



# Subject Overview – PSHE

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**INTENT:** At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

Our PSHE curriculum has been carefully constructed through close consideration of both the expectations of the National Curriculum and the vision and contextual requirements of our school and its children. Through our PSHE curriculum, we aim for children to:

- Develop the ability to make healthy choices and keep themselves safe;
- Gain an understanding of mental health and personal well-being;
- Grow resilience;
- Understand how to form good relationships;
- Learn positive behaviours and conflict resolution;
- Develop skills and strategies to be successful in all areas of their lives.

At Debden Church of England Primary Academy we recognise the proven link between pupils' health and wellbeing, and their academic progress. We believe that crucial skills and positive attitudes developed through PSHE are critical to ensuring that our children are effective learners. Our PSHE curriculum has been tailored to our school's individual context. For example, owing to our large percentage of children from the local barracks, PSHE is used as a useful tool in supporting children and families who may be facing challenges.

There are six distinct areas of learning that recur throughout the PSHE curriculum:

PSHE Areas of Learning
1. Me and My Relationships
2. Valuing Difference
3. Keeping Myself Safe
4. Rights and Responsibilities
5. Being My Best
6. Growing and Changing

*Curriculum Mapping:* Our curriculum map outlines the units of learning that are covered throughout a child's time at Debden. Each area of learning is taught at the same time across the school (e.g. My and My Relationships units

are taught in Autumn 1), aiding us in ensuring that there is adequate progression of knowledge and skills outcomes between age phases. We have also worked thoughtfully and collaboratively to ensure that there is an appropriate range and progression of knowledge and skills throughout each unit.

*PSHE Skills:* The skills that we aim to equip all children with throughout each stage of their development are detailed within our progression of skills map. All skills fall under the six PSHE areas of learning.

*PSHE Knowledge:* We have created knowledge organisers for each of our units of learning. These organisers map out the information that children should know and understand by the end of each teaching unit. They contain key details about the specific area of learning and specific information being studied. They are sent home to parents at the start of each unit, are used by teachers throughout the planning and teaching process, and are used in part to form our end of unit assessments.

*PSHE Vocabulary:* The vocabulary that children should be able to understand and use at each stage of their PSHE learning is mapped in PSHE Progression of Vocabulary outline.

*Relationships and Sex Education:* PSHE is a key driver for our approach to relationships and sex education. Please read our Relationships and Sex Education policy for more information regarding this.

