

The references within this document are linked to the ‘Programme of Study for PSHE education’ from the PSHE association who have been supported by the government to produce PSHE documentation for all schools to use in order to follow requirements in the National Curriculum.

RSE	My feelings	My body	My relationships	My beliefs	My rights & responsibilities	Asking for help
EYFS	ELG- Show an understanding of their own feelings and the feelings of others, and begin to regulate their behaviour accordingly.	ELG- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	ELG- Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.	ELG- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class.	ELG– Explain the reasons for rules, know right from wrong and try to behave accordingly.	ELG- Form positive attachments to adults and friendships with peers.
Year 1	Pupils are able to communicate about feelings, recognise how others show feelings and know how to respond. NC links to statutory content: R6, R7, R8, R9 H1, H2, H3, H4	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. NC links to statutory content: H34	Pupils understand the importance of listening to other people and playing cooperatively, including strategies to resolve simple disagreements through negotiation. NC links to statutory content: R7, R8, R9, R10, R11	Pupils can identify and respect differences and similarities between people, and can celebrate this. NC links to statutory content: R3, R4, R8, R12, R13	Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others. NC links to statutory content: H26, H30	Pupils can identify the people who look after them, and how to attract their attention if needed. NC links to statutory content: R4, R22, R25- R32 H9
Year 2	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals. NC links to statutory content: R15, H1, H2, H3, H4	Pupils can recognise how they grow and will change as they become older. NC links to statutory content: H34	Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable. NC links to statutory content: R9, R10, R11 H2, H3	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them. NC links to statutory content: R3, R12, R15, R16, H1	Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond. NC links to statutory content: R6, R11, R13, R19 H3, H17	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. NC links to statutory content: R11, R13, R23, R25-R32, H1, H3, H9
Year 3	Pupils can identify their strengths and set aspirational goals for themselves understanding how this contributes to high self-esteem. NC links to statutory content: R9, R10, R11, H15, H16, H17, H18, H28, H29,	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness. NC links to statutory content: H25 – H35	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. NC links to statutory content: H3, H4, H5, R19-29	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl. NC links to statutory content: R30-R34, L4	Pupils understand the right to protect their body from unwanted touch. NC links to statutory content: R22 – R29	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret. NC links to statutory content: H37-H45
Year 4	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. NC links to statutory content: R1 – R18	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty. NC links to statutory content: H25 – H35	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond. NC links to statutory content: R19-29	Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity. NC links to statutory content: R30-R34, L4	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don’t absolutely want to or are not making the decision freely for themselves. NC links to statutory content: R22 – R29	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. NC links to statutory content: H37-H45
Year 5	Pupils can anticipate how their emotions may change as they approach and move through puberty. NC links to statutory content: R1 – R18	Pupils can anticipate how their body may change as they approach and move through puberty. NC links to statutory content: H25 – H35	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. NC links to statutory content: R19-29 R30-R34	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. NC links to statutory content: R30-R34, L4	Pupils have strategies for keeping safe online; knowing personal information, including images of themselves and others can be shared without their permission. NC links to statutory content: R22 – R29 H37-H45	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen. NC links to statutory content: H37-H45
Year 6	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. NC links to statutory content: R1 – R18	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. NC links to statutory content: H25 – H35	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language. NC links to statutory content: R19-29 R30-R34	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM). NC links to statutory content: H45 (FGM), L4, R30-R34, R22-R29	Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this. NC links to statutory content: H25 – H35	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support. NC links to statutory content: H37-H45

