



# Our PSHE Curriculum

# Rationale

At the Federation of Holy Trinity Church of England Schools, we believe personal, social, health and economic (PSHE) education is a vital and important part of our pupil's education. Our staff work collaboratively and as role models to help our pupils develop into confident, happy, successful and resilient young people. Throughout all work, we aim to equip our pupils with a sound understanding of risk and with the knowledge and skills to make safe and informed decisions.

We want our pupils to acquire and develop knowledge and understanding of the world around them, in order to help them develop as young citizens. In an ever-changing world, it is important that the pupils are aware, to an appropriate level, of different elements that will affect their world and the people in it.

Pupils need to learn how to deal with these issues to ensure that they have good physical and mental health as they grow up. PSHE plays an important role in promoting Spiritual, Moral, Social and Cultural (SMSC) Education, incorporating British Values, which is implicit in the school ethos and is planned into all aspects of the curriculum.

# Intent

Our vision for PSHE is that all pupils will be confident, successful and happy members of society who both participate in and contribute to the life of their community at Holy Trinity and as global citizens. We encourage pupils to take risks in their learning but know how to stay safe and healthy at home and in the community.

PSHE is challenging, motivating, practical and interactive. In our diverse society, pupils need to develop an understanding of themselves, others and their community and how we can learn, live and flourish together. Our pupils also need to know how to maintain healthy lifestyles and relationships with others. PSHE plays an integral role in how our pupils explore and experience the world around them and helps to prepare them for the community that they live in now and in the future.

Our school is committed to promoting the health and well-being of all pupils, within a diverse and inclusive community. At Trinity we recognise the important relationship between well-being and learning. We provide our pupils with a rich curriculum which encourages them to flourish as positive, responsible people, who can work and co-operate with others

Through PSHE, and the wider curriculum, our aim is to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and work to prepare pupils at the school for the opportunities, responsibilities and experiences of later life. PSHE education is extremely important to us and is at the heart of our school

## Through PSHE at The Federation of Holy Trinity Church of England School we want...

- ✓ Pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society.
- ✓ To introduce pupils to some of the opportunities, challenges and responsibilities they will face growing up.
- ✓ To actively promote the moral, cultural, mental and physical development of pupils.
- ✓ To help pupils achieve their full potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

## Meet Yogi!



Yogi helps us to understand our Spiritual, Moral, Cultural, Mental and Physical development and how that can help to prepare us for the opportunities, responsibilities and experiences of life as we grow up. Yogi is known across the school by pupils and staff. Every lesson begins with meeting him in fact!

# The Four 'C's

- **Communication**
- **Conflict**
- **Conservation**
- **Culture**



# Knowledge building

**Our PSHE Curriculum** helps pupils ‘develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain’.

Pupils are taught through three underlying core themes, within which there will be broad overlap and flexibility:



Health and Wellbeing



Relationships



Living in the Wider World

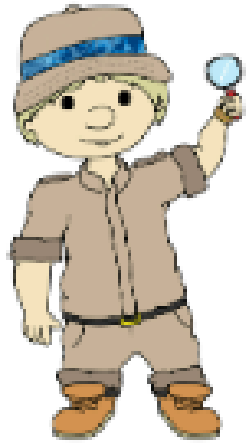
# Living in the Wider World

Rules and Responsibilities

Diversity and Communities

Money and Finance

# Living in the Wider World



Develop their sense of responsibility and membership of a community

Continue developing positive attitudes about the differences between people

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Begin to consider the impact of their actions on others and the environment



- Understand why it is important to be part of a community

- Show awareness of issues affecting communities and groups

- Recognise the importance of local organisations in providing for the needs of the local community

- Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally

- Work independently and in groups, taking on different roles and collaborating towards common goals



- I can reach agreements, make decisions and manage discussions to achieve positive results

- I can recognise stereotyping and discrimination

- I can identify the range of jobs carried out by the people I know

- I can work independently and in groups, taking on different roles and collaborating towards common goals

- Challenge stereotypes



- Know the importance of self-respect and how this links to their own happiness

- Learn about racial discrimination and its impact on societies, past and present

