



PSHE LTP



**Intent**

We believe that it is vital children learn to be confident, resilient and independent and know how to keep physically and mentally healthy. Our PRIDE values of positivity, respect, integrity, determination and empathy underpin everything we do. Therefore, we have designed our curriculum so that our pupils will develop a framework to understand their current experiences and prepare for their future and embody these core values and ethos. Our PSHE curriculum is a golden thread woven into all areas of school life, as well as being taught explicitly. It is designed to ensure our children are prepared to be responsible, socially active members of society in modern Britain, in their local community and in their relationships. They will develop their own understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and how these influence their daily lives and decision making.



**Implementation**

Our PSHE curriculum has been carefully considered and developed with support from our WAMHS and MHST (mental health) workers, to give all our pupils the cultural capital and life skills to prepare them for future success and the next stage of their life. It supports the personal developmental needs of our pupils. The sequencing enables all to follow a program of progressive skills in PSHE. These take place in discrete PSHE lessons, are woven into other curriculum areas, inform our assembly programme, extra-curricular activities, pupil roles and responsibilities and approach to behaviour and attitudes. Lessons introduce pupils to new skills and tasks provide teachers with assessment opportunities which allows immediate feedback to be given to pupils. Lessons are recorded virtually, using QR codes to see lessons 'live' in action.



**Progression**

There is clear progression from reception to year 6 mapped out for each core theme, that builds on the skills that pupils acquire each year to develop effective relationships, lead mentally and physically healthy lives, assume greater personal responsibility and manage personal safety, including online. These themes also support our academy PRIDE values and prepare pupils for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Academy 'roles' also have greater responsibility the further up school the pupils get, getting them ready for the next phase of their education.



**Impact**

PSHE is woven into all parts of the school day, developing children's character over their school career. Pupils show that they are confident, resilient and independent with excellent inter-personal skills, and are inspired to continue this at home and in their local community. The impact of our PSHE curriculum is reflected in learners' behaviour and conduct. The PSHE curriculum gives them the skills to be committed learners, who know how to study effectively and are motivated to use these skills independently; they are resilient to setbacks and take pride in their achievements. Because of this pupils are eager to come to school and manage their time effectively. Our core values of positivity and respect are reflected in pupil's relationships with all adults and their peers. Our PSHE curriculum creates a climate where bullying, peer-on-peer abuse or discrimination are not tolerated by any member of our school community. measured by triangulating lesson observations, planning, pupil discussions and observations of pupil behaviour and attitudes, to gauge what pupils have learned and how well they remember and apply this.



**Enrichment**

There are many opportunities for pupils to be involved in the wider life of their school and local community. Pupils can apply for roles such as pupil councillors, wellbeing champions, prefects, Eco councillors or subject champions. The academy runs an extensive enrichment programme with both yearly and termly clubs that children can select. We take every opportunity to be involved in our local community working with local stakeholders such as the V&A, Sadlers Wells and Westham Football club. Pupils will experience a programme of carefully planned educational visits over their school career which is mapped on our detailed Trip Map, embedding rich experiences for all pupils.



