

# Whole School

PSHE Curriculum

## Whole-school definition of science

PSHE is a way for children to learn about the world, providing them valuable skills which will equip them for life. At Woodston, we define PSHE as person, social, health and economic education. It will include the study of relationships, health, wellbeing, mental health, physical health, safety and money.

Statutory Relationships and Health Education are covered throughout Years 1 – 6. Parents/Carers do not have the option to withdraw from this.

Within Year 6, parents have the choice to withdraw their child from RSE lessons as some of this teaching is non-statutory.

# Big Ideas of PSHE

Curriculum Themes

## 'Big Ideas' of PSHE

The Big Ideas of PSHE are recurring themes that appear throughout the curriculum in all series.

The 'Big Ideas' focus on the 3 over arching themes which underpin PSHE teaching.

These are: Relationships, Health and Wellbeing and Living in the Wider World.

# Big Ideas of PSHE

## **Relationships**

Children learning about Relationships is a STATUTORY part of the curriculum. As they move through the school they will learn what healthy and safe relationships look like. They will learn about different types of friendships, family and romantic relationships, including marriage. Throughout this teaching, children will be taught about consent as well as relationships within society. Children will also be taught about online relationships.

# Big Ideas of Science

## Health and Wellbeing

Health Education was made statutory in 2020, along with Relationships Education. This means children will be taught this from Year 1 – Year 6. Parents do not have the option to withdraw their child from these lessons. Children will be taught about healthy bodies and healthy minds, including making healthy food choices, exercise and sun safety. Children will also be taught scientific names for all body parts. Mental Health and Wellbeing are now statutory areas. Children will learn what these are, along with strategies they can use to support their own well being.

## Big Ideas of Science

### **Living in the Wider World**

This part of PSHE teaches children about British Values, finance and rules and responsibilities. It will build on previous learning from Relationships and why rules are needed as well as exploring diversity and inclusivity.

At Woodston, we identified children who were considered to be Young Carers. This is not-statutory but children will be taught about Young Carers, as part of their PSHE learning due to the amount of Young Carers at Woodston.

EYFS



# EYFS Overview

## **Block 1 Relationships**

Units: Belonging and Beginnings, My Emotions

Links to Early Years Goals: making relationships, Self-Confidence and Self – Awareness, Managing Feelings and Behaviour

## **Block 2 Relationships**

Children will also cover anti-bullying

## **Block 3 Health and well being**

## **Block 4 Health and well being**

Units: Healthy Lifestyles, Keeping Safe, My Body and Growing Up

Links to Early Year Goals: Self-Confidence and Self-Awareness, Physical Development

## **Block 5 Health and wellbeing**

## **Block 6 living in the wider world**

Units: Me and My world, Identities and Diversity

Links to Early Year Goals: Understanding the World (People and Communities and The World)

Year 1

# Year 1 Overview

<b>Block 1</b>	<b>Relationships</b>  <u>Units of Work:</u> Beginning and Belonging Family and Friends Anti-Bullying Rights Rules and Responsibilities My emotions
<b>Block 2</b>	
<b>Block 3</b>	<b>Living in the wider world</b>  <u>Units:</u> Safety Contexts Working together (building on knowledge from Autumn term about Relationships and how good relationships assist working together) Diversity and communities
<b>Block 4</b>	
<b>Block 5</b>	<b>Health and wellbeing</b>  <u>Units:</u> Healthy lifestyles Managing risks RSE (naming body parts) Drugs education Personal safety Managing change (link back to Relationships)
<b>Block 6</b>	

Year 2

# Year 2 Overview

<b>Block 1</b>	<b>Relationships</b>  <u>Units of Work:</u> Beginning and Belonging Family and Friends Anti-Bullying Rights Rules and Responsibilities My emotions
<b>Block 2</b>	
<b>Block 3</b>	<b>Living in the wider world</b>  <u>Units:</u> Safety Contexts Working together (building on knowledge from Autumn term about Relationships and how good relationships assist working together) Diversity and communities
<b>Block 4</b>	
<b>Block 5</b>	<b>Health and wellbeing</b>  <u>Units:</u> Healthy lifestyles Managing risks RSE (naming body parts building on from Year 1 knowledge) Drugs education Personal safety Managing change (link back to Relationships)
<b>Block 6</b>	

Year 3

# Year 3 Overview

<b>Block 1</b>	<b>Relationships</b>  <u>Units of Work:</u> Beginning and Belonging Family and Friends Anti-Bullying Rights Rules and Responsibilities My emotions
<b>Block 2</b>	
<b>Block 3</b>	<b>Living in the wider world</b>  <u>Units:</u> Safety Contexts Working together (building on knowledge from Autumn term about Relationships and how good relationships assist working together) Diversity and communities
<b>Block 4</b>	
<b>Block 5</b>	<b>Health and wellbeing</b>  <u>Units:</u> Healthy lifestyles Managing risks RSE (naming body parts building on from KS1 learning, starting to name some changes as people grow, for example, getting taller) Drugs education Personal safety Managing change (link back to Relationships)
<b>Block 6</b>	

Year 4



# Year 4 Overview

<b>Block 1</b>	<b>Relationships</b>  <u>Units of Work:</u> Beginning and Belonging Family and Friends Anti-Bullying Rights Rules and Responsibilities My emotions
<b>Block 2</b>	
<b>Block 3</b>	<b>Living in the wider world</b>  <u>Units:</u> Safety Contexts Working together (building on knowledge from Autumn term about Relationships and how good relationships assist working together) Diversity and communities Financial Capability
<b>Block 4</b>	
<b>Block 5</b>	<b>Health and wellbeing</b>  <u>Units:</u> Healthy lifestyles Managing risks RSE (starting to name some more changes which happen, emotions change) Drugs education Personal safety Managing change (link back to Relationships)
<b>Block 6</b>	

Year 5

# Year 5 Overview

<b>Block 1</b>	<b>Relationships</b>
<b>Block 2</b>	<u>Units of Work:</u> Beginning and Belonging Family and Friends Anti-Bullying Rights Rules and Responsibilities My emotions
<b>Block 3</b>	<b>Living in the wider world</b>
<b>Block 4</b>	<u>Units:</u> Safety Contexts Working together (building on knowledge from Autumn term about Relationships and how good relationships assist working together) Diversity and communities Financial Capability
<b>Block 5</b>	<b>Health and wellbeing</b>
<b>Block 6</b>	<u>Units:</u> Healthy lifestyles Managing risks RSE (Puberty) Drugs education Personal safety Managing change (link back to Relationships)

Year 6

# Year 6 Overview

<b>Block 1</b>	<b>Relationships</b>
<b>Block 2</b>	<u>Units of Work:</u> Beginning and Belonging Family and Friends Anti-Bullying Rights Rules and Responsibilities My emotions
<b>Block 3</b>	<b>Living in the wider world</b>
<b>Block 4</b>	<u>Units:</u> Safety Contexts Working together (building on knowledge from Autumn term about Relationships and how good relationships assist working together) Diversity and communities Financial Capability
<b>Block 5</b>	<b>Health and wellbeing</b>
<b>Block 6</b>	<u>Units:</u> Healthy lifestyles Managing risks RSE (conception and birth, this part is non-statutory and children can be withdrawn) Drugs education Personal safety Managing change (link back to Relationships)