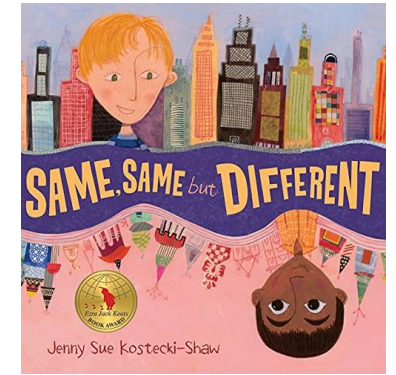
- Identify different forms of discrimination against people in societies

- Recognise and respect similarities and differences between people

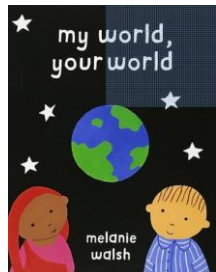
- Recognise the factors influencing opinion and choice, including the media

- Challenge stereotyping and discrimination

26.6.24  
 Ernie explained  
 Coral lived in  
 hot water and  
 Ice and penguins  
 lived in cold water  
 We used the iPad  
 to look at icebergs  
 Ernie then used  
 the Duplo to make  
 a warm and cold  
 ocean and added  
 things that would  
 live in each ocean.



6/3/24  
 When talking  
 about his holiday  
 to Barbados Isaac  
 told me that it  
 was hot. He added  
 he wore "flip-flops,  
 a hat, t-shirt, and  
 sunscreen". Isaac  
 explained he wore  
 sunscreen so he  
 didn't get burnt  
 by the Sun!"



Look at oceans and sea life powerpoint - what is an ocean? chn to share, T to explain an ocean is a very large area of salt water. Most of the Earth is covered in ocean.

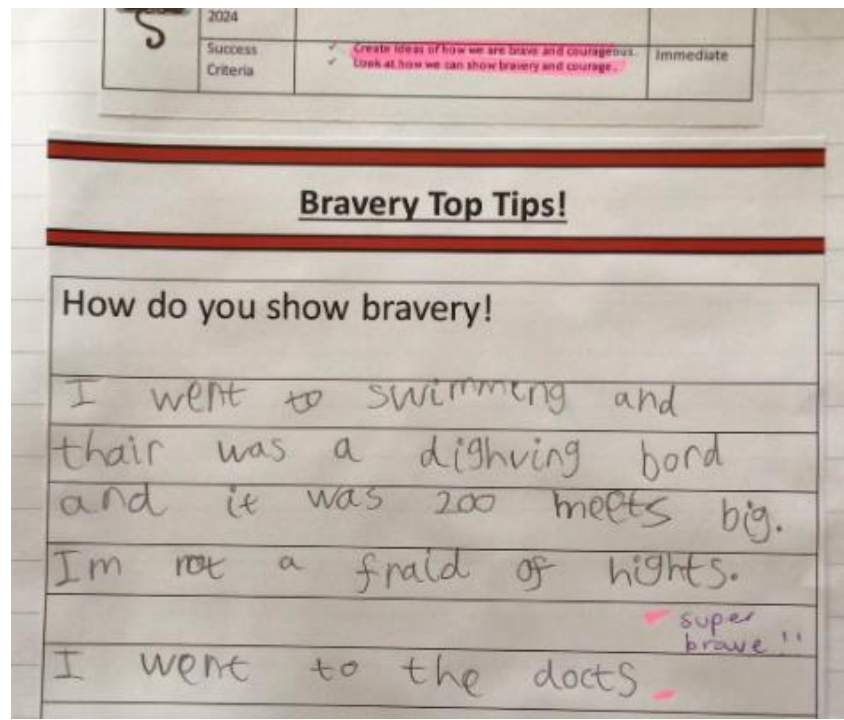
Look at a world map focussing on the Arctic ocean, the Indian Ocean and the Pacific ocean. Introduce the Great Barrier Reef it is in the north-east coast of Australia. It contains the world's largest collection of coral reefs, with 400 types of coral, 1,500 species of fish and 4,000 types of mollusc. What is the weather like here? how do you know?

