

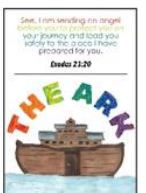
# PSHE at St Michael's CE (A) Primary School



# What is PSHE?

**Personal**  
**Social**  
**Health**  
**(Economic) Education**





# What does PSHE look like at St Michael's?

PSHE is taught across the school in a variety of ways throughout the year. For example:

A 1-hour discrete lesson each week (PSHE, links to Science and Computing)

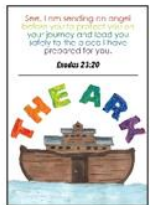
Visitors to the school (PSCO, fire brigade, Mental Health Champions, school nurse, dental hygienist, Base 25 etc)

PSHE themes through Worship

Reactive intervention in class/small group work as needed with class teacher or Mrs Vann

Links to British Values e.g Mutual Respect and Tolerance

Themed weeks/days such as Anti-Bullying week, Kindness Day and Money week, Black History Month



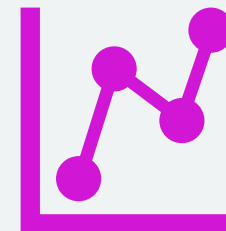
# Our PSHE Curriculum



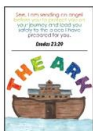
Our curriculum is adapted from the thematic programme of study from the PSHE Association.



It incorporates all statutory RSHE objectives for Key Stage 1 and 2 within a broad and engaging PSHE curriculum designed with our pupils in mind.



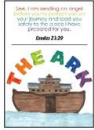
It is adapted as needed to incorporate the results and data collected in the HRBS (Health-Related Behaviour Survey) completed by Year 2, 4 and 6 each year.



# Our PSHE Overview

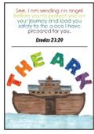
	Themed Weeks	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>	<u>Back to school</u> (Delivered over first week)  <u>Getting on with everyone</u>
Autumn 2	Anti-Bullying Week with a focus on cyber bullying	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>	<u>Dealing with feelings (Mental Wellbeing)</u>
Spring 1	Safer Internet Week (with Computing Lead)	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>	<u>Online Relationships and Internet Safety</u>
Spring 2	Health Week	<u>Healthy eating and Physical activity (3 weeks)</u>  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity (3 weeks)</u>  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity (3 weeks)</u>  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity (3 weeks)</u>  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity (3 weeks)</u>  <u>Drug Education (3 weeks)</u>	<u>Healthy eating and Physical activity (3 weeks)</u>  <u>Drug Education (3 weeks)</u>
Summer 1		<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>	<u>Growing Up and Relationships</u>
Summer 2	My Money Week	<u>Being Safe and Healthy</u>	<u>Being Safe and Healthy</u>	<u>Being Safe and Healthy</u>	<u>Being Safe and Healthy</u>	<u>Being Safe and Healthy</u>	<u>Being Safe and Healthy</u>  <u>Transition Work</u>





# Progression for learning

	<b>EYFS objectives to completed throughout the year</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn 2</b>  <b>Dealing with Feelings inc. mental wellbeing</b>  <b>(Anti-bullying week)</b>	<p>I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</p> <p>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate.</p> <p>I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>	<p>I know about the different types of feelings.</p> <p>I know how to recognise feelings in myself and others.</p> <p>I know that feelings can affect how people behave.</p> <p>I know ways to take care of myself and my feelings.</p> <p>I can recognise 'big' feelings like worry and anger.</p>	<p>I can describe and share a range of feelings.</p> <p>I can name ways to feel good, calm down or change my mood e.g. playing outside, listening to music, spending time with others.</p> <p>I know how to manage big feelings including those associated with anger, worry and conflict.</p> <p>I know when and how to ask for help, and how to help others, with their feelings.</p> <p>I know routines and habits for maintaining good mental health.</p>	<p>I can discuss the things that affect feelings both positively and negatively.</p> <p>I can give strategies to identify and talk about my feelings.</p> <p>I can name some of the ways that people express feelings e.g. words, actions, body language.</p> <p>I know how feelings can change overtime and become more or less powerful.</p> <p>I can give examples of different activities that have positive benefits for my mental health.</p> <p>I know when and how to ask for support around my mental wellbeing.</p>	<p>I can identify different factors that help maintain a balanced and mentally healthy lifestyle (e.g. sleep)</p> <p>I can tell who and what can help me with my feelings.</p> <p>I know that there are a range of feelings and emotions that are experienced in different situations.</p>	<p>I know about the changes that might occur in life including death, and how these can cause conflicting feelings.</p> <p>I know that changes can mean people experience feelings of loss and grief.</p> <p>I can discuss the process of grieving and how grief can be expressed.</p> <p>I know about strategies that can help someone cope with the feelings associated with change or loss.</p> <p>I can identify how to ask for help and support with loss, grief or other aspects of change.</p> <p>I can identify and explain positive and negative feelings and emotions.</p> <p>I know some simple self-care strategies to help me deal with intense feelings and emotions.</p> <p>I can discuss how feelings can affect behaviour.</p>	<p>I know that there are situations when someone may experience mixed or conflicting feelings.</p> <p>I know that feelings can often be helpful, whilst recognising that they sometimes need to be overcome.</p> <p>I recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.</p> <p>I know the importance of asking for support from a trusted adult.</p> <p>I recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</p> <p>I know positive strategies for managing feelings.</p> <p>I can identify where I (and others) can ask for help and support with mental wellbeing in and outside school.</p> <p>I can recognise when my feelings are becoming overwhelming and understand some ways to help me cope.</p> <p>I understand the importance of a positive self image.</p>

