2023-2024

Success in Personal, Social, Health and Economic Education



Subject Audit

	Aut	Spr	Sum
Quality of education			
Intent			
Does your subject reflect a coherent rationale for the school's broad and balanced curriculum?	Y		
Is there a carefully sequenced progression of PSHE knowledge/concepts/skills to end of KS1/2?	Y		
Does your unique PSHE curriculum meet your pupils' needs and meet N.C. standards?	Y		
Curriculum coverage allows all pupils to access content & make progress.	Y		
Clear identified targets are shown through the Curriculum Development plan.			
Implementation			
Teachers can explain what children learn/why it's important in your subject's curriculum.	Y		
Subject leader's review/quality assure LTP and Unit Plans and check against in book looks to ensure implementation of intent.	Y		
Teachers understand what the depth of knowledge expected is at the end of every unit/year through knowledge organisers.	In prog		
Subject leaders show knowledge and expertise to design, support and deliver the curriculum through the development of knowledge organisers and support given to teachers.	In prog		
Book looks, working walls, pupil voice and school trips, show that your subject's curriculum is implemented fully.	Y		
Teacher's organise and sequence learning appropriately – shown in unit plans and LTPs.	Y		
There are opportunities for CPD support to upskill teachers in knowledge and skills for your subject.	Y		
Subject leaders, teachers and pupils are clear on how units are assessed and how pupil progress is shown.	Y		
Adaptive teaching is appropriate to enhance all pupils' capacity to access the full curriculum.	Y		
Use of the locality are maximized to provide first-hand experience within your subject.			
Pupils use appropriate resources for your subject to build knowledge and skills.	Y		
Clear understanding of what progression looks like in and across each year group – progression of vocabulary is explicit.	In prog		
Opportunities for all staff to moderate/share/feedback on work.			
Impact			
Pupils have embedded and retained fluent knowledge in your subject's knowledge, skills and vocabulary (in and across years).	In prog		
Children have progressed in different strands of your subject and this is clear from book look and pupil voice.	Y		
Subject portfolio shows children's voice, learning and progress through examples of work, images, etc.	In prog		
Behaviours and attitudes			
Pupil voice shows learners are positive towards your subject.	Y		
All groups are committed to learning, know how to learn and take pride in the work for your subject.	Y		
Personal development			
Builds knowledge, skills and critical thinking that helps prepare for next stage.	Y		
Provides opportunities to help learners discover wider interests.	Y		
Supports learners to develop their character through a Growth Mindset.	Y		
Prepares learners to be responsible and active citizens.	Y		
Supports the development of an understanding of British values and appreciate commonality and diversity.	Y		
Leadership and management			
Subject leader is effective and has an ambitious vision to provide a high quality and inclusive subject curriculum.	Y		
Subject leader provides opportunities and focus on improving staff subject and content knowledge.	Y		
Practice and knowledge of staff is building over time.	Y		
Assessment is used to appropriately to help support all pupils to make progress and achieve.	In prog		

Why is PSHE important at our school?
To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Intent:

PSHE (Personal, Social, Health and Economic) education is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them. At St Mary's R.C. Primary School we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC.

At St Mary's R.C. Primary School, we aim to promote children's knowledge, self-esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others.

We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils.

At St Mary's R.C. Primary School, we aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotionally mature human beings.

Purpose of study
(information taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships and Health Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Implementation:

PSHE is taught by class teachers throughout the school from EYFS up to year 6. To facilitate this learning, the TenTen: Life to the Full programme is primarily used and is supplemented with PSHE being taught in other subjects, especially Computing, Maths and Science, for example the teaching of e-safety within Computing lessons. Additionally, the Think Equal programme is used to enhance the PSHE provision in EYFS. The curriculum is based on the frameworks of the National Curriculum and the PSHE Association, with additional elements from the Manchester Healthy Schools programme. St. Mary's curriculum has also been developed to meet the specific needs of our diverse learners and their communities, and support the many aspects of their personal development.

The subject leaders' own PSHE knowledge is an important part of providing high quality teaching within the school, and supporting non-specialist teachers to do the same. CPD from Manchester Healthy Schools and the PSHE Association can be accessed by members of staff where appropriate. Additional support for teachers is provided by the subject leader when it is needed.

PSHE education is provided to all children within our school. Children with SEND will be supported to access health, relationships and health education through high-quality, teacher-led quality first teaching, following the guidance of the SEND code of practice. Teaching will be adapted and personalised to suit their individual context.

PSHE education is taught on a weekly discrete basis, with some content also being taught through other subject areas, and within other contexts, such as assemblies or collective worship. A taught session may look very different in one year group to the next - class teachers have discretion to plan, adapt and deliver teaching that suits the individual needs of their class, whilst ensuring that all curriculum content is covered effectively.