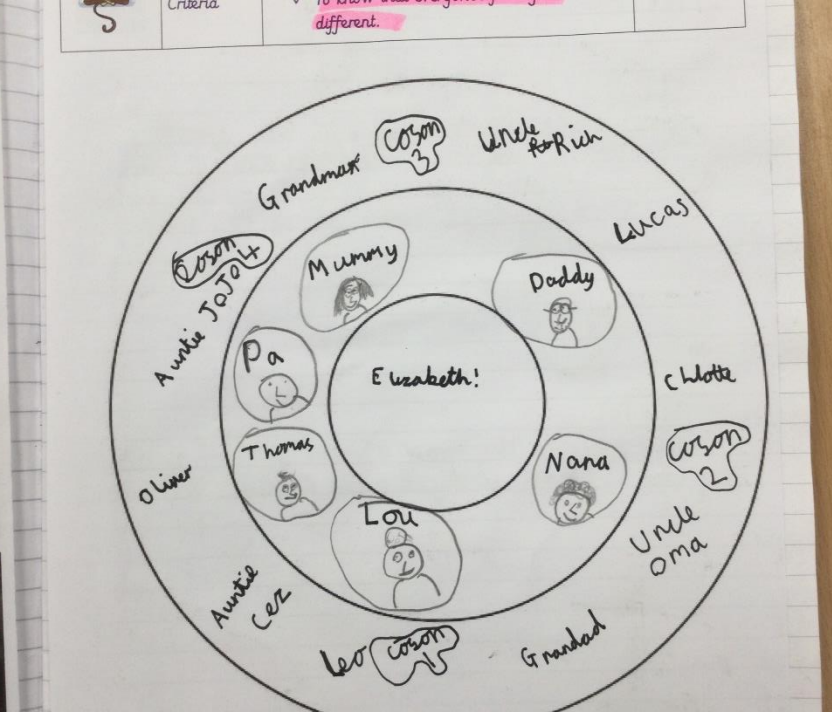
Introduce the Indian ocean and the sea creatures that live there - what do you think the weather is like here? how do you know?

Introduce the arctic ocean and sea creatures - what do you think the weather is like here? how do you know?

Choose an ocean and list the creatures that live there. Encourage chn to sound out the words and T to scribe - what is the first sound you can hear? what other sounds can you hear? repeat.

Read list together. **Words of the week** - Tropical - An area that is usually hot and wet






**Date:** 16.1.24  
**Learning Objective:** I am learning to know that, whilst there are many different populations in society today, there have been times in the past when this has been challenged.  
**Success Criteria:** I can summarise the key moments in Walter Tull's life.  
**Feedback:** Immediate

### New footballer

We are very happy to introduce our new football player Walter Tull. He is a great player.

He came from Fulkestone. Walter Tull was first assigned for captaincy and they saw how good he was so Tottenham Hotspur wanted him on their team and they paid 10 pounds to have him on their team. First he played against Sunderland and won. He next played against Manchester and won. Walter's match on Saturday was amazing and it astounded everyone who saw it. He had a very good way of doing things. He let his opponents do the rushing around and defeated them by side touches and side steps worthy of a professional boxer. Walter Tull is very good indeed. It was very surprising how good he was since he had a hard childhood. We are very surprised at how good he is. I think I would call him a champion footballer. So far he has won 13 games of football. That is amazing we are really happy with him.

We don't want to go too much into his life but it is really amazing how good he is when he grew up in an orphanage. But sadly we have had a couple of rude comments in the crowd and people being racist but this football player does not care he has carried on going through out the match all this time but it must be very upsetting for all this to have happened despite all the racism he has won all of games which is the thing we need all our footballers to do here is a message for you all - even when things are hard carry on going.



*I love the detail in your match report Louie!*



**Learning Objective:** I am learning to know that, whilst there are many different populations in society today, there have been times in the past when this has been challenged.  
**Success Criteria:** I can summarise the key moments in Marcus Rashford's life.  
**Feedback:** Immediate

### An excellent first draft

#### How can you improve your success criteria?

#### Early life and childhood

Marcus Rashford was born on the 21st of October 1998, in Wythenshawe, a town in South Manchester. Growing up, Marcus was very poor. His mum, Melanie Maynard, was single and struggled to feed Marcus and his siblings. She often had to work multiple jobs and struggle to afford to feed Marcus and his siblings.

