



**Personal, Social and Health Education – Intent, Implementation, Impact**

		ASPIRE				
<b>Intent</b>	<p>PSHE lessons in Tweeddale follow the RSHE curriculum and enable the children to be <b>ambitious</b> about their own ability to <b>achieve</b> with reference to their personal, social, health and economics. Both in and out of lessons, we enable the children to develop <b>respect</b> for all to become <b>responsible</b> adults. We want our PSHE curriculum to support pupils' health, relationships and wellbeing. Our aim is for all children is to make informed choices resulting in positive outcomes, including improved attitudes to health and wellbeing, being able to deal with personal challenges and improved behaviour. We focus on strengthening the knowledge, skills and connections needed to keep our children healthy and <b>safe</b>, and prepare them for Secondary School and later life. We aim to help children develop fully as <b>respectful</b> individuals and as <b>inclusive</b> members of communities, which will ultimately enhance their life choices and open up a world of learning and responsibility.</p>					
<b>Implementation</b>	<b>What</b>	KS1		KS2		
		<b>Families and people who care for me</b>	<b>Caring friendships</b>	<b>Respectful relationships</b>	<b>Online relationships</b>	<b>Being safe</b>
		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> </ul>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise</li> </ul>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences</li> </ul>



**Personal, Social and Health Education – Intent, Implementation, Impact**

	<ul style="list-style-type: none"> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>risks, harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
--	--	--	--	---	--



<b>How</b>	ASPIRE values Behaviour routines Quality teaching of PHSE with Jigsaw lessons Health and wellbeing class assemblies Engaging books British values Social, moral, spiritual, cultural education Assemblies Themed days and weeks e.g. Anti-bullying, mental health week. Taught though all subjects Biological aspects of RSE are taught within the science curriculum				
	<b>Key Knowledge/Skills</b>	PANTS Rule	Understand the terms 'mental health' and 'physical health'	To know what a good friend/relationship is in the real world and online	To know who is a safe person to talk to
<b>Assessment</b>	Feedback		Self and peer assessment		Quizzing
<b>Impact</b>	<b>Quality of Education</b>		<b>Behaviour and Attitudes</b>		<b>Personal Development</b>
	They will have the knowledge, skills and attributes to stay healthy, keep safe, respect others and develop positive relationships.		To be responsible, show respect to others and make safe decisions about relationships. To be able to challenge peers' behaviour based on the school's values.		They will have the knowledge to recognise healthy, positive and safe relationships and to respect other people's values. To earn positions of responsibility through their character, e.g. class council, corridor monitor, anti-bullying ambassador.