

PSHE

THE FOXTON CURRICULUM



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Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.
– Margaret Mead

At Foxtton Primary School, we are global citizens.



Our PSHE Curriculum

Personal, social, health and economic (PSHE) education is an important part of our curriculum at Foxtton and forms the foundation for global citizenship. We follow the Cambridgeshire Primary Personal Development Programme and make many links to the United Nations Sustainable Development Goals. Relationship and Sex Education also forms part of this curriculum. The overview and progression maps below outline the key themes that children explore and revisit in order to progressively develop their knowledge and understanding.

The aims of our PSHE curriculum are to:

- support pupils' spiritual, moral, cultural, mental and physical development
- prepare pupils for the opportunities, responsibilities and experiences of life
- teach pupils about safeguarding and online safety
- explore, clarify and sometimes challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- equip pupils with the skills, language and strategies needed in order to lead safe, healthy, fulfilling and responsible lives
- develop positive personal attributes linked to our school and British values

Cycle A Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fox Cubs	Beginning and Belonging MMR1BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Me and My World Cit2 MWF Identities and Diversity Cit1 IDF	Healthy Lifestyles HSL3 HLF	Keeping Safe (incl. Drug Education) HSL2 KSF	My Body and Growing Up HSL1 BGF
Class 1	Beginning and Belonging MMR4 BB12	Family and Friends MMR6 FF12 Anti-bullying MMR7 AB12	Working Together Cit3 WT12 Financial Capability EW1 FC12	Healthy Lifestyles Digital Lifestyles TG	Managing Safety and Risk HSL4 MR12	Sex and Relationships Education HSL6 SR1 HSL10 SR2
Class 2	Beginning and Belonging MMR9 BB34	Family and Friends MMR11 FF34 Anti-bullying MMR12 AB34	Working Together Cit6 WT34 Financial Capability EW2 FC34	Healthy Lifestyles HSL14 HL34	Managing Safety and Risk HSL11 MR34 Digital Lifestyles	Sex and Relationships Education HSL13 SR3 HSL17 SR4
Class 3	Beginning and Belonging MMR14 BB56	Family and Friends MMR16 FF56 Anti-bullying MMR17 AB56	Working Together Cit9 WT56 Financial Capability EW3 FC56	Healthy Lifestyles HSL21 HL56	Managing Safety and Risk HSL18 MR56 Digital Lifestyles	Sex and Relationships Education (Year 6 only) HSL20 SR5 HSL24 SR6

Cycle B Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fox Cubs	Beginning and Belonging MMR1BBF	Family and Friends (incl. anti-bullying) MMR2 FFF My Emotions MMR3 MEF	Me and My World Cit2 MWF Identities and Diversity Cit1 IDF	Healthy Lifestyles HSL3 HLF	Keeping Safe (incl. Drug Education) HSL2 KSF	My Body and Growing Up HSL1 BGF
Class 1	Rights, Rules and Responsibilities Cit5 RR12	My Emotions MMR5 ME12 Anti-bullying MMR7 AB12	Diversity and Communities Cit4 DC12	Drug Education HSL8 DE12	Personal Safety HSL9 PS12	Managing Change MMR8 MC12
Class 2	Rights, Rules and Responsibilities Cit8 RR34	My Emotions MMR10 ME34 Anti-bullying MMR12 AB34	Diversity and Communities Cit7 DC34	Drug Education HSL15 DE34	Personal Safety HSL16 PS34	Managing Change MMR13 MC34
Class 3	Rights, Rules and Responsibilities Cit11 RR56	My Emotions MMR15 ME56 Anti-bullying MMR17 AB56	Diversity and Communities Cit10 DC56	Drug Education HSL22 DE56	Personal Safety HSL23 PS56	Managing Change MMR18 MC56 Sex and Relationships Education (Year 6 only)

Knowledge Progression

Citizenship Rights, Rules & Responsibilities			
Fox Cubs	Class 1	Class 2	Class 3
	<ul style="list-style-type: none"> • How do rules make me feel happy and safe? • How do I take part in making rules? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have in school and at home? • Can I listen to other people, share my views and take turns? • Can I take part in discussions and decisions in class? 	<ul style="list-style-type: none"> • What does it mean to be treated and to treat others with respect? • Who are those in positions of authority within our school and communities and how can we show respect? • Why do we need rules at home and at school? • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? 	<ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? • How does my behaviour online affect others & how can I show respect? • Why is it important to keep my personal information private, especially online? • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • Are there places or times when I have to behave differently? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • Can I take part in a debate and listen to other people's views?

