



# PSHE & Relationships At Fawkham CEP School



## INTENT:

### EYFS

At Fawkham Primary School, we want our children in EYFS to develop skills that form a crucial foundation for later teaching of PSHE & Relationships at KS1/KS2. Both our PSHE & Relationships curriculum and the EYFS Framework complement each other, providing opportunities for progression throughout the school. Our PSHE & Relationships curriculum in EYFS is embedded in the following areas (or Early Learning Goals): Personal, Emotional and Social Development, Physical Development Skills, Understanding the World and Physical Development.

### KS1/KS2

At Fawkham, our PSHE and Relationships curriculum centres around providing all pupils with the skills, knowledge and understanding they need to successfully manage their lives now and in the future. We aim to develop the qualities and attributes that are needed to lead healthy, happy lives. This is in addition to being independent, informed, active and responsible individuals, family members and members of society. Our PSHE curriculum supports our children to develop resilience and to know how and when to ask for help and support.

PSHE and Relationships at Fawkham includes -

- Personal, Social, Health & Economic (PSHE) education;
- Relationships Education;
- Spiritual, Moral, Social & Cultural (SMSC) education;
- Our Core Christian Values
- British Values;

We follow a programme of study from the PSHE Association which sets out learning opportunities for each key stage across three core themes:

- Relationships, including age-appropriate sex education (refer also to RHE policy)
- Health & Wellbeing (physical & mental)
- Living in the Wider World

The programme of study fully covers, but is not limited to, the current statutory requirements. Our curriculum map incorporates these learning opportunities into a question-based model, with sequenced and progressive teaching throughout each year group. Themes are revisited, to build on previous learning and deepen children's understanding. The sequence of learning also reflects feedback from staff, parents and pupils and is adapted when necessary, in order to continue to meet the needs of the school community.



























We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs, by teaching pupils to:

- Appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

- Accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
  - Understand the importance of identifying and combatting discrimination.
  - Understand that freedom to choose and hold other faiths and beliefs is protected in law;
  - Understand how citizens can influence decision-making through the democratic process;
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We continually make connections with other aspects of school life e.g. school rules, our core Christian values of: care, respect, honesty, friendship, responsibility and forgiveness and our behaviour expectations.

Because our children, families and staff are from a predominantly white British background, we place extra emphasis within our PSHE and Relationships curriculum on multiculturalism. Across all year groups, there are multiple PSHE units that cover multiculturalism; within our other subjects, we celebrate ethnicity and race (purposefully choosing multicultural key figures such as scientists, for example). We run a world faith day each year in which all children participate in. Due to our Christian school status, our daily collective worships focus predominantly on Christianity. However, we have chosen to run one worship each week to raise awareness of other religions/world issues/awareness events again with the aim of increasing children's understanding of other cultures. The theme of resilience, which we have identified as an important theme for our children, is interwoven throughout the PSHE units. We encourage resilience through achieving goals, persevering with tasks and showing a growth mindset. This is as well as developing personal attributes such as integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	The relevant statements for PSHE taken from - Personal, Social and Emotional Development, Physical Development, Communication and Language and Understanding the World are interwoven throughout all EYFS topics.					
<b>KS1 – cycle A</b>	What is the same and different about us? ** 	Who is special to us? 	What helps us stay healthy? 	What can we do with money?	Who helps to keep us safe? 	How can we look after each other and the world?
<b>KS1 – cycle N</b>	What makes a good friend?	What bullying? ** 	What jobs do people do?	What helps us to stay safe? 	What helps us grow and stay healthy? 	How do we recognise our feelings? 
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>LKS2 – cycle A</b>	How can we be a good friend? 	What keeps us safe? 	What are families like? ** 	What makes a community? **	Why should we eat well and look after our teeth? 	Why should we keep active and sleep well? 
<b>LKS2 – cycle B</b>	What strengths, skills and interests do we have?	How do we treat each other with respect? ** 	How can we manage our feelings? 	How will we grow and change? 	How can our choices make a difference to others and the environment?	How can we manage risk in different places? 
<b>UKS2 – cycle A</b>	What makes up a person's identity? ** 	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely? 	How can drugs common to everyday life affect health? 	What jobs would we like? **
<b>UKS2 – cycle B</b>	How can we keep healthy as we grow? ** 	How can we keep healthy as we grow? ** 	How can the media influence people? ** 	How can the media influence people? ** 	What will change as we become more independent? How do friendships change as we grow? ** 	What will change as we become more independent? How do friendships change as we grow? ** 

**KEY****Health and Wellbeing****health education – our bodies****Relationships****drugs education****Living in the Wider World****diversity\*\*****Safeguardin** **IMPLEMENTATION**

The PSHE and Relationships curriculum is taught through discrete, weekly one hour sessions in years 1 to 6, with opportunities to enhance the learning through other subjects and events.

A wide range of teaching methods are used that enable pupils to actively participate in their own learning. This includes the use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers or educational visits. Teaching resources are selected on the basis of their appropriateness to pupils. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. An 'ask it basket' is used at the end of all PSHE lessons so that the children can post any extra questions that they have relating to the lesson. All children have full access to the teaching that links to safeguarding and any safeguarding learning missed by individual children is tracked and re-taught.

We also explore a range of topics through our daily whole school worships and other whole school activities. In addition, PSHE is explored within other subjects especially science, PE and RE.

All of our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. Our six established student leadership teams help to lead the school forwards and have a strong pupil voice. Our active leadership teams are – Student Council, Reading Ambassadors, Wellbeing Ambassadors, Eco Team, Leading Lights and Play Leaders. In their leadership roles, pupils learn to recognise their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others.

**IMPACT**

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and have strategies to manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem