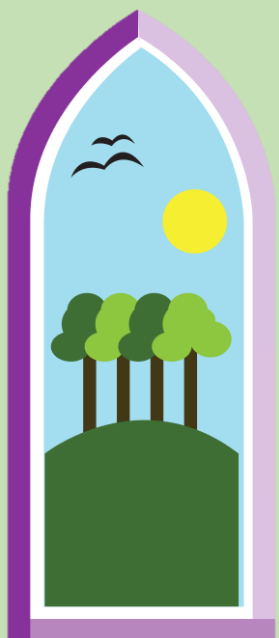




Personal, Social, Economic and Health Education (PSHE) Intent



Strength in difference, together we are one, together we fly high

At Dunbury, we want our children to understand that Personal, Social, Economic and Health Education (PSHE) is the development of knowledge, skills and attributes to successfully manage life now and in the future. This is the foundation for children beginning their journey towards becoming nurturing, global citizens.

PSHE enables children to ask questions on a practical level and theoretical level to support them in mattering better decision, staying healthy and keeping safe. It seeks to help pupils understand where to find accurate information or who to ask to help them make wise decisions. When investigating, their thinking is developed through disciplinary concepts that encourage them to think as a PSHE student. These concepts form a unique framework of enquiry and shape the questions that the students investigate.

Our vision of *strength in difference, together we are one, together we fly high* drives our PSHE curriculum, aiming to develop a sense of how rich and diverse the world is, how the effective building of our communities is rooted in being curious about how we think and view life and how much potential there is if we truly cherish and nurture our own and each other's development.



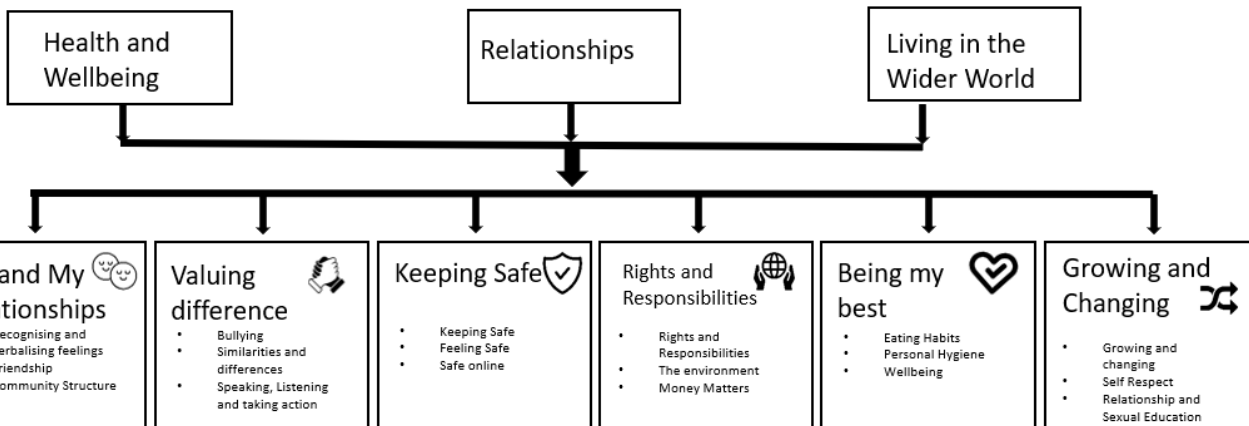
PSHE




Personal, Social, Health and Economic Education is about children developing knowledge, skills and attributes that they need to successfully manage their lives now and in the future.


PSHE Structure



We organise our knowledge into key concepts




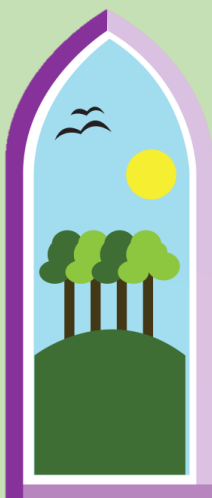
 **Empathy** 


As PSHE students, we use these concepts to investigate.

Making Better Decisions 
The skills and knowledge we need to make good decisions. It explores how we use the information wisely to make the best possible decision and helps us to know what questions we need to ask to help us.