#### UNIT TITLE – Me and My Relationships

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY	
Year 1	<ul style="list-style-type: none"> <li>- Names of feelings</li> <li>- Feelings link to behaviour</li> <li>- Managing feelings</li> <li>- Trusted adults</li> </ul>	Name different feelings and explain how these might affect behaviour. Explain some different ways of dealing with 'not so good' feelings. Know when help is needed and who to go to for help.	<b>Happy</b> <b>Sad</b> <b>Excited</b> <b>Angry</b> <b>Surprised</b>	<b>Scared</b> <b>Feelings</b> <b>Behaviour</b> <b>Trust</b> <b>Adult</b>
Year 2	<ul style="list-style-type: none"> <li>- Expression of feelings</li> <li>- What makes a good friendship</li> <li>- Teasing v bullying</li> <li>- Trusted adults</li> </ul>	Express feelings in a safe, controlled way. Identify what makes a good friend and give examples. Name some ways to get help if being bullied and what to do if being teased.	<b>Feelings</b> <b>Emotions</b> <b>Worried</b> <b>Confused</b> <b>Shocked</b>	<b>Embarrassed</b> <b>Rely</b> <b>Respect</b> <b>Tease</b> <b>Bully</b>
Year 3	<ul style="list-style-type: none"> <li>- Tolerance and acceptance</li> <li>- Building positive friendships</li> <li>- Resolving conflicts</li> <li>- Being assertive</li> </ul>	Show acceptance towards the views of others and understand that we don't always agree with each other. Explain what makes a good friend and how to make up after a falling out. Explain what being 'assertive' means and give a few examples.	<b>Viewpoint</b> <b>Opinion</b> <b>Agree</b> <b>Disagree</b> <b>Respect</b>	<b>Resolve</b> <b>Conflict</b> <b>Assertive</b> <b>Courage</b> <b>Resilience</b>
Year 4	<ul style="list-style-type: none"> <li>- Feelings influence behaviour</li> <li>- Reading body language</li> <li>- When and how to be assertive</li> </ul>	Explain how feelings can influence behaviour. Give examples of how to tell how a person is feeling worried just by their body language. Give different examples of when (and why) we might need to be assertive.	<b>Emotions</b> <b>Behaviour</b> <b>Influence</b> <b>Body language</b> <b>Communicate</b>	<b>Express</b> <b>Expression</b> <b>Assertive</b> <b>Confidence</b> <b>Resilience</b>
Year 5	<ul style="list-style-type: none"> <li>- What constitutes positive healthy friendships</li> <li>- Positive friendships support well-being</li> <li>- Reacting to pressure/influence</li> </ul>	Give a range of examples of our emotional needs and explain why they are important. Explain why qualities of friendship are important. Explain why assertiveness is more effective than other ways of reacting to pressure or influence.	<b>Emotional needs</b> <b>Safety</b> <b>Security</b> <b>Connect</b> <b>Self-esteem</b>	<b>Achievement</b> <b>Success</b> <b>Assertive</b> <b>Pressure</b> <b>Influence</b>
Year 6	<ul style="list-style-type: none"> <li>- Thoughts/feelings influence behaviour</li> <li>- Active and passive bystanders</li> <li>- Inappropriate touch</li> <li>- Negotiation and compromise</li> </ul>	Explain how thoughts and feelings can influence behaviour. Explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Explain what inappropriate touch is and give examples. Suggest ways of getting help. Show examples of negotiation and compromise.	<b>Influence</b> <b>Bystander</b> <b>Passive</b> <b>Active</b> <b>Appropriate</b>	<b>Inappropriate</b> <b>Trust</b> <b>Negotiate</b> <b>Compromise</b> <b>Collaborate</b>