Long-term monitoring is also being carried out: sample groups of pupils in each year group are selected and their thoughts and ideas recorded. This gives the subject leader an insight into pupils' journeys through school, observing progression and development of skills and understanding. Leaders will also hold

regular conversations with staff, providing an open forum for sharing ideas, questions or concerns. These conversations are used to inform the subject leader if statutory curriculum content has been covered, how pupils feel about their own learning, and what areas need to be developed or prioritised in future.
St. Mary's R.C. Primary school endeavours to work closely with parents and carers, and we believe strongly in the central role of strong, positive home-school communication. PSHE education should not be left to chance and is a responsibility shared with parents / carers and families. Parents will be informed and supported by staff through written communication from teaching staff, outlining the structure and content of the curriculum. This is included on the school website and additional communication sent where upcoming topics/units are more sensitive and signposting to the parent portal tool to further support Parents have the right to withdraw their child from sex education, but **not** from health or relationships education. In the situation where children are withdrawn from sex education, the school will find alternative internal provision for that child. Parents wishing to withdraw their child from all or part of sex education should contact the headteacher at the first instance. At St. Mary's R.C. Primary School, we follow the National Curriculum for Relationships and Health Education, sex education **is not** taught at our school.

What are the key knowledge concepts in PSHE at our school?
As outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the government, the key knowledge concept areas for primary schools are as follows**:**

Relationships education				
Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe

Physical health and mental wellbeing							
Mental wellbeing	Internet safety and harms	Physical health and fitness	Healthy eating	Drugs, alcohol and tobacco	Health and prevention	Basic first aid	Changing adolescent body

The PSHE curriculum is split into the three key themes of **Health and Wellbeing**, **Relationships** and **Living in the Wider World which have been informed by the above mentioned concepts from the national curriculum expectations for relationships and health education**. These three themes have equal weighting and importance within teaching, and topics are taught via the TenTen Life to the Full scheme of learning, or other curriculum areas such as maths, science and computing. Moreover, our work as a rights respecting school supports the teaching of many of the curriculum expectations within PSHE.

Relationships	**Living in the wider world**	**Health and wellbeing**
Families and close positive relationships	Shared responsibilities	Health and lifestyle (physical wellbeing)
Friendships	Communities	Mental health
Managing hurtful behaviour and bullying	Media literacy and digital resilience	Ourselves, growing and changing

Safe relationships	Economic wellbeing: money	Keeping safe
Respecting self and others	Economic wellbeing: aspirations for work and career	Drugs, alcohol and tobacco

How does our school ensure progression in our key knowledge and concepts in PSHE?

Topics are revisited across year groups within the spiral curriculum model within TenTen Life to the Full, and understanding is deepened. This allows for progression and retention of key skills and knowledge, and also the introduction of some concepts at an age-appropriate point. This progression is detailed in the PSHE progression ladders. Year groups are encouraged to develop their own toolkit of resources specific to their topics, but whole-school resources, particularly those related to rights respecting, are held and distributed by the subject leader.

Long term PSHE planning following TenTen: Life to the full scheme of learning

ST. MARY'S RC. PRIMARY SCHOOL

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others			Module 3 Created to Live in Community	
Topic	**Unit 1** Religious Understanding	**Unit 2** Me, My Body, My Health	**Unit 3** Emotional Well-Being	**Unit 4** Life Cycles	**Unit 1** Religious Understanding	**Unit 2** Personal Relationships	**Unit 3** Keeping Safe	**Unit 1** Religious Understanding	**Unit 2** Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	**Session 1** I Am Me	**Session 1** I Like, You Like, We All Like!	**Session 1** Growing Up	**Session 1** Role Model	**Session 1** Who's Who?	**Session 1** Safe Inside and Out	**Session 1** God is Love	**Session 1** Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	**Session 2** All the Feelings!			**Session 2** You've Got A Friend In Me	**Session 2** My Body, My Rules	**Session 2** Loving God, Loving Others	
		Session 3 Ready Teddy?	**Session 3** Let's Get Real			**Session 3** Forever Friends	**Session 3** Feeling Poorly		
							Session 4 People Who Help Us		

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Key Stage 1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	**Session 1** I am Unique	**Session 1** Feelings, Likes and Dislikes	**Session 1** The Cycle of Life	**Session 1** God Loves You	**Session 1** Special People	**Session 1** Being Safe	**Session 1** Three In One	**Session 1** The Communities We Live In
		Session 2 Girls and Boys	**Session 2** Feeling Inside Out	**Session 2:** Beginnings and Endings Updated: Jan 2023		**Session 2** Treat Others Well...	**Session 2** Good and Bad Secrets	**Session 2** Who is My Neighbour?	
		Session 3 Clean and Healthy (My Body)	**Session 3** Super Susie Gets Angry			**Session 3** ...and Say Sorry	**Session 3** Physical Contact Updated: Jan 2023		
							Session 4 Harmful Substances		
							Session 5 Can You Help Me? (Part 1)		
							Session 6 Can You Help Me? (Part 2)		

