

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

How to
communicate using
appropriate
vocabulary

About Corsham and
their local area

Through
experiences inside
and beyond the
classroom

New knowledge
and understanding
appropriate to
their age

How to keep
themselves safe



The essential skills and knowledge that we want our pupils to learn by the end of:

Our PSHE curriculum is based around 3 principal areas:

Relationships

Living in the Wider World

Health and Wellbeing

EYFS- Please see PSED for EYFS

KS1

- Ourselves and others; similarities and differences; individuality; our bodies
- Ourselves and others; people who care for us; groups we belong to; families
- Being healthy; hygiene; medicines; people who help us with health
- Money; making choices; needs and wants
- Keeping safe; people who help us
- Ourselves and others; the world around us; caring for others; growing and changing
- Friendship; feeling lonely; managing arguments
- Behaviour; bullying; words and actions; respect for others
- People and jobs; money; role of the internet
- Keeping safe; recognising risk; rules
- Being healthy: eating, drinking, playing and sleeping
- Feelings; mood; times of change; loss and bereavement; growing up

Common Misconceptions:

- Thinking being different means someone is "wrong" or "not normal."
- Thinking body parts are embarrassing or "naughty" to talk about rather than normal.
- Thinking money comes from parents rather than work.
- Believing intent matters more than how someone feels.

LKS2	UKS2
<ul style="list-style-type: none"> • Friendship; making positive friendships, managing loneliness, dealing with arguments • Keeping safe; at home and school; our bodies; hygiene; medicines and household products • Families; family life; caring for each other • Community; belonging to groups; similarities and differences; respect for others • Being healthy: eating well, dental care • Being healthy: keeping active, taking rest • Self-esteem: self-worth; personal qualities; goal setting; managing set backs • Respect for self and others; courteous behaviour; safety; human rights • Feelings and emotions; expression of feelings; behaviour • Growing and changing; puberty • Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions • Keeping safe; out and about; recognising and managing risk 	<ul style="list-style-type: none"> • Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes • Money; making decisions; spending and saving • Basic first aid, accidents, dealing with emergencies • Friendships; relationships; becoming independent; online safety • Drugs, alcohol and tobacco; healthy habits • Careers; aspirations; role models; the future • Looking after ourselves; growing up; becoming independent; taking more responsibility • Media literacy and digital resilience; influences and decision-making; online safety • Different relationships, changing and growing, adulthood, independence, moving to secondary school
Common Misconceptions:	Common Misconceptions:
<ul style="list-style-type: none"> • Assuming if someone spends time with other friends, they are being disloyal. • Thinking respect must be earned rather than shown to everyone. • Assuming sugar only comes from sweets and chocolate. • Thinking screen time does not affect sleep or energy levels. 	<ul style="list-style-type: none"> • Assuming differences automatically divide people rather than enrich communities. • Assuming credit or borrowing is the same as having money. • Believing they are unlikely to experience online risks. • Believing healthy habits only relate to diet and exercise.
Teaching of RSE & CSE	Weekly Teaching
<p>We believe that children learning about their bodies is an essential part of PSHE. We believe that learning scientific names for body parts and learning about safe and unsafe touching is an important part of safeguarding. The children learn (in age-appropriate ways) about how their bodies change, and how babies grow and develop. We address issues regarding CSE in an age appropriate manner and sometimes with the support of outside agencies such as the NSPCC.</p>	<p>Children immerse themselves in a PSHE lesson every week and these are often started by the holding of a circle time. During circle time activities, children develop healthy communication skills based on: listening, speaking, thinking/concentrating and looking using questions in line with question based learning which are differentiated for the different key stages. To support emotional literacy a stem sentence may be used.</p>

Wider Promotion of Health and Wellbeing

We promote healthy living by ensuring that our children in our school eat healthily and have opportunities to be active during lunchtimes. Our ELSA is available to provide emotional support when needed. All classes have a worry monster that children can use to correspond with their teacher by posting a note and we also have a black box where children can write and post their worries that is located centrally in school. Wellbeing pupil ambassadors run a mindful club along with the other subject leaders and promote positive mental health and wellbeing. The nurturing and caring ethos of our school is felt by staff and pupils alike. We recognise that in order to give to the children we need to ensure staff are supported in their mental health and wellbeing.

As a responsible citizen leaving Regis, every child will have the skills to:

Express their thoughts and emotions effectively, having a good range of emotional vocabulary.

Know some of the key skills required in having and maintaining healthy relationships, such as honesty, respect and caring.

Make healthy choices regarding their wellbeing such as exercising regularly, making healthy food choices and looking after their own mental health.