



# What is PSHE & RSHE?

## Our Subject Leader's Policy & Guide

'I Dream Of Being'....created by us to meet the needs of our children, create aspiration and deliver our core intention.

# Intent For Our PSHE & RSHE Curriculum

## Vision For PSHE

At Mayfield, we value Personal, Social and Health Education (PSHE) as it supports our children in their social and emotional development as well as promoting their health and well-being. We believe that in order for our children to thrive, they need a secure understanding of how to manage their feelings and relationships and how to face challenges in their lives.

Through our PSHE curriculum, our children build the knowledge and understanding that they need to be positive citizens and to play effective role in their community. Our lessons give children an understanding of the rights and responsibilities that are part of being a good citizen, which enables them to play an active and healthy part in the life of our school, their community and the world.

We strive for our children to be informed, thoughtful and responsible individuals who are aware of their rights and responsibilities.

## Vision For RSHE

Relationships and Health Education is compulsory in English schools, 'to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community' and we want to teach our Mayfield children these valuable skills. Content that is covered in our RSHE lessons varies from physical and mental wellbeing to forming healthy relationships, being safe online, and being active, democratic citizens. Some of these are also taught through PE, RE, computing and, most specifically, science.

At Mayfield, we teach our pupils content in an age appropriate and developmentally appropriate way, 'with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need'. This is why we are confident that when we have discussions with our pupils, we do so in a safe, respectful and clearly thought out manner, ensuring that our pupil's safety and wellbeing is at the forefront of our minds.

# Intent For Our PSHE & RSHE Curriculum

## How We Plan For, And Teach, PSHE & RSHE

We follow the **'My Happy Mind'** scheme of work for PSHE, which has an integrated whole school approach. Each class has a weekly PSHE session to explore these themes. This subject is taught mainly with various hands on activities, discussions, debates and circle time. Our PSHE curriculum is embedded in our whole-school ethos where we celebrate difference and values of respect, tolerance and equality. At Mayfield we aim to provide experiences that will have maximum impact on learning through developing confidence, encouraging an active role and developing good, respectful relationships. Teaching methods are designed to encourage sharing ideas as part of a group and listening and respecting the views of others. We have designed our curriculum with **three specific strands. Strand 1: E-Safety this is taught explicitly at the outset of each new project (full details can be found within the computing curriculum section); Strand 2: The PSHE and Relationships section which runs throughout the year; Strand 3: Responsive Units - planned for deployment when required (e.g. as common themes or issues appear in school, our community or in the wider world - these do not happen at a certain time, the key is 'responsive' and always based upon children's needs, which incorporates the POL-ED scheme of work and bespoke community based resources and organisations.**

The RSHE section is taught through the relevant units planned across school throughout the year within the **Science curriculum** as outlined in the National Curriculum. These strands, and specific units of study, can be found on the following pages, all of which follow the guidance of the Department for Education.

**KS1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**

**KS1: Notice that animals, including humans, have offspring which grow into adults.**

**UKS2: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age. (They should learn about the changes experienced in puberty.)**

Personal, Social, Health, and Economic (PSHE) education relies on a structured vocabulary to ensure clear communication of its themes. Our curriculum has a progressive and well-developed PSHE vocabulary that aids in discussions about mental health, relationships, citizenship, safety and economic awareness, ensuring that all of our children can engage meaningfully with these topics. Clear terminology supports curriculum development, guidance on sensitive issues, and alignment with safeguarding principles, fostering a holistic and supportive learning environment.

## How We Adapt & Record Learning And Outcomes In PSHE & RSHE

The impact of our PSHE & RSHE curriculum is evident in the confidence our children demonstrate when expressing their feelings and managing their friendships. Children at Mayfield learn to use their voice to express their emotions and to use words to solve problems. We also see the impact of this learning in our children's engagement with their community and their care for others. The choices our children make to keep themselves safe and healthy also reflect the impact of our PSHE curriculum.

