'Learning for a fuller life...'

TAVERHAM VC CE JUNIOR SCHOOL CURRICULUM OVERVIEW	PSHE/RSHE (Life skills)

INTENT

Our PSHE and RSHE curriculum supports pupils to develop the knowledge, skills and attributes they need to thrive as healthy, safe and responsible members of society. Through a carefully sequenced programme using the Pol-Ed scheme and our own discretely planned lessons, pupils in Years 3–6 develop emotional literacy, resilience, respect for others and an understanding of healthy relationships and personal wellbeing.

The curriculum reflects statutory Relationships Education and Health Education guidance and aligns with recommendations from the PSHE Association, clearly showing coverage of:

- Relationships Education (R)
- Health Education (H)
- Living in the Wider World (LWW)

Learning is age-appropriate, inclusive and responsive to the needs of our pupils and community. We aim for children to become confident individuals who can make informed decisions, manage risk, value diversity and contribute positively to a democratic society.

	SKILLS	KNOWLEDGE
YEAR 3	Pupils will learn to: • Build positive friendships and show respect for others (R) • Recognise and name a range of emotions (H) • Make simple choices that support health and wellbeing (H) • Understand how behaviour affects others (R) • Recognise similarities and differences between people (LWW) • Recognise safe and unsafe situations and know how to respond (H) • Identify trusted adults and know how to ask for help (R)	Pupils will learn about: • Characteristics of positive relationships and friendships (R) • Personal boundaries and appropriate/unwanted touch (R) • Healthy lifestyles including hygiene, diet and sun safety (H) • Physical growth and changes in childhood (H) • Basic personal safety rules including trusted adults (H) • Secrets, surprises and keeping safe (R)
Enrichment: • *Class discussions, Wellbeing assemblies, Online safety assemblies*		*Vocabulary:* • *respect, wellbeing, hygiene, friendship, emotions, boundaries, safety, stereotypes*
YEAR 4	Pupils will learn to: • Maintain healthy relationships and resolve disagreements respectfully (R) • Recognise and manage a wider range of emotions (H) • Explain ways to stay physically and mentally healthy (H) • Recognise unsafe situations and know strategies to keep themselves safe (R/H) • Identify trusted adults and ask for help appropriately (R) • Understand consequences of actions (LWW) • Seek help appropriately in different situations (R)	Pupils will learn about: • Different families and caring relationships (R) • Early understanding of puberty and body changes (H) • Healthy eating and dental health (H) • Personal safety including recognising risk and unsafe secrets (R/H) • Acceptable and unacceptable physical behaviour (R) • Diversity and identity differences (LWW)
Enrichment: • *Class discussions, Wellbeing assemblies, Online safety assemblies*		*Vocabulary:* • *puberty, family, identity, emotions, respect, consent, hygiene*

YEAR 5	Pupils will learn to: • Manage emotional and physical changes linked to puberty (H) • Develop and maintain healthy relationships (R) • Challenge stereotypes and discriminatory behaviour (LWW) • Identify and manage online risks (H) • Manage accidental exposure to upsetting online material (H) • Apply strategies to support emotional wellbeing (H)	Pupils will learn about: • Puberty and emotional development (H) • Respect for diversity and inclusion (R / LWW) • Online safety and responsible digital behaviour (H) • Basic first aid and emergency procedures (H) • Mental health and wellbeing strategies (H)
Enrichment: • *CPR training, Wellbeing and resilience activities*		*Vocabulary:* • *puberty, hormones, anxiety, self-esteem, equality, consent, online safety*
YEAR 6	Pupils will learn to: • Demonstrate empathy and respect within diverse communities (R / LWW) • Prepare for transition to secondary school (H) • Resist peer pressure and make informed decisions (H) • Critically evaluate media influence and body image (H / LWW) • Understand how to access support services independently (H)	Pupils will learn about: • Human reproduction and sexual intercourse (age-appropriate) (H) • Body image and media representation (H) • Legal and illegal substances and associated risks (H) • Discrimination and protected characteristics (LWW) • Safeguarding and accessing help (R)
Enrichment: • *Transition workshops* • *External safeguarding programmes (e.g. Matthew Project)*		*Vocabulary:* • *reproduction, consent, discrimination, body image, peer pressure, transition*

Support for SEN/disadvantaged children:	***Additional opportunities for more-able children:***
It is important to ensure PSHE/RSE lessons do not rely on literacy-based tasks, contain a range of teaching strategies and are appropriately paced to ensure pupils have the opportunity to absorb and process information, foster values and skills. Smaller group work might be used for pupils with SEN, where the activities may need additional explanation, a slower pace or more concrete teaching approaches. On occasions, sensitive materials might be sent home for parents to view first or to use with their child.	*Opportunities to lead group discussions and be a 'spokesperson' for a group. Those pupils who have exceeded the intended learning outcome can confidently demonstrate their learning/skills and apply it to new contexts and situations in day-to-day life.*

How does RSHE contribute to the overall school aims? (Children who are: Successful and Happy; Confident and Resilient; Responsible; Caring; Respectful and Tolerant and Reflective):

PSHE and RSHE underpin our wider school ethos by supporting pupils to become successful and happy, confident and resilient, responsible, caring, respectful and reflective individuals. Learning extends beyond discrete lessons through assemblies, enrichment opportunities, pastoral support and cross-curricular links including Computing, PE and Science.

Pupils develop a toolkit of life skills enabling them to manage relationships, understand emotions, maintain healthy lifestyles and make informed decisions as they move towards adolescence and beyond.

How does PSHE/RSE contribute to the Spiritual Development of children?

PSHE/RSE (Life Skills) supports spirituality by fostering self-reflection, care for others, and positive attitudes towards diversity. This connection helps pupils develop kindness, emotional resilience, and a deeper understanding of moral values and community.