# PSHE LTP Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Belonging to a community-Our Pride values	Managing emotions-zones of regulation	Growing and changing (RSHE)		Families and friendships	embracing change and setting goals
EYFS	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>Our rules</li> <li>Taking turns</li> </ul>	<ul style="list-style-type: none"> <li>Exploring feelings</li> <li>Introducing the zones of regulation</li> <li>Expected behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers</li> <li>Express needs confidently</li> </ul>		<ul style="list-style-type: none"> <li>Build constructive and respectful relationships</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>What rules are</li> <li>caring for others' needs</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the zones</li> <li>Expected behaviours</li> <li>Thinking of others</li> </ul>	<ul style="list-style-type: none"> <li>Asking for permission</li> <li>Special people</li> <li>How we change and grow</li> <li>Naming body parts (including genitals)</li> <li>How to staysafe online</li> </ul>		<ul style="list-style-type: none"> <li>Roles of different people</li> <li>Families</li> <li>Feeling cared for</li> </ul>	<ul style="list-style-type: none"> <li>How behaviour affects others</li> <li>Being polite and respectful</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>Responsibilities and rules</li> <li>Belonging to a group</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the zones</li> <li>Expected and unexpected behaviours</li> <li>Managing reactions</li> </ul>	<ul style="list-style-type: none"> <li>Asking for permission</li> <li>Special people</li> <li>How we change and grow</li> <li>Naming body parts (including genitals)</li> <li>Friendship and conflict</li> <li>How to staysafe online</li> </ul>		<ul style="list-style-type: none"> <li>Making friends</li> <li>Feeling lonely and getting help</li> <li>Managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>Recognising things in common and differences</li> <li>Playing and working cooperatively</li> <li>Sharing opinions</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>The value of rules and laws</li> <li>Rights, freedoms and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the zones</li> <li>Expected and unexpected behaviours</li> <li>Size of the problem and toolkit</li> </ul>	<ul style="list-style-type: none"> <li>Giving and seeking consent</li> <li>Physical, biological (including menstruation and erections) and emotional changes that occur during puberty</li> <li>Personal hygiene</li> <li>How to behave safelyonline</li> </ul>		<ul style="list-style-type: none"> <li>What makes a family</li> <li>Features of family life</li> <li>Roles and responsibilities in family life</li> </ul>	<ul style="list-style-type: none"> <li>Recognising respectful behaviour</li> <li>The importance of self-respect</li> <li>Courtesyand being polite</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>What makes a community</li> <li>Shared responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the zones</li> <li>Size of the problem, managing reactions and toolkit</li> <li>Being your own inner coach</li> </ul>	<ul style="list-style-type: none"> <li>Giving and seeking consent</li> <li>Physical, biological (including menstruation and erections) and emotional changes that occur during puberty</li> <li>Personal hygiene</li> <li>How to behave safelyonline</li> </ul>		<ul style="list-style-type: none"> <li>Forming positive friendships</li> <li>Getting on and falling out</li> <li>Friendships online</li> </ul>	<ul style="list-style-type: none"> <li>Respecting differences and similarities</li> <li>Discussing difference sensitively</li> <li>Respecting other's viewpoints.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>Compassion towards others</li> <li>Protecting the environment;</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the zones</li> <li>Size of the problem, managing reactions and toolkit</li> <li>Being your own inner coach</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate and inappropriate touch</li> <li>Physical and biological (including menstruation and erections) that occur during puberty</li> <li>Becoming independent</li> <li>Positive, healthy relationships</li> <li>How a baby is made</li> <li>What is pornographyand why is it unsafe</li> </ul>		<ul style="list-style-type: none"> <li>Maintaining positive friendships</li> <li>Conflict resolution</li> <li>Understanding peer influence</li> </ul>	<ul style="list-style-type: none"> <li>Responding respectfully to a wide range of people</li> <li>recognising prejudice and discrimination</li> <li>Expressing opinions respectfully</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Our Pride Values</li> <li>Valuing diversity</li> <li>Challenging discrimination and stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the zones</li> <li>Size of the problem, managing reactions and toolkit</li> <li>Being your own inner coach</li> </ul>	<ul style="list-style-type: none"> <li>What is pornographyand why is it unsafe</li> <li>Appropriate and inappropriate touch</li> <li>Physical and biological (including menstruation and erections) that occur during puberty</li> <li>Positive, healthy relationships</li> <li>How a baby is made</li> <li>How to handle test worries (linked to SATs)</li> </ul>			<ul style="list-style-type: none"> <li>Transition to secondary school</li> <li>Expressing opinions and respecting other points of view</li> <li>Discussing topical issues</li> <li>Becoming independent</li> </ul>