Staying healthy 
These are the skills we need to navigate our way towards life as healthy adults. It is about using the knowledge we have of being healthy to help us make choices that are informed and right for us. This includes our physical and mental health.

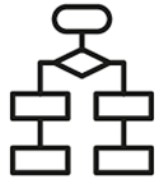
Being safe and assessing risk 
This is about recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decision that help to keep us safe. It is also recognises that keeping safe involved the protection of our mental well being and we need to be proactive to keep safe.





Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the PSHE curriculum are built in Early Years. This is built on in KS1 as novice PSHE students, leading to more expert PSHE Students in KS2. This provides the firm building blocks for children to become disciplinary PSHE Students in KS3 and beyond.

PSHE Concepts

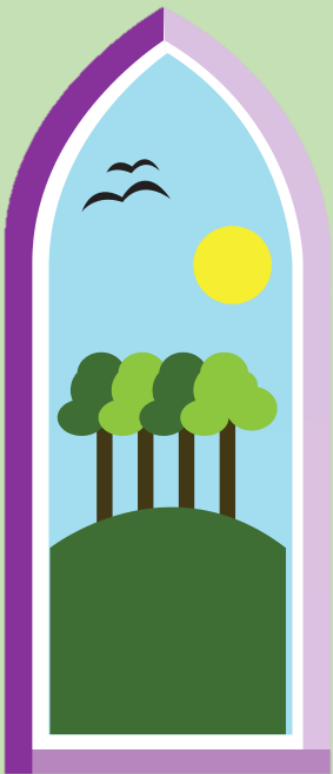


Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine. We have six main concepts in PSHE.

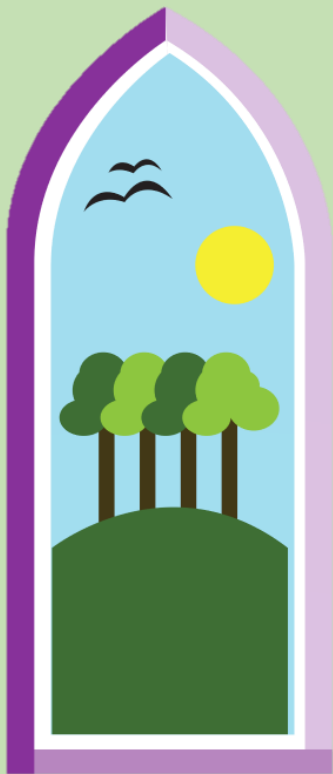
Key Concepts

- Me and my relationships
- Valuing difference
- Keeping Safe
- Rights and Responsibilities
- Being my best
- Growing and changing











PSHE Concepts



Our enquiry spines will seek to develop knowledge in the key concepts through studying as novice learners and then building on that knowledge as expert learners by making connections.

	Me and my relationships 	Valuing difference 	Keeping Safe 	Rights and Responsibilities 	Being my best 	Growing and changing 
EYFS	What makes me special?	How are we the same?	How do I keep myself safe?	How do I look after my family?	How do I keep healthy?	How do I change?
KS1	What changes my feelings?	Why is difference important?	How do I know what is safe?	How do I look after myself?	How do I keep my body healthy?	How does my body change?
Lower KS2	Who is important to me?	How do we celebrate being different?	How do I make good choices to keep safe?	How do I look after my friends?	What choices can I make to keep healthy?	What choices do I have as I change?
Upper KS2	How am I a good friend?	How do I stand up for those who are different?	How do I help my friends keep safe?	How do I look after my community?	What responsibilities do I have as I grow up?	How do I manage the change?



PSHE Concepts

Disciplinary Concepts

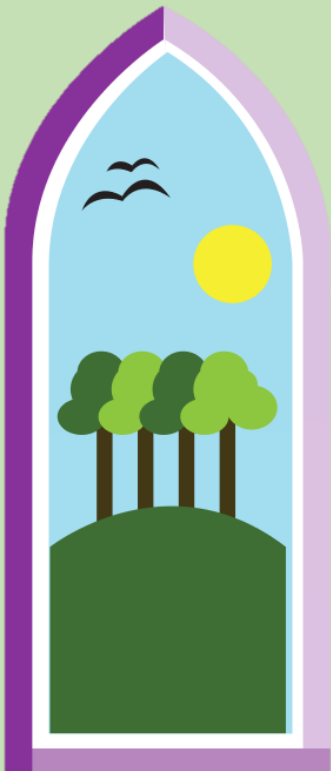


Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about PSHE and use the disciplinary concepts (working as a PSHE Student) to support their approach, asking themselves:

- How do I make good decision?
- How do I keep healthy?
- How do keep safe and assess the risks I am facing?