## UNIT TITLE – Valuing Difference

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> <li>- People are similar and different</li> <li>- Fair and unfair</li> </ul>	<p>Explain how people are similar as well as different.</p> <p>Explain why things sometimes seem unfair, even if they are not.</p>	<p>Similar</p> <p>Different</p> <p>Equal</p> <p>Talent</p> <p>Skill</p> <p>Respect</p> <p>Celebrate</p> <p>Together</p>
Year 2	<ul style="list-style-type: none"> <li>- Active listening</li> <li>- Point of view</li> <li>- Inclusion</li> </ul>	<p>Demonstrate good listening skills and explain why listening skills help to understand a different point of view.</p> <p>Identify ways of getting help if being left out.</p>	<p>Active listening</p> <p>Respect</p> <p>Equal</p> <p>Tolerance</p> <p>Point of view</p> <p>Opinion</p> <p>Left out</p> <p>Include</p>
Year 3	<ul style="list-style-type: none"> <li>- Tolerance of others</li> <li>- Different communities</li> <li>- How to have positive relationships</li> </ul>	<p>Explain how respect and tolerance have helped to make the classroom a happier, safer place.</p> <p>Give examples of different community groups and say what is good about having different groups.</p>	<p>Similar</p> <p>Different</p> <p>Equal</p> <p>Viewpoint</p> <p>Tolerance</p> <p>Respect</p> <p>Cooperate</p> <p>Community</p>
Year 4	<ul style="list-style-type: none"> <li>- Tolerance of others</li> <li>- Religious and cultural differences</li> <li>- What is stereotyping?</li> </ul>	<p>Explain how people are different, including religious or cultural differences.</p> <p>Explain why it's important to challenge stereotypes that might be applied to ourselves or others.</p>	<p>Religion</p> <p>Culture</p> <p>Similarity</p> <p>Difference</p> <p>Tolerance</p> <p>Respect</p> <p>Stereotype</p> <p>Challenge</p>
Year 5	<ul style="list-style-type: none"> <li>- Celebrating differences</li> <li>- Understanding that online posts may not be true</li> <li>- Gender identity</li> <li>- Sexual orientation</li> </ul>	<p>Identify different faiths and cultures and positive things about having these differences.</p> <p>Explain how people sometimes aim to create an impression of themselves that is not real and what might make them do this.</p> <p>Explain the difference between sex, gender identity, gender expression and sexual orientation.</p>	<p>Faith</p> <p>Diverse</p> <p>Society</p> <p>Tolerance</p> <p>Sexual orientation</p> <p>Online</p> <p>Impression</p> <p>Gender</p> <p>Identity</p> <p>Respect</p>
Year 6	<ul style="list-style-type: none"> <li>- Mutual respect</li> <li>- Diverse society</li> <li>- Understanding prejudice</li> <li>- Gender stereotypes</li> </ul>	<p>Talk from personal experience about the positives of different faiths and cultures.</p> <p>Give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Define and challenge gender stereotyping.</p>	<p>Mutual respect</p> <p>Diverse</p> <p>Society</p> <p>Racism</p> <p>Stereotype</p> <p>Gender</p> <p>Media</p> <p>View</p> <p>Influence</p> <p>Self-esteem</p>

