



RSHE and PSHE Curriculum

Vision Statement: "To create and nurture a secure and caring Christian environment where every child can develop in their own faith and learning journey."

WORK TOGETHER



AIM HIGH



SHINE BRIGHT



Stretton St Matthew's C.E. Primary School

PSHE is a fundamental subject that prepares pupils with important knowledge, skills and understanding allowing them to lead fulfilling lives now and in the future. It enables children to become healthy, independent and responsible members of society. Pupils are actively encouraged to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop pupils' sense of worth and we teach them how society is organised and governed. We teach them about their rights and responsibilities and enable them to learn to appreciate what it means to be a positive member of a culturally diverse society

Our RSHE and Health education curriculum aims to cover the key aspects of the curriculum -

- Relationships Education
- Sex Education
- Health and Wellbeing

Our RSHE curriculum is age-appropriate, carefully sequenced and rooted in our school values. It enables children to develop the knowledge, vocabulary and skills they need to make safe and healthy choices, build positive relationships and prepare for the next stages of their lives.

It is delivered in a framework/context that is in keeping with our Christian vision and values. Development of and contributing to the children spiritually, morally and culturally.

St Matthew's is committed to providing a caring, friendly and safe environment for all pupils so they can learn and develop in a relaxed and secure environment. The spiritual, moral, social and cultural development of all pupils is extremely important and pupils are supported on a daily basis through the school's ethos, during collective worship and across many areas of the curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos.

High priority is given to this subject as evidence shows that RSHE and PSHE education can improve the physical and psychosocial well-being of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being can achieve better academically, which in turn leads to greater success.

We believe a great RSE and PSHE curriculum should enhance the wellbeing and happiness of everyone, as well as supporting children's mental health. Increasing happiness in children can help break the deeply ingrained, limiting beliefs and self-perceptions that stifle aspiration and hamper the ability to achieve.

RSHE and PSHE is embedded into our broad and balanced curriculum.

What we teach will help our pupils foster lifelong aspirations, goals and values.

Our PSHE and RSHE ensures children develop an understanding of and ability to -

- Deploy coping skills (relating to resilience and mental health)
- Know what achievement and success is (understanding how we learn and develop)
- Have confidence (speaking up and out, taking on challenges etc)
- Build Positive relationships (friendships, home relationships, being safe both online and offline), encouraging pupils to consider how to build positive relationships, as well as building empathy and dealing with conflict.
- Support themselves and others (citizenship, helping others)
- Develop the knowledge skills and attributes to keep themselves healthy and safe.
- Grow their own curiosities around spiritual, emotional, social and cultural topics.
- Tackle a range of barriers to learning and support with overcoming challenges that children may meet in life.
- Grow into responsible and independent members of a diverse and cultured community.

- Understand the importance of positive, healthy relationships in their lives.

With this in mind, PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. It is whole heartedly about securing transformational outcomes for young people, prompting a well-rounded approach to personal development, allowing children to reach their fullest potential.

British Values are promoted through the overarching aims and objectives of PSHE by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. These will be taught half termly.

Autumn A - Democracy (Voting for School Council.)

Autumn B - Rule of Law

Spring A - Respect

Spring B - Tolerance

Summer A - Individual Liberty

Summer B - Children will recap all of the British Values

Wider Curriculum

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking.

This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life. PSHE, including SMSC, is an integral part of the whole school curriculum, and is therefore often taught within other subject areas. Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.

Spiritual, Moral, Social and Cultural Development Spiritual, moral, social and cultural development are promoted through all PSHE teaching.

Spiritual Development: We explore the beliefs and experiences of ourselves and others; discuss the importance of respecting all beliefs and faiths; learn about and discuss our feelings and values and those of others.

Moral Development: We learn about and discuss things that are right and wrong; learn about the law and the importance of it; begin to consider our actions and the consequence of them; consider, discuss and debate ethical issues; offer reasoned views.

Social Development: We consider all of the groups and communities that we are part of; participate in our local community; learn how to resolve conflict; engage with the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance.

Cultural Development: We become aware of cultural influences; learn about the role of Britain's parliamentary system, understand, accept, respect and celebrate diversity.

