



"Be who you are and say what you feel because those who mind don't matter and those who matter don't mind." – **Dr Seuss**

PSHE Handbook

Approved by:

Last reviewed: May 2022

Next review: July 2023

Intent

To give children the knowledge and understanding of how to achieve their full potential. It teaches them how to improve their own health and wellbeing, promotes empathy and understanding and about how to stay safe both online and in the real world. It teaches them have an understanding and empathy of themselves, other people, the wider world and their place within it.

Implementation

Why has the specific content knowledge been selected?

The content is selected in line with the statutory elements of the National Curriculum and other areas that we feel are crucial to allow our children to become well rounded citizens of the future.

Why is it taught in the order that it is?

It is taught in this order as skills build upon each other year on year to allow the children access to a developmental curriculum.

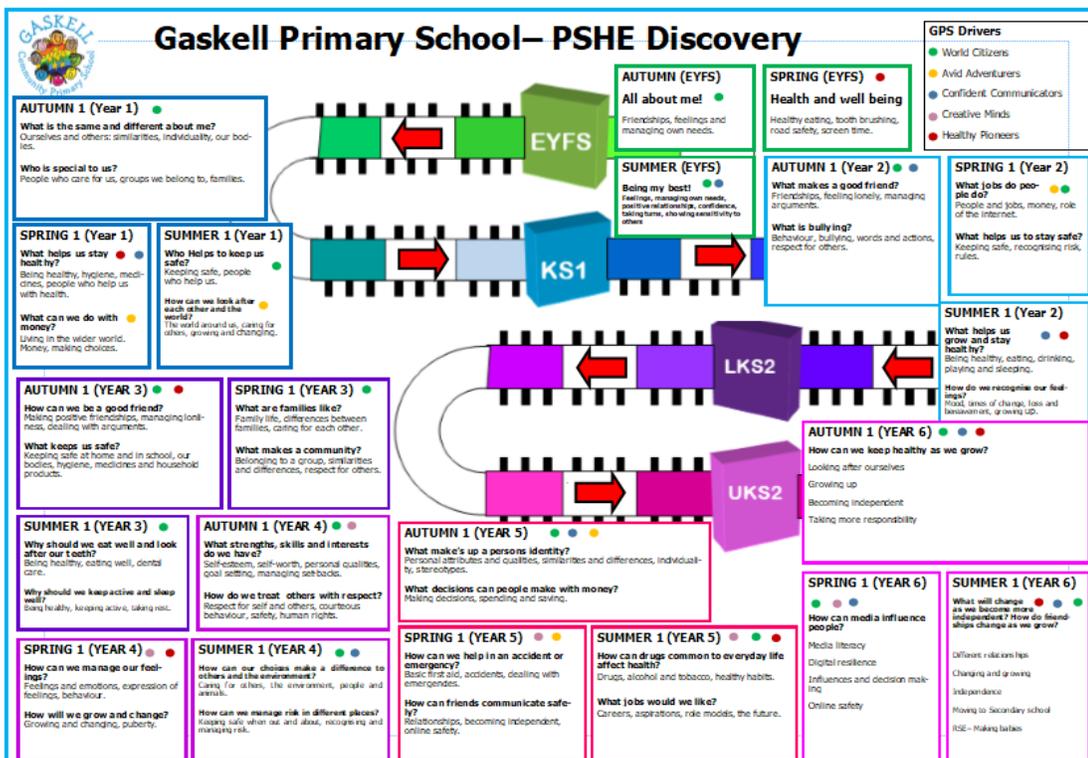
How are PSHE lessons taught at Gaskell Primary School?

They are taught whole class in a variety of ways e.g. circle time, through stories and through discussions. We also teach through powerpoints, adopting the Rosenshine Principle, where we build on the skills and discussions taught in previous years for that 'sticky knowledge' approach and long term memory and reviews.

Impact

PSHE is open to all pupils and there is no pressure to be recording – this allows pupils to speak freely without fear of judgement.

Curriculum Structure



Within this curriculum, Gaskell aims to teach the fundamentals and characteristics of positive relationships. We will equip our children to be able to cope with the increasing demands of the modern world and to have the strategies and skills to enable children to live a healthy, safe and fulfilling life.

There are 3 main themes to PSHE. They are:

- Health and Wellbeing – Green Boxes
- Relationships – Pink Boxes
- Living in the Wider World – Blue Boxes

PSHE is statutory as from September 2020. SRE (Sex and Relationships Education) is to be taught from Summer Term 2021. All pupils have to participate in PSHE as it is mandatory. The only exemption is from SRE – elements that ARE NOT taught in Science. They only have the right to withdraw children from Sex Education – NOT relationships or Health Education. Parents have the right to request withdrawal from the headteacher – pupils are, however, to be encouraged to participate.

E-Safety will still be taught alongside the computing curriculum and as a focus for assembly.

Stonewall will still be taught as a focus for assembly alongside PSHE teaching. Love Rocks will be used in the Summer Term in Years 5 & 6 to support PSHE teaching. This will be taught alongside the PSHE objectives.

SMSC (Spiritual, Moral, Social and Cultural Education) is also embedded throughout this curriculum and through the teaching of RE. This includes British Values (Democracy, The Rule of Law, Individual Liberty and Mutual Respect, Tolerance of those with different faiths and beliefs) and the Prevent Duty. These are also integral to our whole school worship assemblies as a cyclical theme.

EYFS

Personal, social and emotional development is a **prime** area of the Early Years curriculum. This area of children's learning is concerned with wellbeing – knowing who you are, where you fit in and feeling good about yourself. It is also about developing respect for others, social competence and a positive disposition to learn.