**In PSHE & RSHE children's work is gathered:  
In Classroom Big Books**

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# PSHE & RSHE & COMPUTING STRAND 1 CURRICULUM: ONLINE/E-SAFETY YEARLY OVERVIEW

EYF5	AUTUMN 1 To identify computers in everyday lives. To discuss how computers make our lives easier.	SPRING 1 Children are aware that they can use the internet to play and learn supported by a trusted adult/teacher.	SUMMER 1 Children know that they can use the Internet to communicate with family and friends.
	AUTUMN 2 To discuss what can be done online. Discuss how to stay safe online.	SPRING 2 Children begin to understand the difference between real and online experiences.	SUMMER 2 To begin to understand the importance of keeping information private and how this might be done.
YEAR 1	AUTUMN 1 Children understand that they can find a range of information on the internet.	SPRING 1 Children know what to do if they find something inappropriate online.	SUMMER 1 Children know what is meant by personal information and develop awareness of why it is special.
	AUTUMN 2 Children are able to navigate age appropriate website.	SPRING 2 Children know that the Internet can be used to communicate with other people.	SUMMER 2 Children to know what a digital footprint is and how this can impact on our safety online.
YEAR 2	AUTUMN 1 Children use the internet purposefully to answer specific questions.	SPRING 1 Children know the difference between communicating via email and online in a discussion forum.	SUMMER 1 Develop awareness of relevant e-Safety issues and understand that personal information is unique to them.
	AUTUMN 2 Children know that not everything they encounter on the internet is true.	SPRING 2 Children are aware of the different forms of online communication (email, forums, instant messaging and social networking sites) and find out about their associated risks.	SUMMER 2 Identify characteristics of people who are worthy of their trust.
YEAR 3	AUTUMN 1 Children develop strategies for staying safe when using the Internet.	SPRING 1 Children begin to use a range of online communication tools, such as forums, email and polls in order to formulate, develop and exchange ideas.	SUMMER 1 Children safely use the Internet for research and follow lines of enquiry.
	AUTUMN 2 Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.	SPRING 2 Children develop awareness of online protocols, in order to stay safe on the web.	SUMMER 2 Children understand the function of a search engine and the importance of using correct search criteria.
YEAR 4	AUTUMN 1 Children use the internet as a resource to support their work and begin to understand plagiarism.	SPRING 1 Children use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums.	SUMMER 1 Children are aware of the need to develop a set of online protocols in order to stay safe online.
	AUTUMN 2 Children know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.	SPRING 2 Understand and abide by the school's acceptable use policy.	SUMMER 2 Children develop awareness of relevant e-Safety issues.
YEAR 5	AUTUMN 1 Children develop their online set of protocols in order to keep safe online.	SPRING 1 Children use online tools to exchange information and collaborate with others within and beyond their school and begin to evaluate their effectiveness.	SUMMER 1 To create a strong password and the importance of keeping it private. To know to use a different password for different sites. To know not to use predictable information about them as their password.
	AUTUMN 2 Children recognise inaccuracy and bias on the web and evaluate websites for their validity.	SPRING 2 Children understand the potential risks of providing personal information in an increasing range of online technologies both within and outside school.	SUMMER 2 To customize privacy settings and know the importance of keeping settings private e.g., location services.
YEAR 6	AUTUMN 1 Children confidently and competently use the Internet as a tool for research and critically evaluate websites for their use.	SPRING 1 Children are aware of copyright issues and know that not all resources they find on the Internet are legal to use or copy (even if sources are acknowledged).	SUMMER 1 Evaluate their use of technology including the use of email, social networking, online gaming and mobilephones and consider how they present themselves online.
	AUTUMN 2 Children know that not all information they find on the Internet is accurate or unbiased and develop strategies for identifying the origin of a website.	SPRING 2 Children select appropriate tools to collaborate and communicate confidently and safely with others within and beyond their school.	SUMMER 2 To discuss different ways to respond to bullying. To interpret emotions behind texts and messages.

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## PSHE & RSHE STRAND 2 OVERVIEW



