### Hexthorpe Primary PSHE Intent, Implementation and Impact Statements

#### <u>Intent</u>

At Hexthorpe, our PSHE curriculum encourages children to be curious about the world around them, whilst developing the skills set to aspire and thrive within their community. We want them to be able to recognise their well-being to regulate their own feelings and find ways to overcome these and move forward confidently. We also want our children to aspire to achieve above and beyond their skills set and learn those life skills to understand and confidently live in their community. We aim to provide all learners with the understanding of how to make and keep themselves healthy, including mental health. Our PSHE curriculum will have some cross-curriculum links, however, will be a holistic approach that will come through each day.

#### Implementation

In order to successfully implement a well-rounded, diverse PSHE curriculum that meets the needs of all learners, we use 1decision to ensure that all learners are exposed to a carefully planned, sequential PSHE curriculum which builds year-on-year, developing the vocabulary of our PSHE learners and their ability to develop a set of life skills that will support them with their time at Hexthorpe, also to stay with them as they go through life.

#### **Impact**

The impact of our well-rounded, diverse and carefully sequenced PSHE curriculum will be: all children being able to regulate their feelings much more effectively and confidently, children to have aspirational views of their lives, learners to have a bank of life skills that supports them throughout their lives and for children to recognise how to make and keep themselves healthy including their mental health. Hexthorpe aims to develop well-rounded individuals that aspire, thrive and are healthy within their community throughout their lives.

Astrea Academy Trust

5-8 MODULES	KSS	KSH	REL	BR	FAE	CS	OW	HW	FS SPECIAL*
YEAR 1	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment		Baseline Assessment
ILAKI	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World	Baseline Assessment	Hoax Calling
YEAR 2	Tying	Healthy Eating	Bullying	Practice Makes Perfect	Worry	Image Sharing	Living in Our World	Is it safe to eat	Petty Arson
1EAR 2	Shoelaces	Brushing Teeth	<b>Body Language</b>	Helping Someone in Need	Anger	Computer Safety Documentary	Working in Our World	or drink?  Is it safe to play	Texting Whilst Driving
YEAR 3	Staying Safe Leaning Out	Medicine	Touch	Stealing	Grief	Making Friends Online	Looking After Our World	with?  Summative Assessment	Enya and Deedee Visit the Fire Station
IEAR 3	of Windows Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment		Summative Assessment

<sup>\*</sup>Please note: Although the Fire Safety module features our young character Deedee, you may find that the lesson content is also suitable for older children.

8-11 MODULES	KSS	KSH	GAC	BR	FAE	CS	TWW	AWWJ	FA SPECIAL
	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
YEAR 4	Cycle Safety	Healthy Living	Appropriate Touch (Relationships)	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers	First Aid Year 4
VEAD 5	Peer Pressure	Smoking	Puberty	Looking Out for Others	Anger	Image Sharing	Enterprise	Inclusion and Acceptance	First Aid
YEAR 5	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Adults' & Children's Views	Year 5
YEAR 6	Water Safety	Alcohol	Conception	Stealing	Worry	Making Friends Online	In-App Purchases	British Values	First Aid Year 6 (Part 1 & Part 2)
1 Link o	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment	Summative Assessment