Implementation

PSHE is taught weekly and has a dedicated amount of curriculum time to allow pupils to develop a deep concept of the issues, skills, knowledge and ways to apply them to everyday life. All the knowledge and understanding is taught through the key themes -

These are strongly linked to the Church of England's Vision for Education. These principles also form the basis of our relationships policy and are used within our positive rewards and behaviour management but also used by staff in their day to day language to instill the importance of these principles and how to lead happy, healthy lives every day. These principles are heavily underpinned by the Church of England's vision for education, which is about allowing all pupils to receive the promise by Jesus of 'life in all its fullness' John 10:10.

In primary schools, Relationships Education and Health Education are statutory. This forms an important part of our wider PSHE curriculum and supports children to develop healthy relationships, understand and manage their emotions, keep themselves safe, and develop positive physical and mental health.

Our RSHE curriculum is age-appropriate, carefully sequenced and rooted in our school values. It enables children to develop the knowledge, vocabulary and skills they need to make safe and healthy choices, build positive relationships and prepare for the next stages of their lives.

The statutory guidance allows schools to decide how RSHE is delivered within their wider curriculum. At Stretton St Matthew's, we teach RSHE as part of our planned PSHE programme, alongside opportunities across the curriculum and throughout school life.

Relationships Education	Health Education (Health and wellbeing)
F Families and people who care for me	GW General wellbeing
CF Caring friendships	WO Wellbeing online
RKR Respectful, kind relationships	PHF Physical health and fitness
OSA Online safety and awareness	HE Healthy eating
BS Being safe	DATV Drugs, alcohol, tobacco and vaping
	HPP Health protection and prevention
	PS Personal safety
	BFA Basic first aid
	DB Developing bodies

Enterprise Week

Economic and economic wellbeing, careers & enterprise education is taught in enterprise week. During this week, children will explore courageous advocates that have had a significant impact in their chosen careers/ fields.

The PSHE Association resources are used to teach economic wellbeing.

At St Matthew's we encourage and support our children to be "courageous advocates". This means they champion causes which are special and meaningful to them. These may be global issues or matters far more personal and closer to home.

We believe this develops resilience, teamwork, courage and independence and an understanding of the wider world and how they can help make it a better place, enabling our children to flourish.

To support our children's understanding of values related to PSHE and RSE, each planned unit of work contains a significant person who links into a particular half termly unit. We believe this provides concrete and relatable context. It enables pupils to see how real people have demonstrated them in their lives.

Significant people overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	 Prince William	 Joe Wicks	 Megan Markle	 Edward Jenner	 Florence Nightingale	 Simone Biles
<u>Year 2</u>	 Andy Day	 Barnardo's	 NSPCC	 Martin Lewis	 Greta Thunberg	 Mrs Watson
<u>Year 3</u>	 Marcus Rashford	 Simone Biles	 Jamie Oliver	 Baroness Beeban Kidron	 Mary Hunt	 Angelina Jolie
<u>Year 4</u>	 Tom Fletcher	 Dwayne Johnson	 Lady Gaga	 Martin Lewis	 Princess Diana	 Anna Freud

Year 5	 <u>Malala Yousafzai</u>	 <u>Carol Dweck</u>	 <u>David Attenborough</u>	 <u>Leyla Hussien</u>	 <u>Alan Turing</u>	 <u>Joe Wicks</u>
Year 6	 <u>Dr Alex George</u>	 <u>Martin Lewis</u>			 <u>Geoffrey Hinton</u>	 <u>Sir John Timpson</u>

Spiritual Development at St Matthew's The Church of England's Vision for Education states a core desire that children will experience life in all its fullness (John 10:10). The worth of each student impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify. All pupils at St Matthew's are encouraged to stretch themselves spiritually, morally, intellectually, imaginatively and actively, and to aspire to be well-educated to prepare for the opportunities and responsibilities of adult life, enabling them to make a positive contribution to society. We define Spirituality as an ongoing, reflective journey. It is something that teaches us about questioning, understanding and relationships. Spirituality is primarily about relationships. It is about understanding the internal relationship with ourselves, and external relationships with one other and from a Christian perspective with God." Spiritual Development: Interpretations of Spiritual Development in the Classroom (Church of England, 2019)

Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness. Children are provided with opportunities to develop the four elements of spirituality during half termly spiritual afternoons and across the curriculum.