	Autumn	Spring	Summer
<b>EYFS</b>	<p><b><u>MEET YOUR BRAIN</u></b> Our happy healthy brains</p> <p><b><u>PLACES</u></b> My Emotions</p> <p><b><u>CELEBRATE</u></b> We are Wonderful and Special</p>	<p><b><u>APPRECIATE</u></b> Being Thankful and Gratitude</p> <p><b><u>RELATE</u></b> Friendship and Listening</p>	<p><b><u>ENGAGE</u></b> Setting Goals</p> <p><b><u>MY BODY</u></b> Safe and Healthy</p> <p><b><u>RELATIONSHIPS</u></b> Caring &amp; Respectful Relationships</p> <p><b><u>MY HAPPY WORLD</u></b> People in our Community Who Help Us</p>
<b>Year One</b>	<p><b><u>MEET YOUR BRAIN</u></b> How my Brain Helps Me</p> <p><b><u>PLACES</u></b> Recognising Emotions</p> <p><b><u>RELATIONSHIPS</u></b> Bullying</p> <p><b><u>CELEBRATE</u></b> How Character Makes us Special</p>	<p><b><u>APPRECIATION</u></b> Appreciation and Gratitude</p> <p><b><u>HEALTHY LIFESTYLES</u></b> Staying Healthy and Feeling Good</p> <p><b><u>RELATE</u></b> Relating and Character Strengths</p> <p><b><u>RELATIONSHIPS</u></b> My Unique Family</p>	<p><b><u>ENGAGE</u></b> Engaging and Feeling Good</p> <p><b><u>RESPONSIBILITIES</u></b> Caring for Animals, People, Environment and Protecting Our World</p> <p><b><u>COMMUNITIES</u></b> People who Help Us and Community Groups</p> <p><b><u>OURSELVES</u></b> Growing and Changing with Age Transition</p>
<b>Year Two</b>	<p><b><u>MEET YOUR BRAIN</u></b> How the Brain Looks ,How it Grows and Impacts Emotions</p> <p><b><u>PLACES</u></b> Naming and Recognising Feelings</p> <p><b><u>CELEBRATE</u></b> Character and Character Strengths</p>	<p><b><u>APPRECIATE</u></b> Showing Gratitude to Ourselves and Others</p> <p><b><u>KEEPING SAFE</u></b> Keeping Healthy and Safe.. Identifying Risks</p> <p><b><u>DIGITAL SAFETY</u></b> Using Digital Devices Safely</p> <p><b><u>RELATE</u></b> Making Relationships with Other People and Using Our Strengths to Relate to Others</p> <p><b><u>FRIENDSHIPS</u></b> Making Friends Being Kind and Respectful</p>	<p><b><u>ENGAGE</u></b> Feeling Good, to do Good. Setting Goals</p> <p><b><u>RELATIONSHIPS</u></b> Safe and Unsafe Secrets, Asking for Permission</p> <p><b><u>ECONOMIC WELLBEING</u></b> Where Money Comes From, Saving and Spending, What Want and What We Can Have</p> <p><b><u>OURSELVES</u></b> How Growing and Changing Affect Us Transition</p>

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## PSHE & RSHE STRAND 2 OVERVIEW



