



## PHSE Vision & Intent



**Hand in hand together we can.....**

**Respect, Achieve, Enjoy, Believe!**

**“And so encourage one another and help one another, just as you are now doing.”**

**1Thessalonians 5.11**

### Our Curriculum Intent

RESPECT	ACHIEVE	ENJOY	BELIEVE
<p>To encourage and support children at every stage.</p> <p>To support children’s development as people who care about others within our own lives, within our local community and the wider world.</p>	<p>To champion a progressive curriculum that builds on previous knowledge and skills.</p> <p>To ensure we embed greater fluency, depth and independence.</p> <p>To Identify gaps and build skills.</p> <p>To achieve well and attain good standards based on children’s own starting point.</p>	<p>Children learn best when the enjoy school and their learning.</p> <p>Wide ranging, engaging, exciting and interesting curriculum.</p>	<p>Through our shared Christian values, we can make a difference in our school, our community and the wider world.</p>
<p><b>VOCABULARY</b></p> <p>We prioritise the development of children’s vocabulary as a vital tool in learning and understanding the full curriculum.</p>		<p><b>READING</b></p> <p>We recognise that reading is the key that unlocks all other learning for children.</p>	

### Our PSHE Vision

RESPECT	ACHIEVE	ENJOY	BELIEVE
<p>To learn together about different relationships, how to stay safe and to respect themselves and others.</p> <p>To encourage children to have a positive role in school community and wider world.</p> <p>To develop techniques to help children manage their health and wellbeing.</p>	<p>To build the skills and encourage children to have the confidence and resilience to challenge themselves within school and the wider community.</p> <p>To develop knowledge, skills and vocabulary are built on in subsequent year groups.</p>	<p>To foster positive relationships and develop a good sense of self-worth.</p>	<p>To believe to develop self-confidence and understand how</p> <p>To understand how to stay physically and mentally healthy.</p>
<p><b>VOCABULARY AND READING</b></p> <p>To develop a shared PHSE vocabulary.</p> <p>To use PSHE specific vocabulary alongside skills and knowledge development in all lessons.</p> <p>To consolidate wider vocabulary for example maths - direction, science - humans etc</p> <p>Reading is the key that unlocks all other learning for pupils.</p>			

### By the end of EYFS children will know and be able to...

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
  
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others;



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- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Please ensure the end of KS expectations match in to your vision – is every element reflected?

### **By the end of K.S. 1 children will know and be able to ...**

- Roles of different people; families; feeling cared for
- Recognising privacy; staying safe; seeking permission
- How behaviour affects others; being polite and respectful
- What rules are; caring for others' needs; looking after the environment
- Using the internet and digital devices; communicating online
- Strengths and interests; jobs in the community
- Keeping healthy; food and exercise, hygiene routines; sun safety
- Recognising what makes them unique and special; feelings; managing when things go wrong
- How rules and age restrictions help us; keeping safe online.
- Making friends; feeling lonely and getting help.
- Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.
- Recognising things in common and differences; playing and working cooperatively; sharing opinions.
- Belonging to a group; roles and responsibilities; being the same and different in the community.
- The internet in everyday life; online content and information.
- What money is; needs and wants; looking after money.
- Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.
- Growing older; naming body parts; moving class or year.
- Safety in different environments; risk and safety at home; emergencies.

### **By the end of LKS 2 children will know and be able to ...**

- What makes a family; features of family life
- Personal boundaries; safely responding to others; the impact of hurtful behaviour
- Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
- The value of rules and laws; rights, freedoms and responsibilities
- How the internet is used; assessing information online
- Different jobs and skills; job stereotypes; setting personal goals
- Health choices and habits; what affects feelings; expressing feelings
- Personal strengths and achievements; managing and reframing setbacks
- Risks and hazards; safety in the local environment and unfamiliar places
- Positive friendships, including online
- Responding to hurtful behaviour; managing confidentiality; recognising risks online
- Respecting differences and similarities; discussing difference sensitively
- What makes a community; shared responsibilities
- How data is shared and used
- Making decisions about money; using and keeping money safe
- Maintaining a balanced lifestyle; oral hygiene and dental care
- Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
- Medicines and household products; drugs common to everyday life

### **By the end of UKS 2 children will know and be able to ...**

- Managing friendships and peer influence.
- Physical contact and feeling safe
- Responding respectfully to a wide range of people; recognising prejudice and discrimination.
- Protecting the environment; compassion towards others
- How information online is targeted; different media types, their role and impact
- Identifying job interests and aspirations; what influences career choices; workplace stereotypes
- Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
- Personal identity; recognising individuality and different qualities; mental wellbeing
- Keeping safe in different situations, including responding in emergencies, first aid and FGM
- Attraction to others; romantic relationships; civil partnership and marriage
- Recognising and managing pressure; consent in different situations



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- Expressing opinions and respecting other points of view, including discussing topical issues
- Valuing diversity; challenging discrimination and stereotypes
- Evaluating media sources; sharing things online
- Influences and attitudes to money; money and financial risks
- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online
- Human reproduction and birth; increasing independence; managing transition
- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media