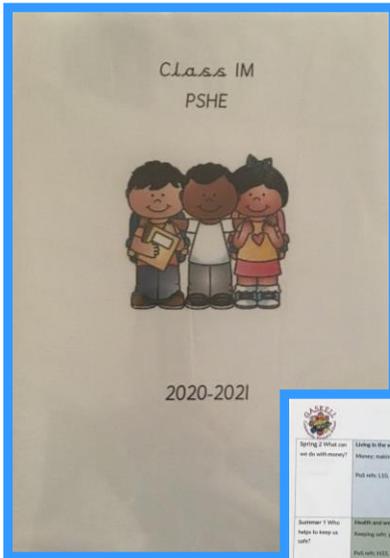
There are 3 main themes:

- Building relationships
- Self-regulation
- Managing self



Planning

Teachers refer to the PSHE Curriculum Overview to plan and teach their half term of lessons. Each class has a PSHE file which contains their full PSHE lessons for the year. These contain a Learning Objective/Key Question for each half term related to the Topic being taught. In each unit the overall key question is broken down into different lessons and related resources and teacher notes are also included.



PSHE Curriculum Overview 2020			
YEAR 2 — MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PvS refs: R6, R7, R8, R9, R25	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur in friendships how to ask for help if a friendship is making them unhappy 	www.chillline.org.uk mental health posterpoints (PSHE Folder – all staff)
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PvS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/ not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations how to report bullying or other harmful behaviour, including to a trusted adult, and the importance of doing so 	www.chillline.org.uk www.bullying.co.uk www.youagotmind.org.uk
Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet	<ul style="list-style-type: none"> how jobs help people earn money to pay for things they need about a range of different jobs, including those done by people they know or people who work in their community how people have different strengths and interests that enable them to do different jobs 	

PSHE Curriculum Overview 2020			
Spring 2 (What can we do with money?)	Living in the wider world Money; making choices; needs and wants PvS refs: L10, L11, L12, L13	<ul style="list-style-type: none"> what money is – that money comes in different forms how money is obtained (e.g. earned via, borrowed, given) how people make choices about what to do with money, including saving and spending the difference between needs and wants – that people may not always be able to have the things they want how to keep money safe and the different ways of using it 	www.chillline.org.uk www.chillline.org.uk www.chillline.org.uk
Summer 1 (Who helps to keep us safe?)	Health and wellbeing Keeping safe; people who help us PvS refs: R13, R14, R15, R16, R17, R20, R21	<ul style="list-style-type: none"> that people from different places in the community help them and others keep safe – the jobs they do and how they help people what can help them in different places and situations; how to attract someone's attention or ask for help when to do so how to respond when someone is in trouble what to do if they have trouble or someone is distressed or in trouble; and the importance of looking out for help and support and when to report how to help others if there is a problem and someone is hurt, including how to dial 999 in an emergency and what to say 	www.chillline.org.uk www.chillline.org.uk www.chillline.org.uk www.chillline.org.uk
Summer 2 How can we help after each other?	Living in the wider world Disturbances and others; the world around us; caring for others; growing and changing	<ul style="list-style-type: none"> how trust and careful behaviour can affect others; how to be polite and courteous; how to play and work cooperatively the responsibilities they have to each other how people and activities help to make other people safer what can harm the local and global environment; how they and others can help care for it how people grow and change and how people's needs change as they grow their minds to do so how to manage change when moving to a new classroom group 	www.chillline.org.uk www.chillline.org.uk www.chillline.org.uk www.chillline.org.uk

PSHE Curriculum Overview 2020			
YEAR 3 — MEDIUM-TERM OVERVIEW			
Half term / Key question:	Topic	In this unit of work, pupils learn...	Lesson overviews/Teacher notes / resources
Autumn 1 (How can we be a good friend?)	Relationships Friendship; making positive friendships; managing loneliness; dealing with arguments PvS refs: R10, R11, R12, R14, R17, R18	<ul style="list-style-type: none"> how friendship support wellbeing and the importance of looking out for being friendly and kind how to manage if others are being lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, friends' interests and interests in differences 	www.chillline.org.uk
Autumn 2 (What makes us safe?)	Health and wellbeing Keeping safe; at home and abroad; our bodies; hygiene; medicines and household products	<ul style="list-style-type: none"> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves or others safe how to keep their bodies protected and safe, e.g. wearing a seatbelt, protective clothing and footwear the five body things to them and should not be lost or harmed without their permission, when to seek advice and if they feel uncomfortable how to recognise an emergency or person to do something that makes them feel unsafe or uncomfortable/feeling unwell how to manage health and hygiene risks and viruses; how people stay safe and healthy; looking how to manage illness or medicines, such as for groups and others, and other household products responsible what to do in an emergency, including calling for help and speaking to the emergency services how to read and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns 	www.chillline.org.uk www.chillline.org.uk (St John's Ambulance) www.chillline.org.uk (PvS refs)

Assessment

Building a picture of what children know, understand and can do in each PSHE unit is essential for moving their learning forward. The knowledge, understanding and skills specified in the PSHE objectives should form the basis of your discussions with children and inform your observations. The information you gather during each unit about the performance of individual children and groups will enable you to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments are updated to the termly tracking tool (Insight). Children's learning is evidenced on Seesaw as a lot of PSHE lessons are discussion or debate based. Where appropriate some evidence can be recorded on tables, sheets or in Learning Journeys.