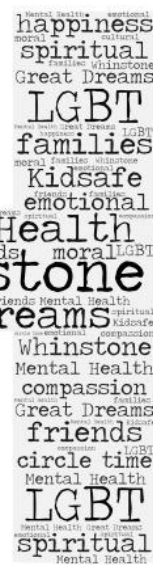
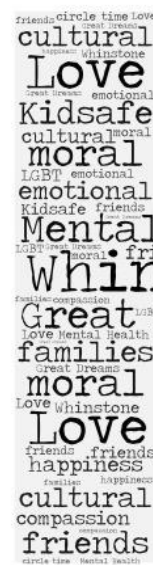




PSHE Statement of Intent

PSHE is taught as a golden thread which forms part of a whole school ethos aimed at providing children with essential life skills and knowledge to enable them to make informed decisions and choices and become healthy, confident, respectful and responsible citizens both now and in the future. Pupils learn to recognise their own worth, gain an understanding of the personal choices of others, have an awareness of British values, and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community.

RRSA, KIDSAFE, LGBT+, Action for Happiness (Great Dreams) and economic well-being are key elements of this subject which are weaved into the broader school curriculum or taught as discreet lessons both within, and to create, a safe and inclusive learning environment.





**PSHE Implementation**

<b>PSHE Implementation – Key Concepts</b>		
<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Money</li> <li>• Taking care of the environment</li> </ul>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Growing and changing</li> <li>• Keeping safe</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Healthy relationships</li> <li>• Valuing difference</li> </ul>

<b>The Key Concepts of PSHE are taught through the following sequence of topics:</b>		
Autumn	Spring	Summer
<b>Relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>

<b>Topic Specific Vocabulary</b>		
<b>Relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>
communicating, feelings, empathy behaviour, fair/unfair, right/wrong, secrets, surprises, safety sharing, discussion, views, opinions cooperating, resolving arguments people, similarities, differences special people, caring physical contact, touch, acceptable, unacceptable feelings, bodies, hurt, comfortable, teasing, bullying teasing, bullying	health, wellbeing, healthy eating, physical activity, sleep, dental health health, likes, dislikes, choices achievements, strengths, goals, target-setting feelings, managing feelings change, loss hygiene, cleanliness, germs growing, changing, young to old, independence correct terminology, body parts, external genitalia medicines, household products, safety, risk safety, road, water rail, fire, online, rules asking for help privacy, respecting privacy	classroom rules rights, responsibilities, needs groups, communities, roles environment money, spending, saving, safety everybody, individual, unique, special people, similarities, commonalities community, special people, help, emergencies



## Whinstone Primary School PSHE Year 2



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of PSHE at Whinstone.

<b>Relationships</b>		
<b>Feelings and emotions</b>	<b>Healthy relationships</b>	<b>Valuing difference</b>
<ul style="list-style-type: none"> <li>• about recognising how other people are feeling</li> <li>• about sharing their own feelings with others</li> <li>• about different types of behaviour and how this can make others feel</li> <li>• about the importance of respect for differences and similarities between people</li> <li>• that bodies and feelings can be hurt</li> </ul>	<ul style="list-style-type: none"> <li>• about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>• to share their views and opinions with others</li> <li>• about listening to others and playing cooperatively</li> <li>• about appropriate and inappropriate touch</li> <li>• that hurtful teasing and bullying is wrong</li> <li>• what to do if teasing and bullying is happening</li> </ul>	

<b>Health and wellbeing</b>		
<b>Healthy lifestyles</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
<ul style="list-style-type: none"> <li>• about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>• about making healthy choices</li> <li>• about different kinds of feelings</li> <li>• simple strategies to manage feelings</li> <li>• about basic personal hygiene routines and why these are important</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise what they are good at and set simple goals</li> <li>• about how it feels when there is change or loss</li> <li>• about growing, changing and becoming more independent</li> <li>• the correct names for the main parts of the body of boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>• that household products, including medicines, can be harmful if not used correctly</li> <li>• about rules for keeping safe (in familiar and unfamiliar situations)</li> <li>• how to ask for help if they are worried about something</li> <li>• about privacy in different contexts</li> </ul>



## Whinstone Primary School PSHE Year 2



Living in the wider world		
Rights and responsibilities	Money	Taking care of the environment
<ul style="list-style-type: none"><li>• about group and class rules and why they are important</li><li>• about respecting the needs of ourselves and others</li><li>• about groups and communities that they belong to</li><li>• that everybody is unique</li><li>• about the ways we are the same as other people</li><li>• about the people who work in their community</li><li>• how to get their help, including in an emergency</li></ul>	<ul style="list-style-type: none"><li>• about where money comes from and what it is used for</li><li>• about how to keep money safe</li></ul>	<ul style="list-style-type: none"><li>• about looking after the local environment</li></ul>



## Whinstone Primary School PSHE Year 2



### PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Expectations
Identity	I can set realistic, but challenging goals for myself, and recognise that it is OK to make mistakes.
Relationships	I can recognise how one persons' behaviour can affect another's or many people. I can use strategies to resolve simple arguments.
Healthy balanced lifestyle	I can make healthy lifestyle choices. I understand the choices I make can have a positive or negative consequence.
Risk and Safety	I can explain how to keep safe when taking medicines and around other household substances. I can identify potential unsafe situations and steps that I can take to avoid or remove myself from them.
Diversity and Equality	I can explain that everyone is unique in their own way and describe what makes them special. I can identify similarities with others.
Rights, Responsibilities and consent	I can give reasons for why it is a shared responsibility to contribute to the classroom and school life. I can discuss children's rights and responsibilities within school and the community and give some examples.
Change and resilience	I can describe how change/loss can make someone behave. I can identify ways to manage feelings associated with change and loss.
Power	I can recognise that I have the right to challenge and say no to behaviour that makes me uncomfortable and tell someone if it does not feel right.