



# PSHE

## PSHE

Personal, Social, Health and Economic Education (PSHE) is an essential subject, through which pupils develop the knowledge, skills and attributes they need to lead happy, healthy and safe lives, now and in the future.

At Little Sutton, we provide a broad and balanced PSHE curriculum that integrates, but is not limited to, the statutory Relationships Education and Health Education outlined by the Department of Education (2019). [Click here](#) for our RSE policy. In addition to the compulsory components of the PSHE curriculum, we also cover economic wellbeing, and careers education, as well as education for personal safety, including assessing and managing risk.



Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at Little Sutton and of society, and prepares children for the opportunities, responsibilities, and experiences of later life (as set out in the Education Act 2002).

Pupils are taught about the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith. This acceptance and engagement with British values enables the children to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.



The PSHE curriculum also promotes the wellbeing of pupils (Education and Inspections Act 2006). At the heart of this subject is a focus on keeping children safe, and pupils are taught about safeguarding, including how to stay safe online. (Keeping Children Safe in Education 2021)

PSHE is taught in every year group at Little Sutton, starting in Reception where children begin to develop personal, social and emotional attributes which provide a secure platform from which children can achieve both in Key Stages 1 and 2 and in later life. Staff follow the Early Years Foundation Stage (EYFS) curriculum in Reception and the PSHE Association Programme of Study in Key Stages 1 and 2, which has been tailored to suit the needs of our pupils, school and community. Our PSHE curriculum is sequenced so that there is progression and continuity throughout the years, in all areas. It follows a thematic approach, covering three core themes (Relationships, Living in the Wider World and Health and Wellbeing) over the school year, with three topics per half term.

Throughout their time at Little Sutton, pupils have the opportunity to hear from visiting speakers such as health workers from the Life Bus, Boots Opticians, Childline, HSBC, police, fire officers, road safety, Severn Trent Water, RNLI and representatives from the local church, whom we invite into school to talk about their roles in

creating a positive and supportive local community. Children are also encouraged to take part in a range of practical activities that promote active citizenship and 'making a difference', for example charity fundraising days, litter picking in local area, cake sales, postcards of kindness, visiting old people's homes, and collecting for the local food bank in Erdington and Christmas boxes for those in need at a local church. They learn about different cultures and festivals that are celebrated in the local community, for example Diwali and Chinese New Year. Pupils also visit local places of worship and have links with schools in different communities.

By the end of Year 6, we aim for the pupils to:

- Understand the fundamental building blocks and characteristics of positive, healthy relationships, with particular focus on family and friendships, in all contexts, including online.
- Be able to take turns, tell the truth, seek permission, treat each other with kindness, consideration and respect.
- Be able to establish and respect personal space, boundaries and privacy, including understanding the differences between appropriate and inappropriate or unsafe contact and how to report concerns or seek advice if needed.
- Have knowledge of online safety, including appropriate behaviour and managing difficulties online, as well as the benefits of rationing time online, the risks of excessive use of electronic devices and why social media, computer games and online gaming have age restrictions.
- Have developed the character traits and positive personal attributes, as outlined in our school's Mission Statement and Values, including: resilience, determination, ambition, confidence, respect, empathy and compassion.
- Understand the characteristics of good physical health and mental wellbeing, including the benefits and importance of: daily exercise, good nutrition, sufficient sleep, time spent outdoors, and having hobbies, interests and participation within communities.



- Understand the steps that they can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Have some awareness of how isolation, loneliness, unhappiness and bullying can have a negative impact on health and wellbeing.
- Have the language and knowledge to understand the normal range of emotions that everyone experiences, so that they can articulate how they are feeling, and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situation they are in.
  - Understand what it means to belong to a group or community, including knowledge about rules, laws, roles, responsibilities, rights, freedoms, and protecting the environment.
- Understand the importance of valuing diversity, challenging discrimination and stereotypes.
  - Have knowledge of jobs and skills in a community and what influences career choices, and be able to set personal goals, and identify job interests and aspirations.
  - Be able to use and keep money safe and understand influences and attitudes towards money and financial risk.
- Be aware of how to keep safe and evaluate risk in different environments, including those that are unfamiliar.

Please [click here](#) for the full PSHE policy.