

PHSE AT NEW DELAVAL PRIMARY

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PHSE is embedded though out New Delaval Primary School. There are 3 core themes that run through PSHE in KS1 and KS2. This document discusses suggested programmes of study, and how Class Teachers can link PHSE in everyday teaching and how New Delaval Primary meets the statements:

- **Core Theme 1: Suggested Programme of Study; Health and Wellbeing**
- **Core Theme 2: Suggested Programme of Study; Relationships**
- **Core Theme 3: Suggested Programme of Study; Living in the wider world – Economic wellbeing and being a responsible citizen**

Core Theme 1: Suggested Programme of Study; Health and Wellbeing

This theme links with the relationships theme and has cross curricula links with Science and RE. To develop the concepts and skills identified pupils and students should be taught in age and stage appropriate ways:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing including sexual health
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- about parenthood and the consequences of teenage pregnancy
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and wellbeing and sexual health
- how to assess and manage risks to health and to stay, and keep others, safe
- how to respond in an emergency
- to identify different influences on health and wellbeing
- the role and influence of the media on lifestyle
- how to identify and access help, advice and support

KS1 Attainment Target (Health and Wellbeing)

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body, including the genitals. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old. They can ask for help from a trusted adult.

	In Key Stage 1 pupils should have the opportunity to learn:	What we do at New Delaval Primary
H1.1	what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health	Circle time before and after P.E. Healthy eating and dental in science? Healthy lunch awards.
H1.2	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	Good to be green behavior system. Circle times and class discussions.
H1.3	to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	Targets on display. Peer marking. Verbal celebrations in class. Achievers assembly.
H1.4	about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	Feelings chart on display. Good to be green behavior system.
H1.5	about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	Circle times when appropriate. SEAL
H1.6	the importance of and how to maintain personal hygiene	Circle times when appropriate. Lucinda and Godfrey SRE.
H1.7	how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others	Circle time. Posters in bathroom. SEAL
H1.8	about the process of growing from young to old and how people's needs change	Circle time discussions. SEAL
H1.9	about growing and changing and new opportunities and responsibilities that increasing independence may bring	Discussions about responsibility in school. What responsibilities do KS1 children have?
H1.10	the names for the main parts of the body (including external genitalia) the similarities and differences between genders	Lucinda and Godfrey SRE
H1.11	that household products, including medicines, can be harmful if not used properly	Circle time discussions. SEAL
H1.12	rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets)	Road safety demonstration/ assembly. Create road safety posters for the community. Create online safety posters. – see LH for online safety. Golden rules reinforced.

H1.13	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	Circle time. Positive adult relations in school.
H1.14	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'.	Good to be green behavior system. Circle times and discussions.

KS2 Attainment Target (Health and Wellbeing)

Children can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their safety, health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety). They know where they can go for help and support and can ask for the help they need.

	Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:	What we do at New Delaval Primary
H2.1	what positively and negatively affects their physical, mental and emotional health (including the media)	Class discussions relating to topics
H2.2	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'	SEAL - link seal units
H2.3	to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	Class topics – science and SEAL materials
H2.4	to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	Assemblies, good to be green, individual class rewards, targets, next steps on work identified.
H2.5	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	Positive mind displays. Feelings displays. How to react displays.
H2.6	to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them	SEAL materials
H2.7	about change, including transitions (between key stages and schools), loss,	Topic wor, SRE, SEAL

	separation, divorce and bereavement	
H2.8	to differentiate between the terms, 'risk', 'danger' and 'hazard'	SEAL
H2.9	to develop personal responsibility (including drugs and alcohol issues, sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	SEAL. Road safety
H2.10	to recognise their increasing independence brings increased responsibility to keep themselves and others safe	Increase of responsibility throughout key stage 2 – librarians, sports leaders, house captains, office assistants, clean team
H2.11	that bacteria and viruses can affect health and that following simple routines can reduce their spread	SEAL, bathroom posters.
H2.12	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	SEAL. ICT literacy
H2.13	use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	SEAL
H2.14	school rules about health and safety, basic emergency aid procedures, where and how to get help	SEAL, class room discussions. Place 2be
H2.15	what is meant by the term 'habit' and why habits can be hard to change	Classroom discussions
H2.16	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	SEAL
H2.17	how their body will change as they approach and move through puberty	SRE
H2.18	about human reproduction including conception (and that this can be prevented)	SRE
H2.19	to recognise how images in the media do not always reflect reality and can affect how people feel about themselves	SEAL, ICT Literacy
H2.20	strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)	Road safety demonstration, ICT literacy, SEAL
H2.21	the importance of protecting personal information, including passwords, addresses and images	SEAL, ICT literacy
H2.22	to recognise when and how and who to ask for help (including outside organisations)	SEAL, Place 2be

• **Core Theme 2: Suggested Programme of Study; Relationships**

This theme links with the health and wellbeing theme and has cross-curricula links with RE, other Humanities subjects and Global learning. To develop the concepts and skills identified pupils and students should be taught in age and stage appropriate ways:

- to develop a sense of self and ethnic identity and cultural heritage
- how to develop and maintain a variety of healthy relationships, within a range of social and cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
- how to respond to and deal with risky or negative relationships and ask for help
- about managing loss including bereavement, separation and divorce
- about the concept of safe touch and consent in a variety of contexts (including in sexual relationships)
- how to respect equality and diversity in relationships and be a productive member of a diverse community
- how to identify and access appropriate advice and support

KS1 Attainment Target (Relationships)

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys). Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).

