

# Weston Park Primary School

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## PSHCE Intent Statement

### Intent: Introduction, Vision and Philosophy

The purpose of this document is to clarify the how, why, and what of PSHCE teaching at Weston Park Primary School. This is to be used by staff to clarify expectations, highlight the resources that we have at our disposal, and to ensure that a high-quality PSHCE curriculum is being taught to all.

Within PSHCE at Weston Park Primary School, we want our children to learn about themselves as developing individuals and as members of their communities. This journey begins with the Early Learning Goals for personal, social and emotional development in EYFS and is then built upon in KS1 and KS2, creating a spiralling curriculum. To achieve this through KS1, they will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take some responsibility for themselves and their environment. They will learn about their own and other people's feelings and become aware of the views, needs and rights of other children and other people. As members of a class and school community they will learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and identify bullying. They will begin to take an active part in the life of their school and the wider community.

As they mature and develop during key stage 2, they will learn about themselves as growing and changing individuals with their own experiences and ideas, as well as taking into consideration how they are members of their communities. They will learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and wider community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group and for their own learning.

### Implementation: What does PSHCE look like at Weston Park Primary School?

All pupils have access to the PSHCE Education programme. Our PSHE Education programme encourages children and young people to explore each other's faith and cultural perspectives in an objective and respectful way. Extra support/provision may be needed for pupils with special educational needs, to ensure their full understanding. At Weston Park Primary School we are committed to ensure all our children's needs are met. Our planning reflects our knowledge of the children and ensures learning is tailored to meet and respond to the children's individual ability needs. We aim is to provide appropriate support to enable children achieve success by understanding that the children are different, and their varied needs are catered for. This is achieved by ensuring the route into accomplishing the learning objective is tailored to support the children's needs.

PSHCE is taught according to a scheme of work that progressively builds on knowledge, skills and attitudes from EYFS through to Year 6.



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**PSHCE Overview for Weston Park Primary School**

