

Intent

Beaumont Community Primary RSHE/PSHE teaching and learning aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful RSHE/PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as British Values, to Promoting Alternative Thinking Strategies (PaTHS+). We use PaTHS+, daily assemblies and our Zones of Regulations units which aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

Implementation

Beaumont Community Primary's teaching of RSHE/PSHE is designed to be taught in during weekly PaTHS session units. We also cover the themes during whole school and class assemblies as well as in other wider curriculum subjects (see below). Where we can have mixed year groups the PaTHS units are revisited every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of RSHE/PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Our PSHE units are delivered in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. We communicate with parents and carers about how and why each theme is covered and provide suggestions for extending the learning at home. Assessment for learning opportunities are built into each lesson and enhanced by pupils voice that is key in all lessons. This enables self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Impact

Our RSHE/PSHE scheme of work provides an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Beaumont Community Primary scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful RSHE/ PSHE education has a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful RSHE/PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our RSHE/PSHE and Citizenship scheme of work is used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. We aim to ensure that all children

can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

RSHE/PSHE Curriculum Map	Maths	English	Science	RE	PSHE	Computing	Art/DT	Topic	PE	MFL	Assembly
Parental Engagement - School Values		Story time									
1. Families Who Care For Me											
That families are important for children growing up because they can give love, security and stability		Yr 2 sp 1 KS2 A sum 2 KS2 B Aut 2									Au1 Week 1 Au2 Week 6
The characteristics of health family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.											Au1 Week 1 Spr2 Week 1
That others families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care					KS2 sp 1& 2 unit 4B			History: Yr 1 au sp Yr 2 sp sum LKS A Au Sp LKS B Au			Summer 1 Week 1
Those stable, caring relationships which may be of different types, are the heart of happy families and are important for children's security as they grow up											Summer 2 Week 1
That marriage (both opposite sex and same sex couples represented a formal and legally recognised commitment of two people to each other which is intended to be lifelong.											Summer 1 Week 4 Au2 week 4

How to recognise if family relationships are making the feel unhappy or unsafe, and how to seek help or advise from others if needed,											Summer 1 Week 5
2. Caring Friendships	Maths	English	Science	RE	PATHS PLUS	Computing	Art/DT	Topic	PE	MFL	Assembly
How important friendships are in making us feel happy and secure and how people choose and make friends.					KS1/spr 2 unit 6						Spring 2 week 5
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interest and experiences and support with problems and difficulties.					KS1/Spr 2 unit 6 LKS 2 Spr 1&2 unit 2			History: Yr 1 au sp Yr 2 sp sum			Spring 2 Week 4
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.					KS1/Spr 2 unit 6 LKS 2 Spr 1&2 A unit 2						Sum1 Week 2
That most friendships have ups and down and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.					KS1/ spr 1 unit 5 LKS 2 Spr 1&2 A unit 2 KS2 sum 2 unit 3						
The importance of respecting others, even when that are very different from then (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs					KS1 /sum 1 - unit 7 KS2 - unit 4B spr 1& 2			History: Yr 1 au sp Yr 2 sp sum LKS A Au Sp LKS B Au			Spring 2 Week 3
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.					LKS2 Sp 1&2 Sum 1& 2 Unit 5						

<u>3. Respectful Relationships</u> <u>Bullying week</u>	Maths	English	Science	RE	PSHE	Computing	Art/DT	Topic	PE	MFL	Assembly
Practical sets they can take in range of different contexts to improve or support respectful relationships.				KS1/2	KS2 unit 4B sum 1&2				Yr 1 sum Yr 2 sum Yr 3 sum Yr 4 sum Yr 5 sum Yr 6 sum		
The conventions of courtesy and manners					KS1 Unit 7 Sum 1				Yr 1 sum Yr 2 sum Yr 3 sum Yr 4 sum Yr 5 sum Yr 6 sum		
The importance of self respect and how this links to their own happiness					KS2 unit 4B sum 1&2						Au2 Week 5
That in school and in wider society they can expect to be treated with respect by other and that in turn they should show due respect to others, including those in positions of authority				KS1/2	KS2 unit 4B sum 1&2						Sum2 Week2
About different types of bullying (including cyber bullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.											Au2 Week 3
What a stereotype is, how stereotypes can be unfair, negative or destructive											Summer 2 Week 3
The importance of permission-seeking and giving in relationships with friends, peers and adults.											Summer 1 Week 6
<u>4 Online Relationship</u> Safer internet day <u>Whole school online Safety Autumn 1</u>	Maths	English	Science	RE	PSHE	Computing	Art/DT	Topic	PE	MFL	Assembly

