(disorders) relating to body image pressures Core coverage: Smoking including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>girlfriend might mean. To understand how to stay safe when using technology to communicate with my friends Core coverage: Self-recognition and self-worth Safer online communication Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming Internet safety rules</p>	<p>have a baby. We can identify what we are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Core coverage: Self and body image Influence of online media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing Responsibly Coping with change Preparing for transition</p>
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Y6	Unit focus: To identify goals for this year, understand fears and worries about the future and know how to express them to know how to use our Jigsaw Journal. To know that there are universal rights for all children but for many children these	Unit focus: understand there are different perceptions about what normal means. understand how having a disability could affect someone's life. We can explain some of the ways in which one person or a group can have power	Unit focus: know our learning strengths and set challenging but realistic goals for ourselves (e.g. one in-school goal and one out-of school goal). To work out the learning steps we need to take to reach goals and understand how to motivate ourselves to work on these. We can identify	Unit focus: To know the impact of food on the body, e.g. creating energy, giving comfort and altering mood. know about different types of drugs and their uses and their effects on the body particularly the liver and heart. We can evaluate when alcohol is being used	Unit focus: We can identify the most significant people to be in my life so far. To know some of the feelings we can have when someone dies or leaves us. To understand that there are different stages of grief and that there are different	Unit focus: We are aware of our own self-image and how our body image fits into that. We can explain how girls' and boys' bodies change during puberty and understand the importance of looking after our self physically

	<p>rights are not met. To understand that actions affect other people locally and globally. We can make choices about our own behaviour because we understand how rewards and consequences feel and understand how these relate to our rights and responsibilities. To understand how an individual's behaviour can impact on a group. To understand how democracy and having a voice benefits the school community.</p> <p>Core coverage: Identifying goals for the year Global citizenship</p>	<p>over another. To know some of the reasons why people use bullying behaviours. We can give examples of people with disabilities who lead amazing lives. We can explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>Core coverage: Perceptions of normality Understanding Disability Power struggles Understanding bullying Inclusion/Exclusion Differences as conflict, differences as celebration Empathy</p>	<p>problems in the world that concern us and talk to other people about them. We can work with other people to help make the world a better place. We can describe some ways in which we can work with other people to help make the world a better place. To know what some people in class like or admire about us and can accept their praise.</p> <p>Core coverage: Personal learning goals, in and out of school Success Criteria Emotions in success Making a difference in the world Motivation Recognising achievements</p>	<p>responsibly, anti-socially or being misused. To know and put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations. To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. can recognise when we feel stressed and the triggers that cause this and we understand how stress can cause alcohol misuse.</p> <p>Core coverage: Taking personal responsibility How substances, affect the body</p>	<p>types of loss that cause people to grieve. We can recognise when people are trying to gain power or control. We understand how technology can be used to try to gain power or control and we can use strategies to prevent this from happening. We can use technology positively and safely to communicate with friends and family.</p> <p>Core coverage: Mental health Identifying mental health worries and sources of support Love and loss Managing feeling Power and control Assertiveness</p>	<p>and emotionally. We can ask the questions we need answered about changes during puberty. We can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To understand how being physically attracted to someone changes the nature of the relationship. We can identify what we are looking forward to and what worries us about the transition to secondary school.</p> <p>Core coverage: Self-image Body image Puberty and feelings Conception to birth</p>
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	Children's universal rights Feeling welcome and valued Choices consequences and rewards Group dynamics Democracy Anti-social behaviour Role modelling		Compliments	Exploitation, including county lines and gang culture Emotional and mental health Managing stress	Technology safety Take responsibility and technology use	Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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World Citizens/Leading Legacy