	Autumn 1-	Autumn 2-	Spring 1-	Spring 2-	Summer 1-	Summer 2-
<p><b>EVF5</b> (suggested for observations)</p> <p>Newtown Primary School Tel: 023 9211991 E: info@weston-park.org.uk W: www.weston-park.org.uk</p>	<p><b>Baseline</b> PSED: Self-Confidence and Self-Awareness (communicates needs, wants, interests &amp; opinions)</p> <p>PD: Health &amp; Self-Care (food choices &amp; variety)</p>	<p>PSED: Managing Feelings &amp; Behaviour (actions &amp; effect on others, potential empathy &amp; comfort)</p>	<p>PSED: Making Relationships (initiates conversations and takes account of what others say, given strategies to resolve conflicts with supervision and increasing independence*)</p>	<p>PD: Health &amp; Self-Care (shows some understanding of how exercise, sleep &amp; hygiene contribute to healthy lifestyle)</p>	<p>PD: Health &amp; Self-Care (shows some understanding of the need for safety when tackling new challenges, practices safety measures without direct supervision)</p>	<p>PSED: Managing Feelings &amp; Behaviour (beginning to negotiate &amp; solve problems without aggression)</p> <p>PSED: Making Relationships (takes steps to resolve conflicts with independence*)</p>
<b>Year 1</b>	Rights and Responsibilities Mental Wellbeing Healthy Eating Internet Safety and Harms	Families and People who care for me Basic First Aid	Caring Friendships  Money (spending, safety)	Respectful Relationships (secrets, surprises, bullying, physical contact, touch, appropriate)	Healthy Lifestyles (sleep, dental, physical activity)  Health & Wellbeing (basic hygiene practices)	Growing and Changing* (young to old, body parts, independence) Being Safe (medicines, household products, risk) Money (spending, saving, safety) Change and Loss
<b>Year 2</b>	Rights and Responsibilities Mental Wellbeing Healthy Eating Internet Safety and Harms	Families and People who care for me Basic First Aid Money (spending, saving, safety)	Caring Friendships  Money (spending, safety)	Respectful Relationships (secrets, surprises, bullying, physical contact, touch, appropriate)	Healthy Lifestyles (sleep, dental, physical activity) Health & Wellbeing (basic hygiene practices)	Growing and Changing* (young to old, body parts, independence) Being Safe (medicines, household products, risk) Change & Loss
<b>Year 3</b>	Rights and Responsibilities Mental Wellbeing Healthy Eating Internet Safety and Harms	Families and People who care for me Basic First Aid Money (budgeting, loan, tax, enterprise, resourcing, sustainability)	Caring Friendships  Money (spending, saving, budgeting)	Respectful Relationships (bullying, friends,, family, couples, behaviour, consequences, appropriate touch)	Drugs, tobacco, alcohol & caffeine Health and prevention (risk, danger, hazard)/ (bacteria, viruses, hygiene)	Changing Adolescent body* Being Safe (managing pressure, media, influences, peers) Change, transitions & Loss
<b>Year 4</b>	Rights and Responsibilities Mental Wellbeing Healthy Eating Internet Safety and Harms	Families and People who care for me Basic First Aid	Caring Friendships  Money (spending, saving, budgeting)	Respectful Relationships (bullying, friends,, family, couples, behaviour, consequences, appropriate touch)	Drugs, tobacco, alcohol & caffeine Health and prevention (risk, danger, hazard, responsibility)/ (bacteria, viruses, hygiene)	Changing Adolescent body* Being Safe (managing pressure, media, influences, peers) Change, transitions, divorce, bereavement
<b>Year 5</b>	Rights and Responsibilities Mental Wellbeing Healthy Eating Internet Safety and Harms	Families and People who care for me Basic First Aid	Caring Friendships Money (spending, saving, budgeting, tax, debt)	Respectful Relationships (committed loving relationships, civil partnerships, marriage, appropriate touch)	Drugs, tobacco, alcohol & caffeine Health and prevention (risk, danger, hazard, responsibility)	Changing Adolescent body* (puberty, physical and emotional changes) SRE* (healthy relationships and making good choices) Being Safe (managing pressure, media, influences, peers)
<b>Year 6</b>	Rights and Responsibilities Mental Wellbeing Healthy Eating Internet Safety and Harms	Families and People who care for me Basic First Aid	Caring Friendships  Money (spending, saving, budgeting, tax, debt)	Respectful Relationships (committed loving relationships, civil partnerships, marriage, appropriate touch)	Drugs, tobacco, alcohol & caffeine  Health and prevention (bacteria, viruses, hygiene)/ (risk, danger, hazard, responsibility)	Changing Adolescent body*  SRE* (human reproduction (Science), babies, parents/carer) Being Safe (managing pressure, media, influences, peers)
<b>Helpful website links</b> (quality assured by PSHE Association)		First Aid KS1&2 <a href="https://lifeliveit.redcross.org.uk/">https://lifeliveit.redcross.org.uk/</a>				*specific content can be read about in the school's SRE Policy.



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The above programme of work and subsequent medium term overviews and lessons are guided by resources found on the PSHCE Association's Website. PSHCE is taught under the following topics or themes:

- \*Rights and Responsibilities (including Taking Care of the Environment)
- \*Money
- \*Health and Wellbeing (including Growing and Changing, Puberty and Changing Adolescent Body)
- \*Basic First Aid
- \*Being Safe (including Internet Safety)
- \*Health and Prevention
- \*Family and People who Care for Me
- \*Caring Friendships and Respectful Relationships
- \*Healthy Lifestyles and Drugs, Tobacco, Alcohol and Caffeine
- \*Change and Loss
- \*Sex and Relationships Education

## **Impact: Evidence and Assessment**

Each topic begins with a baseline and ends with an assessment that measures the knowledge gained. Skills and attitudes are monitored throughout the sessions and across the year. The curriculum coverage is monitored each term by the PSHCE Coordinator through book looks, environment walks and pupil voice surveys that also track the developing attitudes of students across the year.

Occasions throughout the year such as Children in Need allow the children to participate and contribute towards charity events. The students will also be able to demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty throughout learning opportunities in their lessons and during special occasions such as voting for their peers to become Head Boy or Girl. Other roles of responsibility in the school could also include being a School Council member, Play Leader or Anti-Bullying Ambassador. The latter includes training Year 5 and 6 students to use restorative justice to support younger peers in problem solving minor issues on the playground.

A robust PSHCE curriculum contributes towards children having a positive outlook towards school and better enables them to exceed or achieve age related expectations across the wider curriculum.



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