## UNIT TITLE – Keeping myself safe

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> <li>- Managing feelings</li> <li>- How to stay healthy</li> <li>- What are medicines used for?</li> <li>- Personal details</li> </ul>	<p>Identify what can be done to stay safe when strong, but not so good feelings are experienced.</p> <p>Give examples of how to stay healthy.</p> <p>Say when medicines might be harmful.</p> <p>Recite basic personal details.</p>	<p>Sadness</p> <p>Anger</p> <p>Worry</p> <p>Jealousy</p> <p>Personal details</p> <p>Feelings</p> <p>Help</p> <p>Adult</p> <p>Trust</p>
Year 2	<ul style="list-style-type: none"> <li>- Safe/unsafe secrets</li> <li>- Trusted adults</li> <li>- Food groups</li> <li>- Medicine safety</li> <li>- Personal details shared online</li> </ul>	<p>Identify examples of safe and unsafe secrets and name trusted adults.</p> <p>Identify different food groups that help bodies to stay healthy.</p> <p>Explain that medicines can be helpful or harmful and give examples of how they can be used safely.</p> <p>Identify which personal details should not be shared online.</p>	<p>Secret</p> <p>Safe</p> <p>Unsafe</p> <p>Trust</p> <p>Food groups</p> <p>Personal details</p> <p>Protein</p> <p>Carbohydrate</p> <p>Dairy</p> <p>Medicine</p> <p>Drug</p> <p>Online safety</p>
Year 3	<ul style="list-style-type: none"> <li>- Risky behaviours</li> <li>- Unhealthy lifestyle</li> <li>- Risks from cigarettes and alcohol</li> <li>- Online safety</li> </ul>	<p>Identify what could be done to make a situation less risky or not risky at all.</p> <p>Name examples of an unhealthy lifestyle.</p> <p>Explain why things other than drugs can be helpful and harmful.</p> <p>Explain why it is important to keep personal details safe online.</p> <p>Recognise appropriate behaviour.</p>	<p>Safe</p> <p>Unsafe</p> <p>Danger</p> <p>Risk</p> <p>Cigarettes</p> <p>Alcohol</p> <p>Drug</p> <p>Appropriate</p> <p>Online safety</p> <p>Helpful</p> <p>Harmful</p>
Year 4	<ul style="list-style-type: none"> <li>- Being influenced</li> <li>- Recognising choice</li> <li>- Why do people smoke or drink?</li> <li>- Online safety</li> </ul>	<p>Give examples of people or things that might influence someone to take risks and understand choice.</p> <p>Explain risks of smoking or drinking alcohol on a person's body and list reasons why most people choose not to smoke, or drink too much alcohol.</p> <p>Explain why information seen online might not always be true.</p>	<p>Influence</p> <p>Risk</p> <p>Choice</p> <p>Smoke</p> <p>Cigarettes</p> <p>Alcohol</p> <p>Drug</p> <p>Dare</p> <p>Online safety</p> <p>Image</p> <p>Safe</p> <p>Unsafe</p>
Year 5	<ul style="list-style-type: none"> <li>- Being influenced</li> <li>- Recognising choice</li> <li>- Norms around smoking, alcohol and drugs</li> <li>- Online safety</li> </ul>	<p>Give examples of things that might influence a person to take risks online. Explain that people have a choice.</p> <p>Explain how knowing the norms about smoking, alcohol and drugs can influence people.</p> <p>Explain how people sometimes aim to create an impression of themselves in what they post online.</p>	<p>Influence</p> <p>Risk</p> <p>Choice</p> <p>Norm</p> <p>Cigarettes</p> <p>Alcohol</p> <p>Drug</p> <p>Decision</p> <p>Dilemma</p> <p>Assertiveness</p> <p>Personal Information</p>
Year 6	<ul style="list-style-type: none"> <li>- Emotional and physical needs</li> <li>- Positive/negative influences</li> <li>- Issues around decision-making</li> <li>- Misperceptions around alcohol</li> <li>- Dangers of sharing information</li> </ul>	<p>Explain why emotional needs are as important as physical needs.</p> <p>Give examples of positive and negative influences, including things that could influence decision-making.</p> <p>Explain why some people believe that more young people drink alcohol than actually do.</p> <p>Explain some ways of staying safe when using a mobile phone, including safety around sharing personal information or images.</p>	<p>Emotional</p> <p>Physical</p> <p>Need</p> <p>Positive</p> <p>Negative</p> <p>Influence</p> <p>Decision</p> <p>Misperception</p> <p>Personal</p> <p>Image</p> <p>Private</p> <p>Illegal</p>