	In Key Stage 1 pupils should have the opportunity to learn:	What we can do at New Delaval Primary
R1.1	to communicate their feelings to others, to recognise how others show feelings and how to respond	Feelings display, circle time, SEAL and SRE
R1.2	to recognise how their behaviour affects other people	SRE and SEAL
R1.3	the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises	SEAL
R1.4	to recognise what is fair and unfair, kind and unkind, what is right and wrong	SEAL, circle times

R1.5	to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Class discussions, weekend news, circle time
R1.6	to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	SEAL, SRE
R1.7	to offer constructive support and feedback to others	Marking policy – peer marking
R1.8	to identify and respect the differences and similarities between people, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)	SRE, SEAL
R1.9	to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	SEAL
R1.10	to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond to unsafe touch (including who to tell and how to tell them)	SEAL, SRE
R1.11	that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	SEAL
R1.12	that there are different types of teasing and bullying, that these are wrong and unacceptable	Anti- bullying week
R1.13	how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	Anti- bullying week

KS2 Attainment Target (Relationships)

Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary). Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviours such as stereotyping and aggression at school).

	Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:	What we do at New Delaval Primary
R2.1	to recognise and respond appropriately to a wider range of feelings in others	SEAL
R2.2	to recognise what constitutes a positive, healthy relationship and that they have a right to be happy and safe	SRE, SEAL
R2.3	to develop the skills to develop and maintain positive and healthy relationships	SEAL
R2.4	to be aware of different types of relationship, including those between friends and families civil partnerships and marriage	SEAL
R2.5	that their actions affect themselves and others	Behavior system, class discussions , SEAL
R2.6	to judge what kind of physical contact is acceptable or unacceptable, and to be aware of different types of abuse (Neglect, Emotional, Physical, Sexual Abuse and Bullying) and how to respond and get help	SEAL, SRE
R2.7	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’	SEAL
R2.8	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	SEAL, group tasks and challenges, team building
R2.9	to work collaboratively towards shared goals	SEAL, group tasks se
R2.10	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	
R2.11	that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)	SRE SEAL
R2.12	to realise the nature and consequences of discrimination, teasing, bullying and	Anti- bullying week

	aggressive behaviours (including cyber bullying, use of prejudice- based language, and towards all minority groups (including gay lesbian, bisexual and transgender and those suffering from poor mental health), and how to respond to them and ask for help	
R2.13	to recognise and manage ‘dares’	SEAL
R2.14	to develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, disablism, homophobia, biphobia and transphobia.	SRE

Core Theme 3: Suggested Programme of Study; Living in the wider world – Economic wellbeing and being a responsible citizen

This theme has cross-curricula links with RE, Citizenship, Global Learning, Geography and Numeracy. To develop the concepts and skills identified pupils and students should be taught in age and stage appropriate ways:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, different groups and communities, members of diverse communities, and as participants in the local and national economy
- to respect equality and to be an active citizen of a diverse community
- about the importance of respecting and protecting the environment
- about the economic and business environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people’s lives
- an understanding of enterprise.
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

KS1 Attainment Target (Living in the Wider World)

- Pupils can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

	In Key Stage 1 pupils should have the opportunity to learn:	What we do at New Delaval Primary
E1.1	how to contribute to the life of the classroom	School council, class representatives, class discussions
E1.2	to help construct, and agree to follow, group and class rules and to understand how these rules help them	School behavior system. School parent partnership contract
E1.3	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)	Responsibility 0 homework, P.E kit, reading folder, spellings
E1.4	that they belong to various groups and communities such as family, school, faith	SEAL, house groups
E1.5	what improves and harms their local, natural and built environments and about some of the ways people look after them	Geography, SEAL, recycling posters
E1.6	that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	SEAL, Maths
E1.7	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.	SEAL
E1.8	to know that there are a wide range of jobs and be able to challenge gender stereotypes about careers	SEAL

KS2 Attainment Target (Living in the Wider World)

Pupils can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.

	Building on Key Stage 1, Key Stage 2 pupils should have the opportunity to learn:	What we do at New Delaval Primary
E2.1	to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	SEAL, SRE
E2.2	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	SEAL
E2.3	to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities	Anti- bullying week
E2.4	that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	Recycling responsibility, SEAL
E2.5	to take a constructive interest and show a willingness to participate in the school's decision making processes.	School council, class representatives.
E2.6	to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	SEAL
E2.7	what being part of a community means, and about the varied institutions that support communities locally and nationally	House groups, SEAL
E2.8	to recognise the role of voluntary, community and pressure groups, particularly in relation to health and wellbeing, for example ChildLine, Age UK	SEAL
E2.9	to appreciate the diversity of national, regional, religious and ethnic identities in your school, Brighton & Hove and in the United Kingdom	SEAL, RE, SMSC
E2.10	to think about the lives of people living in other places in the United Kingdom and globally, and people with similar and different values and customs	SEAL, RE
E2.11	about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	MATHS, SEAL
E2.12	to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (eg their contribution to society through the payment of VAT)	SEAL
E2.13	that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	SEAL
E2.14	to understand the possible routes to different careers and be able to set goals	SEAL

	towards these aspirations	
E2.15	about enterprise and the skills that make someone ‘enterprising’	SEAL
E2.16	to explore and critique how the media present information.	SEAL