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A u t u m n 1	Staying Safe:  - Identifying risks to keep ourselves and others safe  - Understand that rules help to keep ourselves and others safe  Staying Safe:  - Identifying risks to keep ourselves and others safe  - Understand that rules help to keep ourselves and others safe  ourselves and others safe	Road Safety:  - Understanding what we need to keep ourselves and others safe.  - Being able to recognise safe places to cross on a road.  - Understand difference between safe and risky choices.  Washing Hands:  - Understand what we can do to keep us healthy.  - To know how germs spread and practise good hand washing.  - To know the differences between healthy and unhealthy choices.	Tying shoelaces:  - To understand why it is important your shoelaces are tied Learn to tie shoelaces.  Healthy eating: - know that food is needed for our bodies to be healthy and to grow understand that some foods are better for good health than others - be able to list different types of healthy food understand how to keep yourself and others healthy - know the differences between healthy and unhealthy choices  Brushing teeth: - understand why we need to brush our teeth - be able to practise brushing your teeth - know the differences between healthy and unhealthy choices - be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy	Staying safe and leaning out of windows:  - know ways to keep yourself and others safe - be able to recognise risky situations - be able to identify trusted adults around you - understand the differences between safe and risky choices be able to recognise a range of warning signs be able to spot the dangers we may find at home - know the importance of listening to our trusted adults - be able to understand ways we can keep ourselves and others safe at home - know the differences between safe and risky choices  Medicine: - know, understand, and be able to practise simple safety rules about medicine understand when it is safe to take medicine know who we can accept medicine from understand the differences between healthy and unhealthy choices	Cycle safety:  - identify strategies we can use to keep ourselves and others safe - recognise the impact and possible consequences of an accident or incident identify what is a risky choice - create a set of rules for and identify ways of keeping safe  Healthy Living: - explain what is meant by a balanced diet and plan a balanced meal recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older understand nutritional information on packaged food and explain what it means describe different ways to maintain a healthy lifestyle	Peer pressure (adults and children's views):  - identify strategies we can use to keep ourselves and others safe - recognise ways to manage peer pressure - explain the potential outcomes that may happen when we take risks recognise the impact and possible consequences of an accident or incident  Smoking (adults and children's views): - explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. describe how smoking can affect your immediate and future health and wellbeing give reasons why someone might start and continue to smoke identify and use skills and strategies to resist any pressure to smoke	Water safety:  - identify a range of danger signs  - develop and name strategies that can help keep ourselves and others safe recognise the impact and possible consequences of an accident or incident  Alcohol:  - identify what is a risky choice - identify the risks associated with alcohol (+ drugs - extension) - describe how alcohol can affect your immediate and future health - develop and recognise skills and strategies to keep safe

understanding of the of the importance of making healthy choices - Relationships - To be able to see a situation - To recognise kind and thoughtful behaviours, as well as the importance of caring for others.  - Relationships - To be able to see a situation - Understand why we should care about other people's feelings - Understand why we should care about other people's feelings - know why it is important to care about other people's feelings - Understand bullying - Understand personal can describe to the care about other people's feelings - Understand bullying - Understand personal can describe to the care about other people's feelings - Understand bullying - Understand personal can describe to the care about other people's feelings - Understand bullying - Understand personal can describe the care about other people's feelings - Understand bullying - Understand personal can describe the care about other people's feelings - Understand bullying - Understand personal can describe the care about other people's feelings - Understand bullying - Understand personal can describe the care about other people's feelings - Understand bullying - Understand personal can describe the care about other people's feelings - Understand bullying - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other people's feelings - Understand personal can describe the care about other peopl	children's views):  - explain what puberty means - describe the chave and cribe how these  children's views):  - explain what puberty means - describe the changes that boys and girls may go	- explain the terms 'conception' and 'reproduction'
friendships and social interaction  - Being aware of our own needs and having empathy for our understanding of others  Keeping/Staving Healthy:  - Develop an understanding of the importance of	tify how with the different stages of puberty ealthy or identify who and what can help us during puberty help and tify who can us if a tionship makes	- describe the function of the female and male reproductive systems - identify the various ways adults can have a child - explain various different stages of pregnancy - identify the laws around consent

#### **Being Responsible:**

- Understand that sometimes we have to do things that we don't like doing
- Developing a sense of responsibility

#### **Computer and Online** Safety:

Understand the risk and how to stay safe when using technology

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Understand the risk and how to stay safe when using technology

#### Water spillage:

- To understand responsibilities and how these can change as you grow up.
- To understand why we must be responsible and the importance of preventing accidents.
- To recognise the differences between being responsible and irresponsible.

#### Online Bullying:

- To understand computers, the internet and rules to keep us safe.
- To understand how your online activity can affect others.
- To identify the positives and negatives of using technology.
- To recognise kind and unkind comments and who and how we can be helped.