	Votes for Schools * (see curriculum information below) & British Values Assemblies	SMSC / PSHE / Families	Other Subjects: Science/Computing Enrichment /	Safety Week / other safety / celebrations
EYFS *	<p>Votes for Schools (Learning about what is in the news)</p> <p>Democracy- votes for schools, voting for school council, learning themes and interests led by children’s interest (in the moment). Mutual Respect- conflict resolution, respect for others and the school, understanding emotions (empathy/ sympathy). Personal Responsibility and Liberty- growth mindset, homework, tapestry, taking responsibility for actions, curriculum allows development characteristics of learning. Tolerance of Culture, Faith and Others- community cohesion, celebrating other faiths and festivals, Religious activities (Open the Book), British special days observed (bonfire night etc). Rule of Law- visits from people who help us (vets etc)</p>	<p>Transition days / events Ethos: ARCHER & Growth Mindset</p> <p>Anti-Bullying week (Odd socks day event, assembly & in-class activities)</p> <p>Development Matters: Understanding of the World</p> <p>Dental nurse visits / dental workshops & assemblies Assemblies with Red cross, Save the children, Dogs trust etc.</p> <p>Restorative Approach embedded in behaviour policy, opportunities for children to learn how to understand view points of others, resolve conflict, and ‘make it right’</p>	<p>Initiatives: Walk to school week (H18-21, H5), Premier PE Enrichment sessions (H18-21), Children in Need / charity days (R1-R6)</p> <p>Enrichment: working alongside chdn from different classes to build cooperation skills, leadership, teamwork etc. Opportunities to learn: sign language, first aid skills, gardening, physical skills, cookery, d&t, movie making, performing arts, skateboarding, mad science etc.</p>	<p>Road safety, personal safety. PANTS Safety on equipment (trim trail) Signposting who to talk to.</p> <p>Daily chats about families and sharing things from home in circle time.</p> <p>Weekly celebration assemblies: Core Values awards (ARCHER), Growth Mindset awards, PE award, brilliant book. Half termly Teacher Awards Annual Headteacher Awards All above promoting SMSC development, growth mindset and well-being.</p>
KS1	<p>Votes for Schools (Learning about what is in the news): Democracy- votes for schools, voting for school council, making decisions as a class, Mutual Respect- Personal Responsibility and Liberty, Tolerance of Culture, Faith and Others, Rule of Law. Learning about current affairs around the world. Votes for schools covers: “SMSC, Prevent Duty, British Values, Shanarri Wellbeing indicators, The UN convention on rights of the child, The UN sustainable development goals.” https://voice.votesforschools.com/primary/curriculum for full coverage of curriculum and the above.</p> <p>Debating & questioning in British Values assemblies: (living in the wider world) (e.g. black history month, great British beach clean, circle time, Children in Need, ‘we are all different’, stop food waste day, King’s coronation, unicef day of change, save the children visitor assembly, celebrating difference etc)</p>	<p>Transition days: teamwork, collaboration, R7-R19, H36, H35 Ethos: ARCHER & Growth Mindset</p> <p>Anti-Bullying week (Odd socks day event, assembly & in-class activities) R14, R16, R17, R18, H7, H8, H10</p> <p>Visitors: Save the children (assembly & workshop) R1-R6, R7-R11, R16 Red cross (assembly & workshop) H18-H21, H26-H33 Dogs trust (assembly & workshops) R28-30 Fire service (H41) Dental nurse workshops & assemblies H29</p> <p>Restorative Approach embedded in behaviour policy, opportunities for children to learn how to understand view points of others, resolve conflict, and ‘make it right’</p>	<p>Science (keeping healthy / food / body etc): H1 – H12.</p> <p>PE: H7.</p> <p>Computing: online safety unit taught in every year group.</p> <p>Initiatives/Events: Walk to school week (H18-21, H5), Premier PE Enrichment sessions (H18-21), Children in Need / charity days (R1-R6)</p> <p>Enrichment: working alongside chdn from different classes to build cooperation skills, leadership, teamwork etc. Opportunities to learn: sign language, first aid skills, gardening, physical skills, cookery, d&t, movie making, performing arts, skateboarding, mad science etc.</p>	<p>Online safety- NC links to statutory content: R20-R24, R25-R32 H11-H17</p> <p>Safety week and other safety: H12, H14. R1-R6 (High 5 hands, safety discussions, talking about families, creating ‘family’ crests, completing children’s passports etc) PANTS</p> <p>Safety on equipment (e.g. trim trail) H18-21</p> <p>Weekly celebration assemblies (as above)</p>
KS2	<p>Votes for Schools (Learning about what is in the news): Communities Money/Economy Aspirations/Careers Learning about current affairs around the world Votes for schools covers: “SMSC, Prevent Duty, British Values, Shanarri Wellbeing indicators, The UN convention on rights of the child, The UN sustainable development goals.” https://voice.votesforschools.com/primary/curriculum for full coverage of curriculum and the above.</p> <p>Debating & questioning in British Values assemblies: (living in the wider world) (e.g. black history month, great British beach clean, circle time, Children in Need, ‘we are all different’, stop food waste day, King’s coronation, unicef day of change, save the children visitor assembly, celebrating difference etc)</p>	<p>Transition days: teamwork, collaboration, R7-R19, H36, H35 Ethos: ARCHER & Growth Mindset Y6: Crucial Crew (Fire/Police/Drug/Coastguard/river rangers/st johns ambulance etc): H46 - H50 (Drugs), H22-H25, H43, H44 (first aid), H38-H40 (fire/medicines), H41 (coastguard/river rangers), H42, L1 (Police)</p> <p>Anti-Bullying week (Odd socks day event, assembly & in-class activities) R14, R16, R17, R18, H7, H8, H10</p> <p>Visitors: Save the children (assembly & workshop) R1-R6, R7-R11, R16 Red cross (assembly & workshop) H18-H21, H26-H33 Dogs trust (assembly & workshops) R28-30 Fire service (H41) Dental nurse - workshops & assemblies H29</p> <p>Restorative Approach (as detailed above)</p>	<p>Enrichment covers many PSHE objectives under ‘caring friendships’ ‘respectful relationships’ ‘mental wellbeing’ ‘physical health and fitness’ ‘healthy eating’ ‘basic first aid’</p>	<p>Online safety: H13 (Y5&6: R1) H37, H42 (social media / restrictions). R19 - R29, R30 (relationships online) L11-L16 (media literacy)</p> <p>Safety week and other safety: H12, H14. R1-R6 (High 5 hands, safety discussions, talking about families, creating ‘family’ crests, completing children’s passports etc) PANTS</p> <p>Safety on equipment (e.g. trim trail) H18-21</p> <p>Y5&6: first aid: H22-H25, H43, H44</p> <p>Weekly celebration assemblies (as above)</p>