	Autumn	Spring	Summer
<b>Year Three</b>	<p><b>MEET YOUR BRAIN</b> How My Brain and My Mind Work, What Neuroplasticity is, The Role of the Amygdala, Neurons and Neural Pathways</p> <p><b>PLACES</b> Mental Health and Feelings</p> <p><b>CELEBRATE</b> Where Character Comes From, Our Strengths</p>	<p><b>APPRECIATE</b> Appreciation and Gratitude, Appreciating Ourselves</p> <p><b>HEALTHY LIFESTYLES</b> Healthy Choices, Balanced Diets, Sleep and Exercise</p> <p><b>RELATE</b> Differences, Stop, Listen and Consider, Friendships</p> <p><b>FRIENDSHIPS</b> Healthy Positive Friendships</p> <p><b>FAMILIES</b> Different Relationships and Families, What To Do If It Doesn't Feel Right</p>	<p><b>ENGAGE</b> What We Do To Feel Good, Big Dream Goals</p> <p><b>COMMUNITIES</b> What Makes a Good Community, Diversity and Communities</p> <p><b>RESPONSIBILITIES</b> Care for People, Animals and the Environment, Respecting other Views and Showing Empathy</p> <p><b>OURSELVES</b> Dealing with Grief/Transition</p>
<b>Year Four</b>	<p><b>MEET YOUR BRAIN</b> Different Parts of Our Brains, Real and Perceived Danger, Amygdala, Neurons and Neural Pathways</p> <p><b>PLACES</b> Mental Health and Feelings</p> <p><b>RELATE</b> Respect and Bullying</p> <p><b>CELEBRATE</b> Character Strengths and Building These</p>	<p><b>APPRECIATE</b> Appreciation and the 3 Categories of Gratitude</p> <p><b>FIRST AID</b> What to do in an Emergency</p> <p><b>DIGITAL SAFETY</b> Digital Devices and Protecting Personal Information</p> <p><b>RELATE</b> How to Better Understand Differences, Active Listening</p> <p><b>RELATIONSHIPS</b> Privacy and Person Boundaries</p>	<p><b>ENGAGE</b> What we Engage in, How to Feel Good, Setting Big Dream Goals</p> <p><b>KEEPING SAFE</b> Safety at Home and Out and About, Firework Safety</p> <p><b>ECONOMIC WELLBEING</b> Money, Needs and Wants, Keeping Track of Money</p> <p><b>OURSELVES</b> Growing &amp; Changing/Transition</p>
<b>Year Five</b>	<p><b>MEET YOUR BRAIN</b> Amygdala, Neurons and Neural Pathways, Stress, Cortisol</p> <p><b>PLACES</b> Mental Health and Warning Signs, Correct Verbal to Use</p> <p><b>CELEBRATE</b> Character Strengths and Virtues</p>	<p><b>APPRECIATE</b> Appreciate and Gratitude, Developing a Deeper Strength of Gratitude</p> <p><b>HEALTHY LIFESTYLES</b> Physical Health and Positive and Negative Habits</p> <p><b>RELATE</b> Friendships, Problem Solving, Showing Gratitude</p> <p><b>FRIENDSHIPS</b> Peer Pressure</p> <p><b>FAMILIES</b> Different Types of Families and Relationships</p>	<p><b>ENGAGE</b> Perseverance and Resilience</p> <p><b>ECONOMIC WELLBEING</b> Making Spending Decisions Money and Emotions</p> <p><b>OURSELVES</b> Keeping Ourselves Safe and Healthy</p>
<b>Year Six</b>	<p><b>MEET YOUR BRAIN</b> Healthy Habits to Look After Our Mind</p> <p><b>PLACES</b> That Mental Health Can Effect Anyone</p> <p><b>RESPONSIBILITIES</b> Rules, Laws and Human Rights</p> <p><b>RELATIONSHIPS</b> Bullying, Including Online Bullying</p> <p><b>CELEBRATE</b> Virtues and Character Strengths, Our Own Strengths and Which Ones We Would Like to Grow.</p> <p><b>COMMUNITIES</b> What Makes Communities Special, Why We Should Value Diversity, and How to Challenge Unfair Ideas or Actions</p>	<p><b>APPRECIATE</b> Appreciation and Gratitude, Attitude of Gratitude and How it Can Help Us To Be the Best That We Can Be.</p> <p><b>FIRST AID</b> What to do in an Emergency</p> <p><b>KEEPING SAFE</b> Drugs, Alcohol and the Law</p> <p><b>DIGITAL SAFETY</b> Internet, Social Media, Age Restrictions</p> <p><b>RELATE</b> Building Relationships and Active Listening</p> <p><b>RELATIONSHIPS</b> Respectful Relationships, Privacy, Boundaries, Consent</p>	<p><b>ENGAGE</b> Recapping on Strategies, Good Habits, Goal Setting</p> <p><b>BE YOUR BEST AWARD</b> Positive Mindset, Mentally Fit, Who YOU ARE, Active Listening, Goal Setting</p> <p><b>OURSELVES</b> My Brain My Thoughts/Transition</p>

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## PSHE & RSHE STRAND 3 (RESPONSIVE) OVERVIEW



	Autumn	Spring	Summer
	<b>POL-ED</b> Understanding the Law (EYFS/KS1/KS2)	<b>POL-ED</b> Relationships (EYFS/KS1/KS2)	<b>POL-ED</b> Keeping Safe (EYFS/KS1/KS2)
	<b>BRITISH TRANSPORT POLICE/PCSO</b> Railway Safety	<b>LANCS FIRE RESCUE</b> Fire Safety KS1/KS2	<b>DRAWING/LEGO THERAPY</b> School Based Approach
	<b>DEN/NEST</b> Support for DA and ACE's	<b>NSPCC</b> Speak Out. Stay Safe. Online.	<b>Data Protection</b> <b>Age Appropriate Apps</b> School Based Approach

Any effective PSHE & Relationships must have a responsive strand that can be drawn upon and deployed when required at short/little notice. Above is our current response strand. This is constantly reviewed, revised and added to by the PSHE & Relationships leadership.

