



## Hallaton CE Primary School – The Big Picture - PSHCE (Physical, Social, Health, Emotional and Citizenship Education)

<b>Our Over-arching Intent</b>	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum		
<b>Aims of our Curriculum – by the end of their time with us at Hallaton we aim...</b>	To develop successful, engaged children, who enjoy learning and who are knowledgeable and skilled, make progress and achieve to their highest potential	To develop independent, confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society
<b>SMSC, Personal Development and Behaviour and Attitude</b>	All schools must show how well they support children’s spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the ‘personal development’ judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the ‘behaviour and attitudes’ judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.		
<b>Core School Value</b>	<b>Learn, Grow, Flourish</b>		
<b>Learning Powers</b>	<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Resilient</b>
<b>The Intrinsic Core of PSHCE – our Intent – what we seek to achieve for in our children as developing citizens.</b>	Our PSHCE Scheme of Work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through our lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Lessons in the Twinkl scheme of work have their foundations in seeing each and everybody’s value in society, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. We aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.		
<b>We will develop the knowledge and skills that children need to succeed</b>	<b>Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.</b>	<b>Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.</b>	

### How we organise learning in PSHCE, through the development of Big Ideas

<b>Explore and Investigate Whole School Big Ideas</b>	<b>Responsible global citizen</b> <b>Responsible</b>	<b>Tolerance of differences</b> <b>Respectful</b>	<b>Building confidence and self-esteem</b> <b>Resilient</b>	<b>Healthy relationships</b> <b>Reflective</b>	<b>Raising aspirations</b> <b>Remarkable</b>
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### The Big Ideas are developed through the understanding of Key Themes or Schema, developed from EYFS to Year 6

<b>Explore and Investigate Key Themes (Schema)</b>	<b>Health and Wellbeing</b>	<b>Relationships</b>	<b>Living in the Wider World</b>
	<ul style="list-style-type: none"> <li>Healthy lifestyles (physical wellbeing)</li> <li>Mental Health</li> <li>Ourselves, growing and changing</li> <li>Keeping safe</li> <li>Drugs, alcohol and tobacco</li> </ul>	<ul style="list-style-type: none"> <li>Families and close positive relationships</li> <li>Friendships</li> <li>Managing hurtful behaviour and bullying</li> <li>Safe relationships</li> <li>Respecting self and others</li> </ul>	<ul style="list-style-type: none"> <li>Shared responsibilities</li> <li>Communities</li> <li>Media literacy &amp; digital resilience</li> <li>Economic wellbeing: Money</li> <li>Economic wellbeing: Aspirations, work and career</li> </ul>

### Implementation: How do we deliver our Curriculum?

<b>Progression</b>	<b>Progression in Learning from Reception to Year 6 is outlined in our PSHCE Overview and End Points document.</b> The units are taught in a spiral curriculum that revisits each theme every two years.
<b>Early Years</b>	Children’s development will be supported as they make sense of their physical world and their community through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning, including opportunities to explore, observe and find out about people, places, technology and the environment. A full outline of the EYFS specifically linked to PSHCE can be found in our PSHCE Overview and End Points document.

### EYFS themes

<b>Personal, Social and Emotional Development</b>			<b>Understanding the World</b>				<b>Physical Development</b>
<b>Making Relationships</b>	<b>Self-Confidence and Self-Awareness</b>	<b>Managing Feelings and Behaviour</b>	<b>Health and Self-Care</b>	<b>People and Communities</b>	<b>Technology</b>	<b>The World</b>	<b>Health and Self-Care</b>

### Key Stage 1 - Year 1 & Year 2

<b>Key Stage One Disciplinary Knowledge - In the context of...</b>	<b>Year 1</b>	<b>Year 2</b>
	<b>TEAM</b> (Relationships) <b>Think Positive</b> (Health and Wellbeing) <b>Diverse Britain</b> (Living in the Wider World) <b>Be Yourself</b> (Relationships) <b>It’s My Body</b> (Health and Wellbeing) <b>Aiming High</b> (Living in the Wider World)	<b>VIPs</b> (Relationships) <b>Safety First</b> (Health and Wellbeing) <b>One World</b> (Living in the Wider World) <b>Digital Wellbeing</b> (Relationships) <b>Money Matters</b> (Living in the Wider World) <b>Growing Up</b> (Health and Wellbeing)

**Lower Key Stage 2 - Year 3 & Year 4**

Lower Key Stage Two Disciplinary Knowledge - In the context of...	Year A	Year B
	<b>TEAM</b> (Relationships) <b>Think Positive</b> (Health and Wellbeing) <b>Diverse Britain</b> (Living in the Wider World) <b>Be Yourself</b> (Relationships) <b>It's My Body</b> (Health and Wellbeing) <b>Aiming High</b> (Living in the Wider World)	<b>VIPs</b> (Relationships) <b>Digital Wellbeing</b> (Relationships) <b>Safety First</b> (Health and Wellbeing) <b>One World</b> (Living in the Wider World) <b>It's My Body</b> (Health and Wellbeing) <b>Money Matters</b> (Living in the Wider World)

**Upper Key Stage 2 - Year 5 & Year 6**

Upper Key Stage Two Disciplinary Knowledge - In the context of...	Year A	Year B
	<b>TEAM</b> (Relationships) <b>Think Positive</b> (Health and Wellbeing) <b>Diverse Britain</b> (Living in the Wider World) <b>Be Yourself</b> (Relationships) <b>Growing Up</b> (Health and Wellbeing) <b>Aiming High</b> (Living in the Wider World)	<b>VIPs</b> (Relationships) <b>Safety First</b> (Health and Wellbeing) <b>One World</b> (Living in the Wider World) <b>Digital Wellbeing</b> (Relationships) <b>Growing Up</b> (Health and Wellbeing) <b>Money Matters</b> (Living in the Wider World)

Impact	Most children achieve the End Point Milestones for PSHCE		
	Children become...		
	<b>Reflective</b> , engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how <b>remarkable</b> they are.	<b>Resilient</b> , articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	<b>Responsible</b> and <b>respectful</b> citizens of the world who have the capacity to make positive contributions to society.