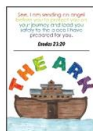


# What is RSHE?

## Relationships Education, Sex Education and Health Education.

<b>Changing adolescent body</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
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67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting

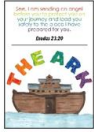


# RSE in Key Stage 2

The following is a summary of the content that the children will be taught:

<b>Year 3</b>	Respect, self-esteem, differences & similarities, family differences, friendship, personal hygiene, body changes/body parts
<b>Year 4</b>	Feelings, changes, lifecycle and body parts, puberty, personal hygiene, personal safety, menstrual cycle* (*Girls only, 1 lesson).
<b>Year 5</b>	Physical and emotional changes, puberty, hygiene, changing relationships, personal safety, support networks.
<b>Year 6</b>	Puberty, relationships, reproduction and conception, how babies are born, safe relationships, respect, keeping safe.



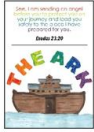


# What does RSE look like at St Michael's?

## Appendix 1a

Key Stage 2 Growing Up & Relationships Theme Overview – Highlighted lessons show non-statutory Sex Education content (right to withdraw).

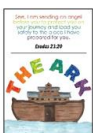
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lesson 1	Appropriate Contact	Secrets and Surprises	Respect	Changes	What is Puberty?	Puberty Changes
Lesson 2		Appropriate Contact (Lesson 1)	What do families provide?	Growing Up	Puberty for Boys & Girls (separate lessons)	Conception
Lesson 3		Appropriate Contact (Lesson 2)	Family Differences	What is Puberty?	Puberty and Hygiene	Pregnancy and Birth
Lesson 4		Respecting Personal Boundaries	Individual Strengths and Challenges	Puberty and Hygiene	Emotional Changes During Puberty	Relationships
Lesson 5			Peer pressure/ Influences	Personal Safety and Touch	Relationships	Marriage
Lesson 6			Similarities and Differences	Periods (Girls only)	Support Networks	Safe Relationships



# Examples of Year 6 RSE

<https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-4-changing-adolescent-body-puberty/>

<https://www.kapowprimary.com/subjects/rse-pshe/upper-key-stage-2/year-6/safety-and-the-changing-body-year-6/lesson-6-pregnancy-and-birth/>



# How can Parents/Carers support PSHE?

1

Promote healthy relationships around children

2

Promote good online safety and behaviours

3

Encourage respect and tolerance of others

4

Talk to children about their personal safety (e.g. road safety, water safety, stranger danger)

5

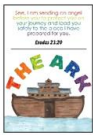
Promote good personal hygiene (e.g. dental hygiene, balanced diet, regular washing)

6

Listen to children and discuss their feelings and concerns.

7

Promote physical activity and positive ways to improve mental health



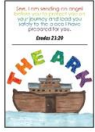
# Support for Parents/Carers

[www.wolverhamptonhealthyminds.nhs.uk](http://www.wolverhamptonhealthyminds.nhs.uk)

[www.nspcc.org.uk/keeping-children-safe/support-for-parents/](http://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)

[www.childline.org.uk/toolbox/buddy-zone-under12service/](http://www.childline.org.uk/toolbox/buddy-zone-under12service/)

[www.saferinternet.org.uk/guide-and-resource/parents-and-carers](http://www.saferinternet.org.uk/guide-and-resource/parents-and-carers)



# Online Safety

Autumn term 2024 – whole school focus on Online Safety.

We would like Parent volunteers to run a workshop for other parents.

## Latest headlines

- more than 50% of young people aged 10-12 years old have been exposed to inappropriate online content.
- 1 in 3 children aged 5-7 use social media unsupervised.
- 41% of children aged 5-7 participate in online gaming, with shooter type games the most popular.
- NSPCC research suggests that 1 in 20 children and young people have experienced online sexual risks or harms.
- Internet Watch Foundation has declared a record year in 2023 for online child sexual abuse reports.
- There was a 65% increase in 2023 of 'self-generated' imagery in children aged 7-10 years.



# Upcoming Event

- Wednesday 22<sup>nd</sup> May 2024 – Empurple day for The Haven. Raising awareness of domestic violence through kindness towards others.
- Children are invited to wear purple, pink or blue for a £1 donation.
- There will also be a cake sale at break time (50p for a cake)