PSHE & RELATIONSHIPS: UKS2 BESPOKE RESPONSIVE STRAND	
<b>Year Six</b>	<p>DELIVERED BY FYLDE COAST WOMENS AID</p> <ul style="list-style-type: none"> <li>• Friends, Secrets and People who can Help us             <ul style="list-style-type: none"> <li>• Friendship: Conflict Versus Bullying</li> </ul> </li> <li>• Resolving Conflict and Where to get Help             <ul style="list-style-type: none"> <li>• Showing Empathy</li> <li>• Gender Stereotypes</li> <li>• My Online Identity</li> </ul> </li> </ul>

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## RSHE AT MAYFIELD ACROSS SCHOOL



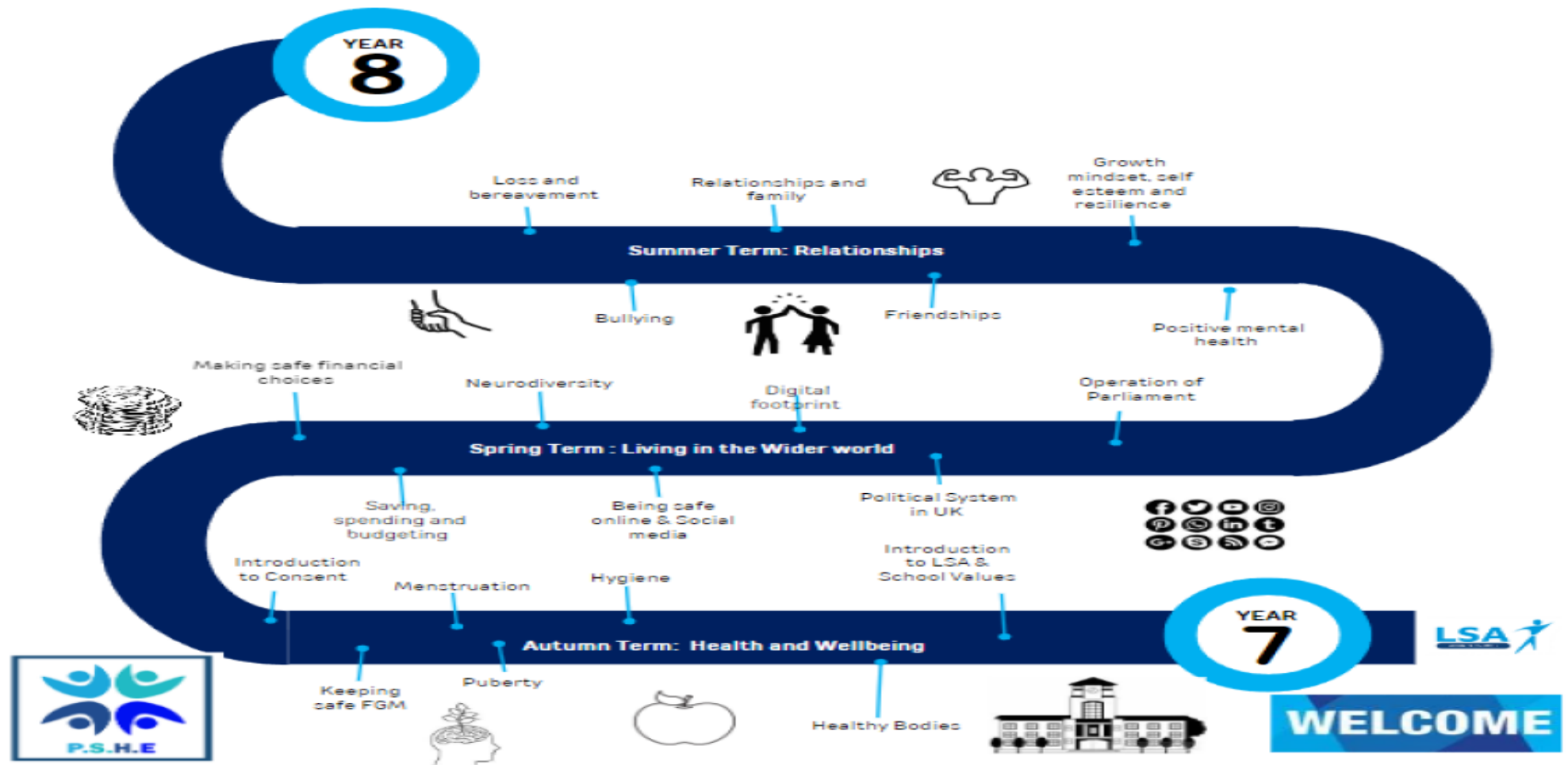
Unit	<i>Animals including Humans (Our Bodies)</i>	<i>Animals Including Humans</i>	<i>Animals Including Humans</i>	<i>Living Things &amp; Their Habitats</i>
Term/Year	SUMMER YEAR 1	AUTUMN YEAR 2	SPRING YEAR 5	SUMMER YEAR 5
National Curriculum Coverage	Identifying, naming, drawing and labelling the basic parts of the human body and saying which part of the body is associated with each sense.	In this unit, the children will notice that animals, including humans, have offspring which grow into adults. They will find out about and describe the basic needs of animals, including humans, for survival. The children will also describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	In this unit, the children will describe the changes that occur in humans as they develop to old age. They will understand key periods in the human life cycle such as puberty and gestation. They will compare different gestation periods in different mammals.	In this unit, the children will learn about the life cycles of mammals, amphibians, insects and birds. They will observe life-cycle changes in a variety of living plants and animals in the local environment. The children will also learn about reproduction (sexual and asexual) in some plants and animals.
Substantive Knowledge	<p><b>Body parts:</b> head, eyes, nose, mouth, ears, neck, shoulders, arms, elbows, hands, fingers, thumb, chest, stomach, legs, thighs, shins, ankles, toes.</p> <p><b>Senses:</b> smell, sight, hearing, touch, taste</p>	<p><b>Reproduction and growth in animals:</b> egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.</p> <p><b>Reproduction and growth in humans:</b> baby, toddler, child, teenager and adult.</p> <p><b>Basic needs of animals (including humans) – water, food and air</b></p> <p>Different types of food dairy, carbohydrates, protein, fruit and vegetables, fat/sugar</p> <p><b>Hygiene:</b> handwashing, bathing, teeth brushing, face washing, changing clothes</p>	<p><b>Baby, toddler, child, teenager, adult</b></p> <p><b>Puberty in males</b> Pubic hair growth, voice deepens, body odour, sweat, penis enlarges</p> <p><b>Puberty in females</b> Pubic hair growth, hips widen, breasts develop, periods (menstrual cycle) begins</p> <p><b>Human gestation</b> = approximately 9 months. Timeline from gestation to puberty</p>	<p><b>Sexual reproduction:</b> pollen from one flower fertilizing the egg of another to produce a seed.