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and every one is interconnected.

Making better decisions	Staying Healthy	Keeping Safe and Assessing Risk
The skills and knowledge we need to make good decisions. It explores how we use the information wisely to make the best possible decision and helps us to know what questions we need to ask to help us.	The skills we need to navigate our way towards life as healthy adults. It is about using the knowledge we have of being healthy to help us make choices that are informed and right for us. This includes our physical and mental health.	Recognising the risk factors involved in making decision and learning to weigh these risk factors up and make decision that help to keep us safe. It is also recognises that keeping safe involved the protection of our mental well being and we need to be proactive to keep safe.

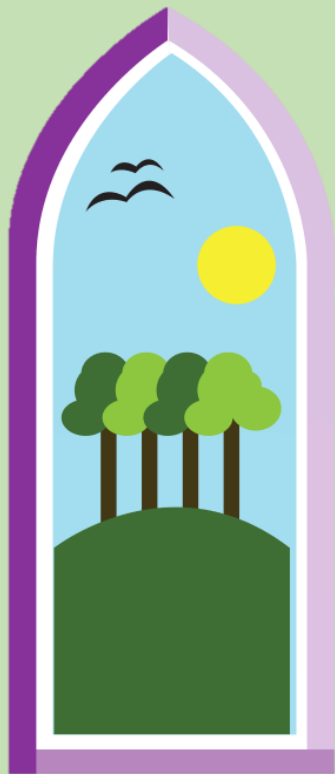




Children in Early Years lay the first building blocks for PSHE knowledge and concepts. They begin to develop their sense of their own self and how to navigate decisions and choices they face.



PSHE Progression



Novice

Increasing awareness of emotions and the vocabulary to express them.

Some understanding of the changes that humans go through as they get older.

Understanding of some elements of healthy living such as good foods to eat and managing our personal hygiene.

A basic understanding of online safety and simple behaviours that support their safety online.

Some awareness of the similarities and differences between people and how this might affect them.

Expert

A strong self-awareness of their own emotional literacy and how this affects others.

Increasing understanding of how our decision making is affected by bias and opinion and how we allow for that.

An understanding of the changes to the human body during puberty and how reproduction can occur.

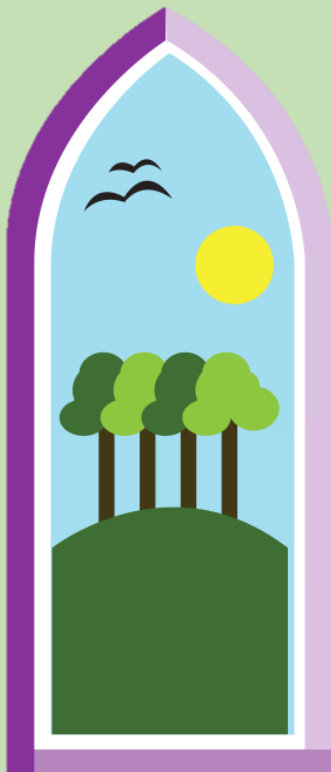
Demonstrate a wide variety of strategies to enable actions and decisions to be carried out such as standing up to bullying, challenging stereotypes and saying no if you feel uncomfortable.

An understanding of alcohol, smoking and drugs, what they are for and the risk factors in using them.

A secure understanding of how to keep safe online, recognising the risks involved, knowing how to safeguard themselves and what the appropriate behaviour expectations are when online.







PSHE Implementation



Planning:

Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children can secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over-arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Connect 	Curiosity 	Resilience 		Spoken Language 	
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing geography schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me in this discipline.



PSHE Impact

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within PSHE teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. [\(click here for document\)](#)

Impact

At Dunbury, children's work and decision making shows learning sequences that develop their conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in PSHE.

We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.

