

PSHE Rationale

Our aim at Lacewood Primary School is to equip our children with the knowledge and tools to ensure that they become healthy, independent and responsible members of society.

When devising our long-term progression plan, we identified 3 'Golden Threads' for the teaching of PSHE within our curriculum:

Under these 'Golden Threads' PSHE is organised into areas which we feel will provide coherence throughout the curriculum and support children in building knowledge and making learning stick. Our Golden Threads for PSHE will allow the children to build their knowledge of themselves and the world around them over their Primary and Early Years Education.

The 3 Golden Threads are:

1. Relationships
2. Living in a Wider World
3. Health and Well-being

The Key statutory RSE topics and objectives are incorporated within our plans and we have referred to the local area Public Health England Dashboard Data to ensure that we are meeting the needs of the children as part of their local community. This is reviewed on a yearly basis.



At Lacewood, staff plan and structure a sequence of lessons following our lesson sequencing guide. This ensures they have planned the knowledge and skills detailed in our progression document; required to meet the aims of the National Curriculum. Our PSHE curriculum develops children's knowledge of the relationships with those around them; developing their ability over time to recognise when relationships have a positive or negative effect upon their wellbeing and lives. The children learn about money and wants vs needs. This is then built upon in Key Stage 2 where they learn about budgeting and how they can plan to be financially stable in their future lives. They learn about keeping themselves safe in their homes, communities and also online. Help is a recurring theme throughout each lesson and emphasis is placed upon where they can seek help and the importance of sharing anything that is harmful towards their physical or mental wellbeing.

Our PSHE lessons combine a great deal of discussion with practical and written activities. This allows the children to explore topics thoroughly in a safe and secure environment.

The National Curriculum states that, by the end of their Primary School education, children should know about the different relationships that they will experience during their lives. They need to know what makes a relationship a positive one and which relationships are negative. They should be aware of types of bullying, including bullying online, and who can help them if they feel that they or someone around them is being bullied. At Lacewood, we take part in anti-bullying events each year through our 'Odd Socks Day' which is organised by the anti-bullying alliance. The children should know how they can contribute positively towards a relationship, too, both with their family members and their peers. Over time, they should develop their knowledge of important characteristics in a relationship such as respect, truthfulness and trust. They will have an awareness of stereotypes and how damaging these can be. The children should know how to keep themselves safe and should explore personal space, boundaries and touch. At Lacewood, we ensure that the children gain this knowledge by the time that they leave year 6 and we have carefully planned our progression document to ensure that they build upon prior knowledge and approach topics at a suitable time for them.

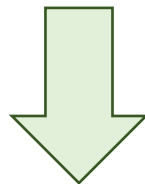
The National Curriculum also states that, by the end of year 6, children should have an awareness of the world around them; including how they can play a role in their local community. They should

have an awareness of how money will play a major role in their lives as an adult and they should explore wants vs needs from KS1. They should think about their future careers and start developing their ambition to work and provide for themselves and their families. They should know about the importance of budgeting and paying their bills and the negative consequences of not doing these things. By the end of year 6, children should know how to keep themselves safe in the world around them and what to do if they, or someone around them, requires first aid. At Lacewood, this is taught through the resources provided by St John's ambulance and their progression roadmap is followed in KS2 to ensure that the children know how and when to call for an ambulance and how to follow basic first aid techniques themselves when experiencing a minor injury.

By the end of year 6, children should know that mental wellbeing is part of everyday life, just the same as physical wellbeing. They should know about the range of emotions that they will experience and when they may need to seek help. At Lacewood, we explore mental wellbeing through a range of activities including discussions and books to enable the children to explore these feelings through characters rather than just their own experiences. We also participate in key events throughout the year, such as World Mental Health Day, where we support the Hello Yellow charity for young children's mental health.

The National Curriculum states that children should be taught about the link between exercise and mental health and how important it is to keep their bodies healthy, including their teeth. They should know about healthy living practises and the importance of personal hygiene, sleep, diet and protecting their skin in the sun. They should know about unhealthy behaviours and the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

By the end of year 6, children should know about their bodies; including names of body parts and how their bodies change over time. They should know the key facts about the changing adolescent body, including physical and emotional changes. The children should know about menstrual wellbeing and key facts about the menstrual cycle. At Lacewood, this is taught through the 'Growing up With Yasmine and Tom' programme developed by the FPA alongside the PSHE Association. The children learn through presentations on the IWB and appropriate resources and activities. As a school, we also refer to materials provided by Medway when exploring the changes in the human body during puberty.



The curriculum for PSHE is planned to support and demonstrate a seamless progression through school. Due to the nature of this curriculum area, PSHE monitoring takes various forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' knowledge of the different topic areas explored. Book monitoring throughout all year groups also takes place to allow leaders to ensure that the curriculum standards are being achieved in each year group.