



## PSHE at New Delaval Primary School

At New Delaval the PSHE program of study is directly linked to Statutory Relationships Education from guidance from the PSHE Association. This is taught through three core themes.

### CORE THEME 1: HEALTH AND WELLBEING

*This core theme focuses on:*

1. What is meant by a healthy lifestyle?
2. How to maintain physical, mental and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

### CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships

### CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

*This core theme focuses on:*

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect diversity and equality and how to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. The part that money plays in people's lives

8. A basic understanding of enterprise

Children will cover the following objectives through PSHE lessons:

## Core Theme 1. Health and wellbeing

### KEY STAGE 1

#### Pupils should have the opportunity to learn:

**H1.** what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

**H2.** 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

**H4.** about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

**H6.** the importance of, and how to, maintain personal hygiene

**H7.** how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading

**H11.** that household products, including medicines, can be harmful if not used properly

**H12.** rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety

**H13.** about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

**H14.** about the ways that pupils can help the people who look after them to more easily protect them

**H15.** 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' including knowing that they do not need to keep secrets

**H16.** What is meant by privacy their right to keep things private their importance of respecting others privacy

## Core Theme 1. Health and wellbeing

### KEY STAGE 2

#### Building on Key Stage 1, pupils should have the opportunity to learn:

**H1.** what positively and negatively affects their physical, mental and emotional health

**H2.** 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'

**H3.** to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

**H4.** to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves

**H6.** 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

**H7.** to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

**H12.** that bacteria and viruses can affect health and that following simple routines can reduce their spread

**H13.** how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

**H14.** to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

**H15.** school rules about health and safety, basic emergency aid procedures, where and how to get help

**H16.** what is meant by the term 'habit' and why habits can be hard to change

**H17.** which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others

**H18.** how their body will, and their emotions may, change as they approach and move through puberty

**H19.** about human reproduction

**H22.** strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

**H25.** how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request

# CORE THEME 2: RELATIONSHIPS

*This core theme focuses on:*

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

## Core Theme 2. Relationships

### KEY STAGE 1

**Pupils should have the opportunity to learn:**

- R1.** to communicate their feelings to others, to recognise how others show feelings and how to respond  
**R2.** to recognise that their behaviour can affect other people  
**R3.** the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid  
**R4.** to recognise what is fair and unfair, kind and unkind, what is right and wrong  
**R6.** to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  
**R7.** to offer constructive support and feedback to others  
**R8.** to identify and respect the differences and similarities between people  
**R9.** to identify their special people (family, friends, carers), what makes them special and how special people should care for one another  
**R10.** 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)  
**R13.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable  
**R14.** strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

## Core Theme 2. Relationships

### KEY STAGE 2

**Building on Key Stage 1, pupils should have the opportunity to learn:**

- R2.** to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships  
**R4.** to recognise different types of relationship, including those between acquaintances, friends, relatives and families  
**R7.** that their actions affect themselves and others  
**R8.** to judge what kind of physical contact is acceptable or unacceptable and how to respond  
**R9.** the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'  
**R10.** 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 others' points of view  
**R12.** 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  
**R14.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)  
**R16.** to recognise and challenge stereotypes  
**R18.** how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  
**R21.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

# CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

*This core theme focuses on:*

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

## Core Theme 3. Living in the wider world

### KEY STAGE 1

**Pupils should have the opportunity to learn:**

- L1.** how they can contribute to the life of the classroom and school  
**L2.** to help construct, and agree to follow, group, class and school rules and to understand how these rules help them  
**L3.** that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)  
**L4.** that they belong to different groups and communities such as family and school  
**L5.** what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)  
**L6.** that money comes from different sources and can be used for different purposes, including the concepts of spending and saving  
**L7.** about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

## Core Theme 3. Living in the wider world

### KEY STAGE 2

**Building on Key Stage 1, pupils should have the opportunity to learn:**

- L2.** why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules  
**L6.** to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk  
**L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally  
**L10.** to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing  
**L12.** to consider the lives of people living in other places, and people with different values and customs  
**L13.** about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer  
**L15.** that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world  
**L16.** what is meant by enterprise and begin to develop enterprise skills  
**L17.** to explore and critique how the media present information  
**L18.** to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

### Children at New Delaval will also cover PSHE through:

- Weekly circle time

- Class discussions
- Celebrations
- Lucinda and Godfrey – RSE
- Good to be green behaviour management
- Peer marking
- Assembly
- House groups
- Recycling
- Wider curriculum activities
- Parental partnerships
- Road safety
- School visitors
- Mini police scheme
- Displays
- School rules
- School councilor
- School council
- Positive role models
- Commando joes RESPECT
- Increased responsibility KS2
- Themed weeks



## Relationships and Sex Education at New Delaval Primary School

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by school staff.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex education focuses on Growing and Changing:

- Dealing with their feelings
- Following rules
- Naming body parts
- Making choices between right and wrong
- Maintaining personal hygiene
- Managing risks
- Living a healthy life style
- Mental health
- Puberty



RSE is taught by following the whole school scheme Lucinda and Godfrey.

The Lucinda and Godfrey resource is a Sex and Relationship whole school scheme of work for Rec, KS1 and KS2. It is based on two characters, Lucinda and Godfrey, who begin nursery school together. The scheme follows the characters through their primary school years growing and changing with them.

The Lucinda and Godfrey Growing and Changing resource was devised in response to requests from primary school teachers attending a Healthy Schools training day and further developed by our experiences of working in primary and secondary schools. Primary schools vary in their approach to the teaching of sex and relationship education (SRE). It is the aim of this resource to ensure that teachers feel confident about what they are teaching. Also that children and young people are introduced to the notion of SRE from the early years and that each year this teaching and learning will be built upon.