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Lower Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	**Session 1** We Don't Have to Be the Same	**Session 1** What Am I Feeling?	**Session 1** Life Cycles	**Story Sessions** Jesus, My Friend	**Session 1** Friends, Family and Others...	**Session 1** Sharing Online	**Session 1** A Community of Love	**Session 1** How Do I Love Others?
	Session 2 The Sacraments	**Session 2** Respecting Our Bodies	**Session 2** What Am I Looking at?	**Session 2** A Time for Everything Updated: Jan 2023		**Session 2** When Things Feel Bad	**Session 2** Chatting Online	**Session 2** What is the Church?	
		Session 3 What is Puberty?	**Session 3** I am Thankful				**Session 3** Safe in My Body Updated: Jan 2023		
		Session 4 Changing Bodies					**Session 4** Drugs, Alcohol and Tobacco		
		Session 5 Male/Female Discussion Groups (optional)					**Session 5** First Aid Heroes		

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Upper Key Stage 2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	**Session 1** Gifts and Talents	**Session 1** Body Image	**Session 1** Making Babies (Part 1)	**Session 1** God Is Calling You	**Session 1** Under Pressure	**Session 1** Sharing Isn't Always Caring	**Session 1** The Holy Trinity	**Session 1** Reaching Out
		Session 2 Girls' Bodies	**Session 2** Peculiar Feelings	**Session 2** Making Babies (Part 2)		**Session 2** Do You Want A Piece of Cake?	**Session 2** Cyberbullying	**Session 2** Catholic Social Teaching	
		Session 3 Boys' Bodies	**Session 3** Emotional Changes	**Session 3** Menstruation		**Session 3** Self-Talk	**Session 3** Types of Abuse Updated: Jan 2023		
		Session 4 Spots and Sleep	**Session 4** Seeing Stuff Online	**Session 4** Hope Beyond Death Updated: Jan 2023		**Session 4** Build Others Up Published: Mar 2023	**Session 4** Impacted Lifestyles		
							Session 5 Making Good Choices		
							Session 6 Giving Assistance		

EYFS have a floor book, a space to capture their learning and understanding around various concepts and ideas centred in PSHE learning. These are a vital tool in capturing the implementation of the curriculum, and the learning journey of the children at this stage. They are also a highly effective tool as part of the quality first PSHE teaching, as floor books can be used to support retrieval practice over the course of a year. Additionally, classes may be encouraged to make an artistic response, or complete a more traditional written task. Some lessons may be more discussion based and are recorded via photographs of learning taking place. This develops and progresses to children having their own PSHE books to document their learning within year 1 and continues as it would in line with core subjects across the rest of the year groups throughout the school (2-6).

Assessment is essential to the effective teaching of PSHE and is a holistic process within our school. The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic. Pupils' existing knowledge and understanding is often the easiest learning to assess but whilst gauging pupils' existing skills, strategies, attitudes, beliefs and attributes can never be an exact science, there are activities that provide an insight into their starting point. Assessments are carried out through baseline and endline assessments at the start and end of units in addition to feedback questions to consolidate and progress learning further at the end of a session/beginning of the next. Pupils' thoughts and feedback are valued, and they are encouraged to use their voices to inform the plan-teach-assess cycle. All children have a right to be heard. Although PSHE outcomes can be considered very subjective, they can be compared within year-groups, and also across different year groups and phases to ensure progress in learning is taking place.

Aims of the Relationships and Health Education National Curriculum:
By the end of primary school pupils should know:

Relationships education outcomes:

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

	• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful relationships	• 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

	• 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing outcomes:

Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits.

	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content on their own and others' mental and mental physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have an impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and others nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.

Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Impact:

The impact of a good PSHE education cannot be understated. Quite simply, it forms the preparation for adult life, enabling a child to understand and face the challenges, complexities and questions that arise in a diverse world.

Impact can be measured in a variety of ways. At St Mary's R.C. Primary School, we recognise and celebrate the importance of the child's voice, and their individual experience of PSHE education. Pupil voice, and lessons captured via floor books and exercise books, will form the heart of how we measure the impact of our teaching.

The skills that children at St. Mary's R.C. Primary School will develop will include, but are not limited to:

- An understanding of their inherent, indivisible, inalienable unconditional and universal rights, and how these rights can and should be protected
- An understanding of our diverse and complex world, and an empathy and respect for the rights of all individuals
- Positive and constructive communication, with highly developed oracy skills
- Resilience and self-regulation, and a keen understanding of their own health and wellbeing, especially supporting their mental and emotional development
- Risk management and balanced decision making, within the context of a changing and challenging world

These skills are transferable to all other areas of the curriculum, and will help children to understand these areas in new ways.

Additionally, these 'soft skills' form the basis of a child's wider development and experience. The ability to recognise and develop good relationships, the reinforcement of positive mental and physical health, understanding how their body will change and grow, the development of respect and tolerance for all, an understanding of society and the role of the individual in a community – these are the skills that will equip our children for life.