</p> <p><b>Asexual reproduction:</b> only one parent is needed in asexual reproduction and the offspring are exact copies</p> <p><b>Mammals</b> produce live young.</p> <p><b>Amphibians, reptiles, insects and birds</b> produce eggs</p>
Disciplinary Science Knowledge/ Skills Associated with Substantive RSHE Knowledge	<p><b>Asking Scientific Questions</b> Children generate questions for investigation such as: do people with longer arms have longer legs? Can more people identify prawn cocktail crisps than cheese and onion? Do all animals with ... have ...?</p> <p><b>FAIR TEST</b> <b>Recording/Drawing Conclusions</b> Can I taste the difference between different flavoured crisps/skittles/ etc?</p>	<p><b>Classifying</b> Based on the children's own criteria: classify food items classify animals.</p> <p><b>Observing (over time)</b> Observe a life cycle (e.g. caterpillars, chicks, farm animals). Observe how their body changes during/after exercise.</p> <p><b>Asking Scientific Questions</b> Research adult animals and their young considering reproduction, growth and basic needs.</p>	<p><b>Asking Scientific Questions</b> Researching characteristics of humans at different points in development. Writing questions for an expert like a doctor, nurse or health visitor.</p>	<p><b>Classifying</b> Classify animals according to their life cycle</p> <p><b>Observing (over time)</b> Observing changes in an animal over a period of time by hatching chicks.</p> <p>Grow from cuttings and observe whether they grow roots/stem/ leaf/flower. Grow from, and harvest, bulbs through the year. (Observe strawberry/spider plants through the year.</p> <p><b>Asking Scientific Questions</b> Research how gardeners asexually reproduce plants.</p> <p>Children generate questions such as: Do larger mammals have longer gestation periods? Do larger animals live longer? Do smaller animals lay more eggs?</p>

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# Intent For Our PSHE & RSHE Curriculum

## An Awareness Of Year 7 Coverage & Direction

We have designed our curriculum with a view upon the learner's progression into KS3 in mind. As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield. Therefore our projects either introduce and develop knowledge that can be enhanced at Year 7 or feed into new units or next stages in discussion. We have also considered our vocabulary use in relation to this larger journey and outlook.



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