#### **Image Sharing Online: Computer Safety Documentary:**

- understand how your online actions can affect others
- be able to name the positive and negative ways you can use technology
- know the risks of sharing images without permission
- understand the types of images that you should and should not post online
- understand how your online activity can affect others
- \_\_\_be able to identify the positives and negatives of using technology know who and how to ask for help be able to list rules for keeping and staying safe

#### **Practice makes perfect:**

- be able to name ways you can improve in an activity or sport understand the importance of trying hard and not giving up
- be able to see the benefits of practising an activity or sport
- -\_\_be able to learn ways to set goals and work to reach them

#### **Stealing:**

- understand the differences between borrowing and stealing be able to describe how you might feel if something of yours is borrowed and not returned
- know why it is wrong to steal
- be able to understand the differences between being responsible and irresponsible

#### Making friends online:

- be able to identify possible dangers and consequences of talking to strangers online
- know how to keep safe in online chatrooms
- be able to name the positives and negatives of using technology understand the difference between safe and risky choices online.

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#### **Coming home on time:**

- recognise the importance of behaving in a responsible manner in a range of situations describe a range of situations where being on time is important explain the importance of having rules in the home
- describe ways that behaviour can be seen to be sensible and responsible

#### **Online bullying:**

recognise the key values that are important in positive online relationships identify the feelings and emotions that may arise from online bullying develop coping strategies to use if we or someone we know is being bullied online identify how and who to ask for help

#### **Looking out for others** (adults and children's views):

- recognise why we should take action when someone is being unkind
- describe caring and considerate behaviour, including the importance of looking out for others demonstrate why it is important to behave in an appropriate and responsible way identify how making some choices can impact others' lives in a negative way

### **Image sharing Online Adults and Children's views** (online safety):

- list reasons for sharing images online
- identify rules to follow when sharing images online
- describe the positive and negative consequences of sharing images online
- recognise possible influences and pressures to share images online

#### **Stealing:**

- explain what consent means
- recognise the importance of being honest and not stealing
- explain why it is important to have a trusting relationship between friends and family
- identify how making some choices can impact others' lives in a negative way

### Making friends online:

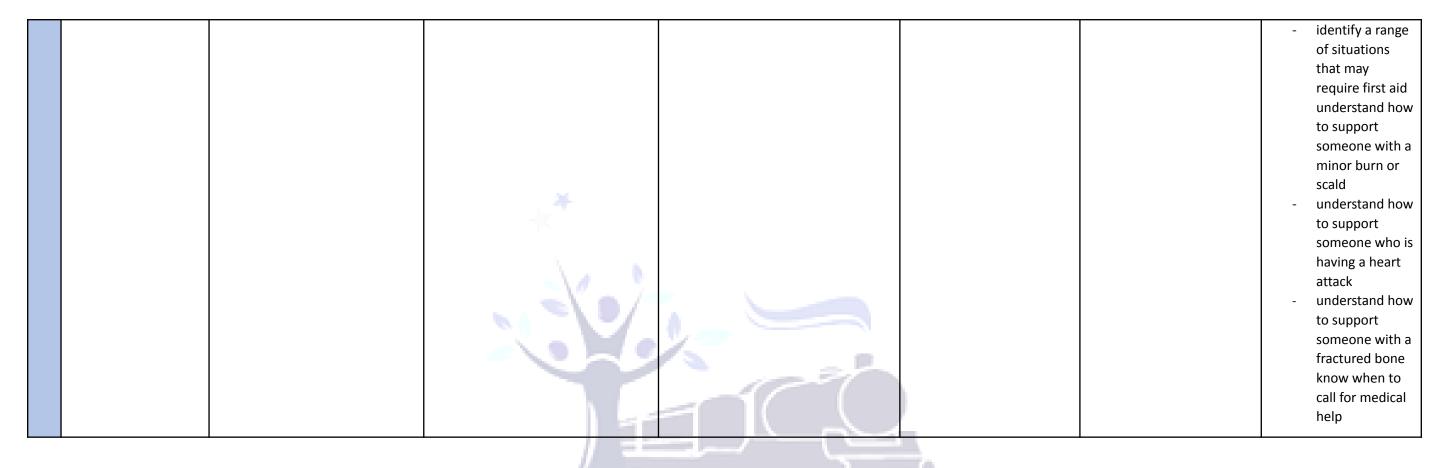
- list the key applications that we may use now and in the future
- know and understand why some applications have age
- restrictions identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