## UNIT TITLE – Rights and Responsibilities

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> <li>- Why we have rules</li> <li>- Examples of responsibilities</li> <li>- How to look after our environment</li> <li>- How to look after money</li> </ul>	<p>Talk about why we have rules.</p> <p>Give examples of responsibilities in the home and at school.</p> <p>Give examples of how to look after our environment.</p> <p>Name some ways to look after money.</p>	<p>Rules</p> <p>Responsibilities</p> <p>Environment</p> <p>Care</p> <p>Needs</p> <p>Money</p> <p>Spend</p> <p>Save</p>
Year 2	<ul style="list-style-type: none"> <li>- How to stick to rules</li> <li>- Ways to cooperate</li> <li>- Managing feelings</li> <li>- Improving an environment</li> <li>- Saving money for the future</li> </ul>	<p>Suggest rules that will help to keep us happy and ways to keep to these rules.</p> <p>Cooperate with others and self-regulate.</p> <p>Suggest ways to improve the school environment.</p> <p>Describe how money can be saved for use at a future time.</p>	<p>Rules</p> <p>Responsibilities</p> <p>Environment</p> <p>Improve</p> <p>Future</p> <p>Feelings</p> <p>Manage</p> <p>Cooperate</p> <p>Save</p> <p>Choice</p>
Year 3	<ul style="list-style-type: none"> <li>- Rules for different reasons</li> <li>- Responsibility of self</li> <li>- Improving an environment in the community</li> <li>- Having choice over money</li> </ul>	<p>Give examples of when new rules have been followed.</p> <p>Describe how as we get older we start to take more responsibility for keeping ourselves safe.</p> <p>Suggest ways to improve an environment in the community.</p> <p>Explain how people have choices concerning money.</p>	<p>Rules</p> <p>Responsibilities</p> <p>Environment</p> <p>Improve</p> <p>Community</p> <p>Self</p> <p>Manage</p> <p>Safety</p> <p>Save</p> <p>Choice</p>
Year 4	<ul style="list-style-type: none"> <li>- Following difficult rules</li> <li>- Influence of TV and newspapers</li> <li>- Effect of being a bystander</li> <li>- Money is a limited resource</li> </ul>	<p>Explain why some rules are difficult to follow.</p> <p>Explain how reports (e.g. TV) might influence how people think.</p> <p>Explain positive effect of a 'bystander'.</p> <p>Explain how money is a limited resource and how people have choices and decisions to make about how to spend it.</p>	<p>Rules</p> <p>Challenging</p> <p>Influence</p> <p>Reports</p> <p>Bias</p> <p>Bystander</p> <p>Choice</p> <p>Consequence</p> <p>Resource</p> <p>Limited</p>
Year 5	<ul style="list-style-type: none"> <li>- Rights and responsibilities</li> <li>- Wider rights and responsibilities</li> <li>- How local councils spend their money</li> </ul>	<p>Give examples of some of the rights and related responsibilities we have as we grow older, at home and school.</p> <p>Describe some of the wider rights and responsibilities we have.</p> <p>Explain that local councils have to make decisions about how money is spent on things needed in the community.</p>	<p>Rights</p> <p>Responsibilities</p> <p>Wider</p> <p>Community</p> <p>Future</p> <p>Council</p> <p>Expenditure</p> <p>Decisions</p> <p>Priority</p> <p>Elect</p>
Year 6	<ul style="list-style-type: none"> <li>- Sustainable environments</li> <li>- Jobs and pay</li> <li>- Saving money in different ways</li> <li>- Rights and responsibilities as we grow older</li> <li>- Responsibilities to the wider community</li> </ul>	<p>Explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Explain the advantages and disadvantages of different ways of saving money.</p> <p>Give examples of some of the rights and related responsibilities we have as we grow older, in the wider community.</p> <p>Explain how people's social media profiles often give a biased view of them.</p>	<p>Sustainable</p> <p>Income tax</p> <p>VAT</p> <p>Voluntary</p> <p>Community</p> <p>Pressure</p> <p>Bias</p> <p>Democracy</p> <p>Election</p> <p>Candidate</p> <p>Speech</p> <p>Manifesto</p> <p>Ballot</p> <p>Social media</p>