Myself & My Relationships
My Emotions

Fox Cubs	Class 1	Class 2	Class 3
<ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? 	<ul style="list-style-type: none"> • What am I good at and what is special about me? • How can I stand up for myself? • Can I name some different feelings? • Can I describe situations in which I might feel happy, sad, cross etc? • How do my feelings and actions affect others? • How do I manage some of my emotions and associated behaviours? • What are the different ways people might relax and what helps me to feel relaxed? • Who do I share my feelings with? 	<ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? • What does the word 'unique' mean and what do I feel proud of about myself? • Why is mental wellbeing as important as physical wellbeing? • How can I communicate my emotions? • Can I recognise some simple ways to manage difficult emotions? • What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? • How do my actions and feelings affect the way I and others feel? • MW • How do I care for other people's feelings? • Who can I talk to about the way I feel? • How can I disagree without being disagreeable? 	<ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? • What does it mean to have a 'strong sense of identity' & 'self-respect'? • What can I do to boost my self-respect? • How do I manage strong emotions? • How can I judge if my own feelings and behaviours are appropriate & proportionate? • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? • How common is mental ill health and what self-care techniques can I use? • What kinds of problems can be caused by impulsive online communication? • How and from whom do I get support when things are difficult?

**Citizenship
Diversity and Communities**

Fox Cubs	Class 1	Class 2	Class 3
<ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people? 	<ul style="list-style-type: none"> • What makes me 'me', what makes you 'you'? • Do all boys and all girls like the same things? • What is my family like and how are other families different? • What different groups do we belong to? • What is a stereotype and can I give some examples? • Who helps people in my locality and what help do they need? • What does 'my community' mean and how does it feel to be part of it? • How do people find out about what is happening in my community? • How do we care for animals and plants? • How can I help look after my school? 	<ul style="list-style-type: none"> • What have we got in common and how are we different? • How might others' expectations of girls and boys affect people's feelings and choices? • How are our families the same and how are they different? • Do people who live in my locality have different traditions, cultures and beliefs? • How does valuing diversity benefit everyone? • Why are stereotypes unfair and how can I challenge them? • How do people in my locality benefit from being part of different groups? • What are the roles of people who support others with different needs in my community? • How does the media work in my community? • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? 	<ul style="list-style-type: none"> • How do other people's perceptions, views and stereotypes influence my sense of identity? • How do views of gender affect my identity, friendships, behaviour & choices? • What are people's different identities, locally and in the UK? • How can I show respect to those with different lifestyles, beliefs & traditions? • What are the negative effects of stereotyping? • Which wider communities & groups am I part of & how does this benefit me? • What are voluntary organisations and how do they make a difference? • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution?

**Healthy & Safer Lifestyles
Drug Education**

Fox Cubs	Class 1	Class 2	Class 3
<ul style="list-style-type: none"> • What goes on to and into my body and who puts it there? • Why do people use medicines? • What are the safety rules relating to medicines and who helps me with these? 	<ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? • What are medicines and why and when do some people use them? When and why do people have an injection from a doctor or a nurse? • Who is in charge of what medicine I take? • What different things can help me feel better if I feel poorly? • How can I keep safe with medicines and substances at home and at school? • What is persuasion and how does it feel to be persuaded? 	<ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? • Who uses and misuses legal drugs? • Why do some people need medicine and who prescribes it? • What are immunisations and have I had any? • What are the safety rules for storing medicine and other risky substances? • What should I do if I find something risky, like a syringe? • What do I understand about how friends and the media persuade and influence me? 	<ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? • How does drug use affect the way a body or brain works? • How do medicines help people with different illnesses? • What immunisations have I had or may I have in future and how do they keep me healthy? • What is drug misuse? • What are some of the laws about drugs? • How can I assess risk, recognise peer influence & respond assertively? • When and how should I check information about drugs?

**Citizenship
Working Together**

Fox Cubs	Class 1	Class 2	Class 3
	<ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? • How can I work well in a group? • Why is it important to take turns? • How can I negotiate to sort out disagreements? • How are my skills useful in a group? • What is a useful evaluation? RR 	<ul style="list-style-type: none"> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? • How do I ask open questions? • How can I share my views and opinions effectively? • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? • How can I work well in a group? • What is useful evaluation? • How do I give constructive feedback and receive it from others? 	<ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? • How can I share my views effectively and negotiate with others to reach agreement? • How can I persevere and help others to do so? • How can I give, receive and act on sensitive and constructive feedback?