Outdoor Learning (aka Forest Schools) / Pastoral Support		
NC link	Learning opportunity activity – this could be given through outdoor learning sessions, nurture sessions or alternative provision sessions.	Year Groups that have learning opportunities
R3	Through role play, circle time sharing our news.	All
R4	Through circle time, spontaneous discussions, and various play types. (in depth language for older children).	All
R7	To an extent 'how important friendships are at making us feel happy' ... through play types, circle time chat, group tasks & tool use.	All
R8	Through various play types (including group tasks and following guidelines/rules), circle time, spontaneous discussions, and conflict resolution with adult support.	Y1 – Y6
R9	To an extent through various play times, circle time chat (and through tool use as children get older). Also with sharing equipment.	All
R10, R12-R14	Through various play types, sharing equipment and books, taking turns on rope swings and tree climbing, working on conflict resolution. When older, shelter building, imaginative play &	All
R16	Through circle time activities, play and positive adult interactions and modelling.	All
R17	To an extent through circle time activities as the subject arises or as a situation presents itself.	Y4-6
R18	Through play, circle time activities and tool use.	Y3-6
R19	Through play and following Forest School rules.	All
R20-R21	Circle time activities and spontaneous chat as the subject arises from the children.	Y5-6
R25	Through various play types, adult interaction, and circle time discussion.	All
R30	Through confidence and relationship building to an extent as well as circle time discussions.	Y1-6
H2-H3	To an extent that there is a normal range of emotions (including discussions around these), mindfulness, various play types, sharing of equipment, circle time chat and group games.	All
H4	To an extent through discussing feelings, emotions, and relationships. Through mindfulness activities, play and developing self-awareness in different experiences.	Y1-6
H13-H15	To some extent when the subject arises from discussion with the children.	Y3-6
H21-H22	To an extent through circle time discussions, physical activities, and camp cooking.	Y1-6
H24	To an extent through circle time activities and chat if the subject arises from a group.	Y4-Y6
H25-H26	Developing self-awareness. Getting ready in appropriate clothing, using different areas for shade and considering safe and unsafe exposure to the sun.	All
H29-H30	Regular handwashing and awareness of allergies at snack time and during camp cooking. Through circle time chat and species ID activities.	All
H32	To an extent through administering first aid. Dealing with situations, guidelines, risk assessments and discussions.	Y1-6
H35	To an extent, when there is opportunity to talk on a 1:1 basis with adults.	Y6

Votes for Schools curriculum links to SMSC <https://voice.votesforschools.com/primary/curriculum> :

VotesforSchools provides weekly curriculum content for teachers to deliver SMSC (including British values), Prevent and Pupil Voice. It also supports PSHE and Citizenship. Every lesson hits SMSC, Prevent and British values criteria and can be evidenced against the curriculum. Teachers are given curriculum maps each week which clearly show which curriculum requirements are being met. We support the following Ofsted and Independent Schools Inspectorate outcomes:

Effectiveness of Leadership & Management
Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community. Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners Actively promote British values. Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.
Quality of teaching, learning & assessment
Equality of opportunity and recognition of diversity are promoted through teaching and learning <ul style="list-style-type: none"> Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning
Personal development, behaviour and welfare
Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media <ul style="list-style-type: none"> Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain

SMSC – Spiritual, Moral, Social and Cultural Development

Through the experiences and learning detailed in this document, children at Buxton Primary School are provided extensive opportunities to develop their SMSC understanding. This document should be considered alongside the SMSC policy.