## UNIT TITLE – Being my Best

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> <li>- Setting personal goals</li> <li>- Growth mindset</li> <li>- Healthy eating</li> <li>- 5 a day</li> </ul>	<p>Set a personal goal.</p> <p>Explain growth mindset.</p> <p>Explain why certain foods are healthy and why we need to eat 5 a day.</p>	<p>Goal</p> <p>Personal</p> <p>Growth mindset</p> <p>Healthy</p> <p>Unhealthy</p> <p>Balanced</p> <p>Diet</p> <p>5 a day</p>
Year 2	<ul style="list-style-type: none"> <li>- Benefits of setting personal goals</li> <li>- Growth mindset</li> <li>- Balanced diet</li> <li>- Understanding how food is turned into energy</li> </ul>	<p>Explain how setting a goal or goals will help reach a sense of personal achievement.</p> <p>Identify some ways to help yourself when facing a challenge.</p> <p>Describe how different foods are turned into energy.</p>	<p>Goal</p> <p>Personal</p> <p>Growth mindset</p> <p>Achieve</p> <p>Self-esteem</p> <p>Balanced</p> <p>Diet</p> <p>Energy</p>
Year 3	<ul style="list-style-type: none"> <li>- Setting smaller steps to reach a goal</li> <li>- Helping others to achieve</li> <li>- Overcoming challenges</li> <li>- Maintaining personal health</li> </ul>	<p>Explain and give an example of a skill or talent and the goal-setting undertaken in order to improve it.</p> <p>Describe some ways to help someone else who is facing a challenge.</p> <p>Describe different things that have been done already to keep healthy.</p>	<p>Goal</p> <p>Personal</p> <p>Growth mindset</p> <p>Challenge</p> <p>Resilience</p> <p>Achieve</p> <p>Self esteem</p> <p>Health</p> <p>Active</p> <p>Well-being</p>
Year 4	<ul style="list-style-type: none"> <li>- Learning behaviours</li> <li>- Explaining the importance of resilience</li> <li>- Choices and consequences</li> <li>- Taking responsibility for own health</li> </ul>	<p>Explain and give examples of good learning behaviours.</p> <p>Explain what resilience is and why it is important.</p> <p>Give an example of how they have taken responsibility for an issue relating to health.</p>	<p>Learning behaviours</p> <p>Resilience</p> <p>Perseverance</p> <p>Independence</p> <p>Aspire</p> <p>Choice</p> <p>Consequence</p> <p>Responsibility</p> <p>Health</p> <p>Well-being</p>
Year 5	<ul style="list-style-type: none"> <li>- Understanding personal qualities</li> <li>- Developing resilience</li> <li>- Taking responsibility</li> </ul>	<p>Explain how qualities make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>Explain what resilience is and how it can be developed.</p> <p>Give an example of increased independence.</p>	<p>Personal qualities</p> <p>Resilience</p> <p>Responsibility</p> <p>Perseverance</p> <p>Determination</p> <p>Aspire</p> <p>Independence</p> <p>Choice</p> <p>Consequence</p> <p>Reward</p>
Year 6	<ul style="list-style-type: none"> <li>- Having aspirational goals</li> <li>- Understanding actions needed to reach a goal</li> <li>- Looking at risk factors</li> <li>- Outcomes of taking risks</li> </ul>	<p>Give examples of people who have achieved through hard work, dedication etc.</p> <p>Talk from personal experience about overcoming problems and challenges on the way to achieving goals.</p> <p>Give examples of an emotional risk and a physical risk.</p>	<p>Personal qualities</p> <p>Resilience</p> <p>Responsibility</p> <p>Perseverance</p> <p>Physical</p> <p>Aspire</p> <p>Choice</p> <p>Consequence</p> <p>Risk</p> <p>Emotional</p>