PSHE RSHE Long Term Overview

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS</u>	<u>Reg</u>	Name basic feelings and begin routines	Talk about feelings and triggers Being to wait and take turns	Control impulses with support Focus for longer periods	Manage behaviour in different situations Understand impact on others	Regulate emotions independently in most situations	Manage feelings independently and adapt behaviour in different situations
	<u>MS</u>	Follow simple instructions and being independent	Follow rules independently and understand consequences	Manage hygiene independently Show perseverance	Make healthy choices and follow routines independently.	Show confidence in new activities Take responsibility	Be confident to try new things independently and show perseverance
	<u>BR</u>	Play alongside others and begin to form relationships	Share and cooperate and begin to resolve conflict	Work cooperatively and listen to others respectfully	Show empathy and respect others differences- friends or family.	Work collaboratively and solve problems with others.	Work cooperatively. Resolve conflicts independently and show sensitivity to others.
<u>Year 1</u>		<u>Playing and Learning Together</u> Developing understanding about how to listen, share, work cooperatively and when and how to ask for permission. Learn about friendships, including falling out and how to recognise bullying.	<u>Mental Health and Wellbeing</u> Developing understanding about noticing and naming different feelings and thoughts. Learning simple self-regulation strategies.	<u>Showing kindness to Others</u> Developing understanding about feelings and explore importance of kindness.	<u>Safety at Home</u> Developing my understanding about hazards and risks at home. Learning about ways to stay safe at home.	<u>Being Healthy</u> Develop my understanding about healthy lifestyles including sleep, healthy food and drinks, physical activity, hygiene routines and sun safety.	<u>You, me and Our Families</u> Develop understanding about similarities, differences and individuality. Learn about different families and different family members can show care and love for each other and also where to seek help from if needed. Understanding that babies grow and become children and then adults.
<u>Year 2</u>		<u>Playing and learning together</u> Exploring how to listen, share, work cooperatively and when and how to ask for permission. I will learn about friendships, including falling out and how to recognise bullying.	<u>Keeping Safe Online</u> Exploring how online content can impact feelings and supports pupils to make safe choices about what they watch or share online (including the	<u>Looking back and moving on</u> Children will learn about thoughts and feelings and how noticing them can be helpful. Different types of distraction and different ways of changing thoughts and	<u>Money and Work</u> Pupils learn their different strengths and interests and what this means for the jobs they might choose. It explores what money is, how jobs can help earn money. Pupils will also learn	<u>Keeping Safe Outside the Home and Caring for the Environment</u> Children will learn how to cross roads safely, understand how to stay safe around railways and	<u>Me, My Body and Staying Safe</u> Exploring how people change as they grow from young to old. Pupils are introduced to the names of private body parts and explores PANT

		importance of not sharing personal information)	feelings as well as managing unhelpful thoughts.	about needs and wants and distinguish between them.	public places, know what an emergency is and learn how to get help or call 999. Children will learn how to care for the environment and positive actions.	rule to keep children safe.
<u>Year 3</u>	<u>Me, my friends and belonging</u> Developing understanding about what makes me special, how to build good relationships and how to treat others with kindness and respect.	<u>Mental Health and Wellbeing</u> Developing understanding of mental health and wellbeing, exploring emotions, understanding distractions and managing worries.	<u>Looking Out for Each Other</u> Developing understanding of basic first aid to help those with allergies and bites and stings. Learning what I should do in an emergency situation and to call emergency services for help. I will also develop an understanding of mental health and wellbeing, exploring emotions, understanding distractions and managing worries.	<u>Making Choices Online</u> Learning how to protect information online and make choices about online contact including developing an understanding of age ratings.	<u>Keeping Safe Out and About</u> Developing understanding of how to keep safe in the sun, learning how to take responsibility for personal safety around roads and railways and how to stay safe around canals and rivers.	<u>Building Healthy Habits and Understanding Changing Bodies</u> Developing understanding of healthy habits, including how to make healthier food and drink choices, maintain dental health. Understanding of male and female body parts and different types of touch.
<u>Year 4</u>	<u>Mental Health and Wellbeing</u> Extend understanding of self-regulation strategies and factors that can support wellbeing.	<u>Exploring Ways to Manage Risk</u> Learning about managing risk in different contexts and the role that peer influence can play in personal safety.	<u>Forming Respectful Relationships</u> Learning to respond appropriately to conflicts and bullying and to understand the importance of kindness.	<u>Money Matters and News Literacy</u> Learn about how attitudes and influences can impact decisions about money. Engage in news stories and explore how they can affect emotions.	<u>Families and Growing Together</u> Developing understanding of family structures and how families can change.	<u>Changing and Growing Up</u> Developing understanding of the concept of puberty and explore some internal and external changes that happen to the body. I will also learn how to maintain personal hygiene during puberty.
<u>Year 5</u>	<u>Friendships, stereotypes and Bullying</u> Explore respectful relationships and what to do about bullying. Learning	<u>Mental Health and Wellbeing</u> Revisiting and building on prior learning about	<u>Positively Engaging with Our World</u> Examining healthy ways of engaging with news	<u>Embedding Healthy Habits</u>	<u>Safe Connections</u> Supporting pupils to stay safe and manage risks if	<u>Respecting Boundaries and Puberty</u>