Safer Internet Parents Workshop Think you know website											
That people sometimes behave differently on line, including by pretending to be someone they are not,						KS1/K S2					
That the same principles apply to online relationships as to face-face relationships, including the importance of respect for others online including when we are anonymous						KS1?K S2					
The rules and principles for keeping safe on line, how to recognise risks, harmful context and contact and how to report them						KS1/K S2					
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.						KS2					
How information's and data is shared and used online						KS2					

<u>5. Being Safe</u>	Maths	English	Science	RE	PSHE	Computing	Art/DT	Topic	PE	MFL	Assembly
What sorts of boundaries are appropriate in friendships with peers and others (including in digital context)											Spring 1 Week 5
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe											Spring 1 Week 2
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.											Autumn 1 Week 6
How to respond safely and appropriately to adults they may encounter (in all contexts, including on line) whom they do not know,						KS1/KS2					Au 1 Week 5

How to recognise and report feelings of being unsafe of feeling bad about any adult											Summer 2 Week 5
How to ask for advice or help for themselves or to others, and to keep trying until they are heard.											Autumn 1 Week 2
How to report concerns or abuse, and the vocabulary and confidence needed to do so,											Au 2 week 2
Where to get advice, eg family, school and/or other sources,											
<u>6.Mental Wellbeing</u> <u>Mental Wellbeing week</u> <u>Daily mile</u>	Maths	English	Science	RE	PSHE	Computing	Art/DT	Topic	PE	MFL	Assembly
That mental wellbeing is a normal part of daily life, in the same way as physical health									Yr 1 sp Yr 2 sp Yr 3 sp Yr 4 sp Yr 5 sp Yr 6 sp		Au1 Week 3
That there is a normal range of emotions (e.g happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations					KS1 unit 2 & 3/Aut 1 KS1 Sum 2 unit 8			History Yr 1 au sp Yr 2 ssp sum LKS A sum LKS B Sp Su			
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings.					KS1 unit 2 & 3/Aut 1 KS1 Sum 2 unit 8			History Yr1 Au sp su Yr2 Sp su LKS A su LKS B Sp Su			

How to judge whether what they are feeling and how they are behaving is appropriate and proportionate								Yr 1 au sp Yr 2 sp sum History Yr 1 sp su Yr2 sum			Spring 1 Week 4
The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.			KS2 B Aut 1						Yr 1 Aut Yr 2 Aut Yr 3 Aut Yr 4 Aut Yr 5 Aut Yr 6 Aut		
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.			Year 2 sp 1								Summer 2 Week 4
Isolation and loneliness can affect children and that it is very importance for children to discuss their feelings with an adult and seek support.					KS1 SP2 unit 6			History: LKS A Su			
That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.						KS1/KS2					Au2 week 2
Where and how to seek support (including recognising the triggers for seeking for support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising on line)											Spring 1 Week 3
It is common for people to experience mental ill health. For many people who do the problems can be resolved if the right support is made available, especially if accessed early enough.								History LKS A su Antartic a			
<u>7.Internet safety and harms</u>	Maths	English	Science	RE	PSHE	Computing	Art/DT	Topic	PE	MFL	Assembly

About dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.								History Yr 1 au sp Yr 2 sp sum			
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing								History Yr 1 au sp Yr 2 sp sum			Spring 2 Week 2
The facts and science relating to allergies, immunisation and vaccination.											Spring 2 Week 2
<u>12. Basic First Aid</u> Crucial Crew/First Aid											
How to make a clear and efficient call to emergency services if necessary											Au1 Week 4
Concepts of basic first aid - for example dealing with common injuries											Spring 2 Week 6
<u>13.Changing adolescent body</u>											
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.			Living and Growing Units								
About menstrual including the key facts about the menstrual cycle			Living and Growing Units								