## UNIT TITLE – Growing and Changing

	KEY KNOWLEDGE	KEY SKILLS	KEY VOCABULARY
Year 1	<ul style="list-style-type: none"> <li>- Trusted adults</li> <li>- Things I can do now</li> <li>- Looking after a baby</li> <li>- Function of some body parts</li> <li>- Private parts of body</li> </ul>	<p>Identify an adult to talk to if help is needed.</p> <p>Name some things that can be done now that couldn't be done at a younger age.</p> <p>Explain what some body parts do.</p> <p>Identify parts of the body that are private.</p>	<p>Trust</p> <p>Adult</p> <p>Change</p> <p>Grow</p> <p>Toddler</p> <p>Private</p> <p>Penis</p> <p>Vulva</p> <p>Secret</p> <p>Surprise</p>
Year 2	<ul style="list-style-type: none"> <li>- Trusted adults</li> <li>- Saying goodbye</li> <li>- Supporting others</li> <li>- Stages of growth</li> <li>- Name genitals</li> <li>- Respecting privacy</li> </ul>	<p>Give examples of how it feels when you say goodbye to someone or something. Identify adults who can help.</p> <p>Show support for others.</p> <p>Identify stages of growth.</p> <p>Name genitals and explain that they help people to make babies when they grow up.</p>	<p>Trust</p> <p>Adult</p> <p>Grief</p> <p>Support</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Elderly</p> <p>Penis</p> <p>Vulva</p> <p>Testicles</p> <p>Nipples</p>
Year 3	<ul style="list-style-type: none"> <li>- Recognising positive and negative relationships</li> <li>- Personal space</li> <li>- Egg and sperm join to make a baby</li> <li>- Menstruation</li> </ul>	<p>Name things that make a positive and a negative relationship.</p> <p>Identify personal body space and show how to be assertive if feelings become uncomfortable.</p> <p>Explain that babies come from the joining of an egg and sperm.</p> <p>Explain what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p>	<p>Positive</p> <p>Negative</p> <p>Relationship</p> <p>Personal</p> <p>Body space</p> <p>Egg</p> <p>Sperm</p> <p>Period</p> <p>Womb</p> <p>Fertilisation</p> <p>Menstruation</p> <p>Puberty</p> <p>Assertive</p> <p>Self-esteem</p>
Year 4	<ul style="list-style-type: none"> <li>- Types of change during lifetime</li> <li>- Emotional and physical impact of puberty</li> <li>- Menstruation</li> <li>- Understanding difference between secret and surprise</li> <li>- What is marriage</li> </ul>	<p>Describe some of the changes that happen during their lives.</p> <p>Explain how the onset of puberty can have emotional as well as physical impact.</p> <p>Identify the key facts of the menstrual cycle.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret.</p> <p>Explain what marriage is.</p>	<p>Puberty</p> <p>Emotional</p> <p>Physical</p> <p>Menstruation</p> <p>Period</p> <p>Womb</p> <p>Egg</p> <p>Fertilisation</p> <p>Secret</p> <p>Surprise</p> <p>Safe</p> <p>Unsafe</p> <p>Relationship</p> <p>Marriage</p>
Year 5	<ul style="list-style-type: none"> <li>- Vocabulary to describe feelings</li> <li>- Trusted adults</li> <li>- Understanding what separation might be like</li> <li>- Naming external sexual organs</li> <li>- Products needed in puberty</li> <li>- Choices and consequences</li> <li>- Safe/unsafe secrets</li> <li>- Expression of gender and bullying</li> </ul>	<p>Use a range of words to describe the intensity of different feelings.</p> <p>Identify people who can be trusted.</p> <p>Explain what separation from a person or thing might feel like.</p> <p>Use the correct words for the external sexual organs.</p> <p>Identify products that they may need during puberty and why.</p> <p>Identify the consequences of positive and negative behaviour.</p> <p>Explain the difference between a safe and an unsafe secret.</p> <p>Explain how some people can get bullied because of the way they express their gender.</p>	<p>Optimistic</p> <p>Pessimistic</p> <p>Anxious</p> <p>Apprehensive</p> <p>Lethargic</p> <p>Complacent</p> <p>Isolated</p> <p>Gender</p> <p>Stereotype</p> <p>Expression</p> <p>Pubic hair</p> <p>Vagina</p> <p>Vulva</p> <p>Clitoris</p> <p>Urinary</p> <p>Anus</p> <p>Foreskin</p> <p>Penis</p> <p>Testicle</p> <p>Scrotum</p>
Year 6	<ul style="list-style-type: none"> <li>- Emotional response to change</li> <li>- Peer group pressure</li> <li>- Puberty</li> <li>- Breaking confidences to stay safe</li> <li>- Fertilising an egg</li> <li>- Legal age of consent</li> <li>- HIV</li> <li>-</li> </ul>	<p>Identify some of the changes they have experienced and share their emotional responses to those changes.</p> <p>Explain how people can feel pressured to behave in a certain way because of the influence of the peer group.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it.</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify a variety of ways in which the sperm can fertilise the egg to create a baby.</p> <p>Identify the legal age of consent and what it means.</p> <p>Explain how a person can protect themselves from HIV.</p>	<p>Physical</p> <p>Emotional</p> <p>Peer pressure</p> <p>Influence</p> <p>Strategy</p> <p>Puberty</p> <p>Media</p> <p>Positive</p> <p>Negative</p> <p>Well-being</p> <p>Self-esteem</p> <p>Gender</p> <p>Fallopian tube</p> <p>Womb</p> <p>Sperm</p> <p>Labour</p> <p>Pregnancy</p> <p>Stereotype</p> <p>Manipulate</p> <p>Norm</p> <p>Confidence</p> <p>Privacy</p> <p>Reproduction</p> <p>Fertilise</p> <p>Legal</p> <p>Consent</p> <p>Ovary</p> <p>Conception</p> <p>Embryo</p> <p>Cervix</p> <p>Vagina</p> <p>Egg</p> <p>Caesarean</p> <p>HIV</p>