	to recognise and challenge stereotypes and prejudiced or extreme views.	mental health, exploring how different self-regulation strategies can help shift habitual thoughts and emotions.	stories and the impact that climate change can have on emotional health and wellbeing.	<u>and Learning First Aid</u> Supporting pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. Coverage of first aid.	socialising online. Touches on cybercrime.	Exploring personal boundaries, different types of touch and how to respectfully ask, give, or not give permission. Understanding physical and emotional changes of puberty.
<u>Year 6</u>	<u>Mental Health and Wellbeing</u> Revisiting and building on prior learning about mental health and further understanding of strategies that support wellbeing including in the context of transition to high school.	<u>Managing Money and Online Spending</u> Understanding the importance of managing money and the risks that can come with spending and gambling.	<u>Looking to the future</u> Learning about the wide range of careers available and the different pathways we can take.	<u>Assessing Risk and Managing Influences</u> Learning about the risks associated with legal and illegal drugs and how to respond to peer pressure.	<u>Developing our AI Literacy</u> Developing understanding about AI and its uses; how it can be beneficial but also its dangers and limitations.	<u>Changes in Puberty</u> Deepening understanding of the changes a person experiences during puberty and how to manage these changes.

Our high-quality PSHE provision at St Matthew's is delivered through a broad and rich curriculum and aims to support the success of all individuals. We prepare pupils for the next step in their education and their later life through our comprehensive, thorough and carefully sequenced PSHE education programme. Our PSHE curriculum is the starting point in developing the personal development, character and cultural capital of our pupils.

Our PSHE contributes significantly to the children's personal development and understanding of British Values and Democracy.

Personal Development

Personal Development occurs in the curriculum through:

- Subject schemes of work and curriculum documents
- Collective Worship
- Pupil led groups (School Council, Global Citizens, Reading Council etc...)
- Planned learning opportunities in contexts outside school e.g. residential visits or trips
- Extra-curricular activities
- Encouraging all students to play a helpful part in the life of the school, neighbourhood, community and the wider world.

The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
 - Respect for the basis on which the law is made and applies in England
 - Support for equality of opportunity for all
 - Support and respect for the liberties of all within the law
 - Respect for and tolerance of different faiths and religious and other beliefs
- We are proud to be British and we develop British Values in many ways.

British Values

St Matthew's is a Church of England primary school which seeks to live out Christian values. We promote these values by our words and deeds, and our beliefs and practice therefore permeate every aspect of our school's activity. We provide a curriculum which is broad and balanced, recognising that every pupil is unique. Our Heartsmart curriculum is linked to bible quotes and staff will draw links between this and the school values being explored.

Democracy – what do we do?

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils express their views

The Rule of Law - What do we do?

- Teach pupils how public services operate and how they are held to account
- Model how received injustice can be peacefully challenged
- Ensure school rules and expectations are clear and fair
- Help the pupils distinguish between right and wrong
- Help the pupils respect the law and the basis on which it is made
- Help the pupils understand that living under the law protects individuals
- Include visits from the police/local PCSOs in the curriculum
- Teach the pupils both civil and criminal law and discuss how this might differ from some religious laws
- Develop a restorative justice approach to resolve conflicts

The importance of laws, whether they are those that govern the class, the school, or the country, are reinforced throughout regular school days, as well as when dealing with behaviour and through school Collective Worship.

Pupils are taught our school rules from an early age. They are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when rules or laws are broken. High expectations are reinforced and opportunities are frequently sought to

praise positive choices. Pupils who model behaviour consistent with the school's high expectations are recognised and used as role models to others.

Individual Liberty - What do we do?

- Support the children to develop their self- knowledge, self-esteem and self-confidence
- Encourage the children to take responsibility for their behaviour and knowing their rights
- Model freedom of speech through pupil participation, whilst protecting the vulnerable pupils and promoting critical analysis of the evidence.
- Challenge stereotypes
- Implement a strong anti-bullying culture

We actively encourage the children to make choices, knowing that they are in a safe and supportive environment in our PSHE lessons and E-Safety sessions. The children are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely.