**Myself & My Relationships
Managing Change**

Fox Cubs	Class 1	Class 2	Class 3
	<ul style="list-style-type: none"> • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? • How do friendships change? • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? • How might people feel when they lose a special possession? • When can I make choices about changes? 	<ul style="list-style-type: none"> • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? • What strategies help me to thrive when my friendships change? • How might I behave when I feel strong emotions linked to loss and change? • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? 	<ul style="list-style-type: none"> • What positive and negative changes might people experience? • How do people's emotions evolve over time as they experience loss and change? • How can I manage the changing influences and pressures on my friendships and relationships? • What different strategies do people use to manage feelings linked to loss and change and how can I help? • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? • What strategies will help me to thrive when I move to my next school?

**Healthy & Safer Lifestyles
Personal Safety**

Fox Cubs	Class 1	Class 2	Class 3
<ul style="list-style-type: none"> • What do I think I have to keep safe from? • How do I know if something is safe or unsafe? • Do I understand simple safety rules for when I am at home, at school and when I am out and about? • Can I say 'No!' if I feel unsure about something and it does not feel safe or good? • Can I ask for help and tell people who care for me if I am worried or upset? • Who are the people who help to keep me safe? 	<ul style="list-style-type: none"> • Can I identify different feelings and tell others how I feel? • Which school/classroom rules are about helping people to feel safe? • Can I name my own Early Warning Signs? • How do I know which adults and friends I can trust? • Who could I talk with if I have a worry or need to ask for help? • What could I do if a friend or someone in my family isn't kind to me? • Can I identify private body parts and say 'no' to unwanted touch? • What could I do if I feel worried about a secret? • What could I do if something worries or upsets me when I am online? 	<ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? • Which school/classroom rules are about helping people to feel safe? • Can I recognise when my Early Warning Signs are telling me I don't feel safe? • What qualities do trusted adults and trusted friends have? • Who is on my network of support and how can I ask them for help? • What could I do if I feel worried about a friendship or family relationship? • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? • How can I decide if a secret is safe or unsafe? • How can I keep safe online? 	<ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? • Can I use my Early Warning Signs to judge how safe I am feeling? • How do I judge who is a trusted adult or trusted friend? • How can I seek help or advice from someone on my network of support and when should I review my network? • How could I report concerns of abuse or neglect? • Can I identify appropriate & inappropriate or unsafe physical contact? • How do I judge when it is not right to keep a secret and what action could I take? • How can I recognise risks online and report concerns? • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

**Myself & My Relationships
Anti-bullying**

Fox Cubs	Class 1	Class 2	Class 3
<ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? 	<ul style="list-style-type: none"> • Why might people fall out with their friends? • Can I describe what bullying is? • Do I understand some of the reasons people bully others? • Why is bullying never acceptable or respectful? • How might people feel if they are being bullied? • Who can I talk to if I have worries about friendship difficulties or bullying? • How can I be assertive? • Do I know what to do if I think someone is being bullied? • How do people help me to build positive and safe relationships? • What does my school do to stop bullying? 	<ul style="list-style-type: none"> • How are falling out and bullying different? • How do people use power when they bully others? • What are the key characteristics of different types of bullying? • How can lack of respect and empathy towards others lead to bullying? • What is the difference between direct and indirect forms of bullying? • What are bystanders and followers and how might they feel? • Do I understand that bullying might affect how people feel for a long time? • How can I support people I know who are being bullied by being assertive? • How does my school prevent bullying and support people involved? 	<ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? • Can I define the characteristics and different forms of bullying? • How do people use technology & social media to bully others and how can I help others to prevent and manage this? • What do all types of bullying have in common? • Might different groups experience bullying in different ways? • How can people's personal circumstances affect their experiences? • How does prejudice sometimes lead people to bully others? • Can I respond assertively to bullying, online and offline? • How might bullying affect people's mental wellbeing and behaviour? • How and why might peers become colluders or supporters in bullying situations? • Can I identify ways of preventing bullying in school and the wider community?

Knowing more and remembering more

PSHE lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant units taught previously. Through our responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Evidence of work is collated in a whole-class scrapbook.

A Global Curriculum

At Foxton, PSHE forms the foundation of global citizenship and sits at the heart of our global curriculum. During the 2022-23 academic year, we hope to join the British Council School Partnership and form a link with another school in a contrasting part of the world. Many of the values and Global Goal awareness campaigns delivered in our Monday assemblies also enrich our PSHE curriculum. Our 'Healthy Lifestyles' units support Goal 3: Good Health and Wellbeing and our visiting speaker assemblies on a Thursday often link to topics covered in PSHE. Our focus on 'Friends and Family' as well as anti-bullying links directly with Goal 10: Reduced Inequalities as does 'Working Together' with Goal 16: Peace, Justice and Strong Institutions. Moreover, our elected leadership and extra-curricular opportunities such as ECO club all contribute to both the goals of our PSHE curriculum and wider curriculum driver of global citizenship.