#### Feelings and Emotions: **Anger (adults and** Jealousy: **Helping someone in need:** <u>Grief:</u> Jealousy: Worry: Understanding To understand and - know how you can help be able to recognise and children's views): recognise our recognise our emotions recognise a range of other people thoughts, feelings, name emotions and their thoughts, Develop emotions that we feel recognise that be able to recognise kind physical effects and emotions, and feelings, and physically and mentally. strategies for everyone and thoughtful behaviours know the difference between identify the emotions managing To recognise and name experiences and actions understand the pleasant and unpleasant differences identify how we feelings emotions and their physical emotions and that risks of talking to people you between those that can reduce our emotions 2 Understand effects. these can have don't know very well in the learn a range of skills for feel good and feeling of worry To learn a range of skills to that it is ok to physical effects on those that feel not explain how we community coping with ask for help cope with our body, both unpleasant/uncomfortable \_\_\_be able to identify the unpleasant/uncomfortable so good can support **Feelings and Emotions:** pleasant and differences between being emotions describe how we others who feel Understanding unpleasant To understand that feelings responsible and being understand that feelings can can support others worried emotions can be communicated with explain how irresponsible be communicated with and who feel lonely, recognise that Develop or without words. feelings can be without words jealous, or upset we can choose strategies for **Worry and Anger:** communicated with recognise that we how we act on managing be able to recognise and or without words feelings can choose how we our emotions name emotions and their recognise that we and that our act on our Understand that it is ok physical effects can choose how we emotions and choices and to ask for help know the difference act on our understand that actions can between pleasant and emotions and that our choices and affect ourselves unpleasant emotions our choices and actions can affect and other learn a range of skills for actions can affect ourselves and people coping with ourselves and other other people unpleasant/uncomfortable people demonstrate a emotions demonstrate a range of strategies understand that feelings can range of strategies to help control and be communicated with and to help control and manage without words be able to manage unpleasant/ recognise and name unpleasant/ uncomfortable emotions and their physical uncomfortable emotions, such as effects emotions, such as loneliness and know the difference anger jealousy between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant/uncomfortable emotions understand that feelings can be communicated with and without words

S	Our World:	Growing in our world:	Living in our world and working in	Looking after our world:	Chores at home:	Inclusion and Acceptance	In-app purchases:
u	- Understand	- To understand how we care	our world:	- be able to explain the	<ul> <li>identify ways in</li> </ul>	(adults and children's	- know and
m	similarities and	for others and the needs of	<ul> <li>understand why we should</li> </ul>	meaning of reduce, reuse,	which we can help	<u>views):</u>	understand
m	differences	a baby.	look after living things	and recycle recognise how we	those who look	- identify some of the	various
е	- Identify people	- To recognise what you can	<ul> <li>be able to identify how we</li> </ul>	can help look after our planet	after us	ways in which we	money-related
r	who help us in our local	do for yourself now that you're older.	can look after living things	- be able to identify how to	<ul> <li>explain the positive</li> </ul>	are different and	terms recognise
1	community	- To be able to describe the	both inside and outside of	reduce the amount of water	impact of our	unique	some of the
	- Respecting the	common features of family	the home	and electricity we use	actions	- explain some of the	ways in which
	local	life and recognise how our	<ul> <li>recognise why it is important</li> </ul>	- understand how we can	<ul> <li>describe the ways</li> </ul>	elements which	we can spend
	environment	families are special and	to keep our communities	reduce our carbon footprint	in which we can	help us to have a	money via
	Our Manual	unique.	and countryside clean		contribute to our	diverse community	technology
	Our World: - Understand	Hazard watch???	<ul> <li>be able to encourage others</li> </ul>		home, school, and	<ul> <li>describe strategies</li> </ul>	- describe the
	similarities and	riazara water:::	to help keep their		community identify	to overcome	potential impact
	differences		communities and		the skills we may	barriers and	of spending
	- Identify people		countryside clean		need in our future	promote diversity	money without
	who help us in		<ul> <li>understand different ways</li> </ul>		job roles	and inclusion	permission
	our local		we can receive money				- identify
	community		- know how to keep money				strategies to
	Respecting the local		safe				save money
	environment		<ul> <li>be able to describe the skills</li> </ul>				
			you may need in a future job		,		
			or career be able to				
			recognise the differences	Hazard watch?			
			between wants and needs	Tidad Tidadii	E *		
			Hazard watch?		1		



- Building Changes at home  - Managing changes at home  -				T				
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Astrea Academy Trust