Mutual Respect and Tolerance for those of Different Faiths and Beliefs - What do we do?

- Within PSHE and RE lessons, children are taught to respect each other and to work collaboratively. They learn to be supportive of each other and to look for similarities while being understanding of differences.
- Children with school responsibilities such as School Council representatives, House Captains or Eco Council representatives, model appropriate behaviours and encourage their peers to demonstrate respect and understanding of others.
 - Our school regularly supports charity days. Children often take a lead in raising the profile of charities and raising money for a chosen charity.
- Mutual respect is promoted within PSHE lessons and collective worship. In addition, we take part in national events (i.e. Remembrance Day).
- Regular whole school events such as Sports Day involves the pupils working with children of all ages.
- Within our school, children learn to respect the needs and customs of others with different backgrounds.
- Within RE lessons tolerance of different faiths and beliefs is promoted as the children learn about different religions, their beliefs, places of worship and festivals.
 - This is supported by whole school worship/class worship, which also mark and celebrate some of the festivals of different religions.
 - Significant celebrations, such as Harvest, give pupils the opportunity to learn how these festivals are marked within different communities and religions.
- Within the safe environment of PSHE, class worship and RE lessons, the children are given the opportunity to discuss and explore different viewpoints.

Relationships, Health and Sex Education (RSHE)

At Stretton St Matthew's CE Primary School, Relationships, Health and Sex Education (RSHE) is an important part of our wider PSHE curriculum. Our curriculum is informed by the PSHE Association Programme of Study and is carefully planned to meet the requirements of the 2026 statutory guidance.

In primary schools, Relationships Education and Health Education are statutory. Sex Education is not statutory at primary level, although schools may choose to teach age-appropriate content beyond that covered by the statutory Science curriculum.

Our RSHE curriculum is carefully sequenced from Reception to Year 6 to ensure that children develop the knowledge, skills, vocabulary and understanding they need to:

- develop healthy, respectful and positive relationships with others;
- understand and express their feelings and emotions;
- develop self-respect, self-esteem and confidence;
- understand how to keep themselves physically and emotionally safe;
- make healthy and informed choices;
- understand how their bodies change as they grow and develop;
- develop an understanding of personal hygiene, puberty and growing up at an age-appropriate stage;
- recognise and respect that families and relationships can be diverse;
- understand how to seek help and identify trusted adults who can support them.
- RSHE is taught primarily through our PSHE programme, with appropriate links made across the wider curriculum, including Science. Where questions arise naturally in the classroom, staff respond sensitively and appropriately, taking account of children's age, maturity and individual circumstances.

As a Church of England school, our RSHE teaching reflects our Christian vision and values of humility, independence, perseverance and teamwork. Respect, dignity, kindness and care for ourselves and others are central to our approach. We aim to help children understand the diverse world in which they live while developing positive attitudes towards themselves, their relationships and the wellbeing of others.

Where additional Sex Education is taught beyond the statutory requirements, this is clearly identified within our curriculum, is age-appropriate and is communicated to parents. Parents have the right to request that their child is withdrawn from additional sex education. There is no right to withdraw children from statutory Relationships Education, Health Education or Science teaching.

Our RSHE curriculum is delivered in a safe, supportive and inclusive environment where children are encouraged to ask questions, listen respectfully to different viewpoints and develop the knowledge and confidence to make safe, healthy and responsible choices.

Impact

Pupils will be able to deal with critical issues they face every day such as friendships, emotional wellbeing and change. Our curriculum will provide them with a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

Pupils will be able to make informed decisions about alcohol, succeeding in their first job, how they would like to live, etc. Our PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.

Children will be able to develop a secure understanding of what mental health is and ways to protect and care for it. They will be able to articulate ways to protect mental health. This in turn achieves a 'virtuous circle', whereby pupils experience and are able to guard better health and wellbeing, and therefore can achieve better academically, and enjoy greater success in all aspects of life.

Pupils are able to understand the basis of better relationships – better relationships with themselves, caring for themselves and their mental health, better relationships with those around them, understanding the role of forgiveness in repairing relationships and making a difference in the community in which they live and their responsibility to care for their hearts and the hearts of others.

Pupils understand the positive impact they can make in their community and within their relationships and begin to understand the consequence their actions can have on others.

Equips pupils to develop resilience in the face of adversity and challenge.

Children can articulate British Values well and demonstrate these values in how the children live, work and play.