### IMPLEMENTATION:

*Resources:* As a base for teachers planning, the CORAM 'SCARF' schemes of work and lesson plans are used to underpin unit structure and curriculum structure. However, staff have the flexibility (and are actively encouraged) to adjust these schemes in order to best meet the interests and needs of their class. We have found that these schemes, written by experts in the PSHE teaching field, enable our children to make excellent progress against the knowledge and skills expectations that we set at Debden. As with our own approach, learning through the SCARF schemes is compartmentalised into the same six areas of learning.

*Pedagogical Approach:* Across all subjects at Debden Primary Academy, we use teaching strategies drawn from

Rosenshine's work on *The Principles of Effective Instruction* and Lemov's recommendations in *Teach Like a Champion*, and this includes within the teaching of art. Some of the most important pedagogical strategies include:

-New Material in Short Steps: The individual components of large-scale works are given in small chunks of new material, ensuring that children's working memory is not overloaded.

-Regular Review: We spend the initial portion of lessons reviewing what has been learnt in prior lessons, terms and years. This helps to commit information to long-term memory.

-No Hands Up/ Cold Calling: We want to ensure that every child is an active participant in their learning, who fully engages and is able to contribute ideas. Cold calling also helps us to gauge what every child in the class understands, in order to tailor our teaching to the children's needs. To allow children to orally rehearse responses, we also provide regular opportunities for talk partners.

-Guided Practice and Independent Practice: Throughout units we aim to progress from practice that is more heavily guided and scaffolded, to more independent practice when a high success rate has been achieved.

*Circle Time and Specific Pedagogies*: Additional opportunities are given in class for discussion and circle times as and when issues arise. Worry boxes in each classroom provide our children with the opportunity to share any concerns that they may be having. We also run themed well-being weeks and have introduced 'Zones of Regulation' across the school.

#### IMPACT:

*Whole-Class Feedback* – In addition to the verbal feedback that is provided within each PSHE lesson, teachers are expected to complete at least one whole-class cycle each term. This includes highlighting strengths, identifying misconceptions and next steps, and commenting upon the children's presentation/ clarity of thought. A 'blue sticker task' (the call to action) should be utilised to address misconceptions and learning that has not been secured.

*End of Unit Assessment* – At the end of each unit, teachers assess children's attainment using a score of 1-15, in line with our Foundation Assessment system. In PSHE, the make-up of the 15 marks are outlined below:

10 marks for...	5 marks for...
Understanding of the particular unit area (knowing).	Displaying the particular skills themselves (showing).

Score (0-5 Scale)	Score (0-10 Scale)	Descriptor
0	0	Does not demonstrate any of the skills in the appropriate section/s of the skills map.
1	1-2	Demonstrates a small minority of the skills in the appropriate section/s of the skills map.
2	3-4	Demonstrates an increasing number of the skills in the appropriate section/s of the skills map.
3	5-6	Demonstrates around half of the skills in the appropriate section/s of the skills map.
4	7-8	Demonstrates most of the skills in the appropriate section/s of the skills map.
5	9-10	Demonstrates all of the skills in the appropriate section/s of the skills map.

Children's scores are tracked via our 'Insight' monitoring system, to enable us to understand the progress that they are making throughout the school, and to tailor our approaches accordingly.

*Monitoring* – At least 1-2 times per year, subject monitoring of art takes place, which is normally carried out by the subject leader (at times, this may be a senior leader). At least once per year, this is carried out alongside the link Governor for the subject. The subject monitoring process includes:

- Lesson visits;
- Trawl of class floor book;
- Student chats;
- Checking of student understanding of information on knowledge organisers;
- Viewing classroom displays;
- Conversations with teachers;
- Analysis of assessment data;
- Subject leader 'deep-dive' questions and review of key subject documents (when with link Governor).

The information gathered from teachers is fed back in a timely fashion via our subject leader monitoring reports.