#### Education and career

Everybody knows Marcus as a footballer and has a passion for football. He had his education interrupted by football. He became a professional player. Marcus attended Action on Marsy, which is an MBE. After that he won numerous awards such as an MBE. He was part of the campaign work group Prince William and a PhD in work against child poverty. But yet again, it shows star recognition and got an honorary doctorate from the University of Manchester in 2021.

#### Challenges

Marcus has experienced lots of challenges throughout his life. At school, his mum could barely afford school lunches (which is why Marcus has done what he does today). He had to work long hours and his mum had to go to the food bank. He had to work long hours and his mum had to go to the food bank. He had to work long hours and his mum had to go to the food bank.


*Want to know more? Read on to see how Marcus became a professional footballer.*

*Engaging in activities against racism. A heroic book. The biography is well written. The immediate stories of Marcus's childhood and how he changed the world for children in the UK during COVID. The biography is a great postscript to the world which she can read about that of the man that brought her what to know.*

**Monday 15th January 2024**

1. pastor Martin Luther King's father was a pastor.
2. Rosa Parks was arrested for refusing to give up her seat on a bus for a white man.
3. The aim of the Black civil rights movement was to have your laws for all people, no matter what their race.
4. One word that means 'separation based on race' is segregation.
5. 250,000 people attended the Washington DC protests in 1963.

**Date:** 19.1.23  
**Learning Objective:** I am bringing the Black lesson very interesting and what it means to our world.  
**Success Criteria:** I can describe what it means to be a person of colour. I can describe what it means to be a person of colour. I can describe what it means to be a person of colour.  
**Feedback:** Immediate



*Fabulous illustrations.*



**School/education**  
 The schools for white children and the schools for negro children shall be conducted separately. They are saying that they have to be separated.

**Housing**  
 Any person who will rent any part of any such building to a negro person or negro family, or other other way rented shall be guilty of a misdemeanor and shall be fined not more than \$1000.

**Business**  
 The women shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts.

**Health**  
 No person or corporation shall require any white female nurse to nurse in wards or room in hospitals, either public or private, in which negro men are placed. They separate white people from black people.

**Travel/Busess**  
 All passenger stations in this state operated by any inter-communication company shall have separate waiting rooms or space and separate seats or berths for the white and colored races.

**Jurial**  
 The officer in charge shall not deny or allow the board, any colored persons upon ground set apart or reserved for the service of white persons.

**What were the Jim Crow laws and how did they discriminate against black people in the USA?**



# The Federation of Holy Trinity Church of England Schools



## PSHE Progression of Knowledge and Skills

Year Group	N	YR	Y1	Y2	Y3	Y4	Y5	Y6	
<b>Physical Health</b>	<ul style="list-style-type: none"> <li>• be increasingly independent in meeting their own care needs</li> <li>• make healthy choices about food, drink, activity and toothbrushing</li> <li>• start eating independently and learning how to use a knife and fork</li> <li>• be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>• be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> </ul>	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p><b>LMTW Come Fly with Me:</b></p> <p><b>Healthy Eating</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• To know the importance of hand washing to protect against illness</li> <li>• To know the basics of healthy eating and to explore a range of fruits and vegetables.</li> <li>• Basic personal hygiene</li> <li>• To make positive real-life choices</li> </ul>	<p><b>LMTW Going Wild:</b></p> <p><b>The Human Body and Physical Activity</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Simple self-care - rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Importance of regular exercise.</li> <li>• Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> <li>• To make positive real-life simple choices.</li> <li>• I can recognise why healthy eating and physical activity are beneficial</li> <li>• Importance of personal hygiene - bathing and showering</li> <li>• To understand how muscles work</li> <li>• Teeth cleaning and good dental hygiene</li> <li>• To understand the importance of a healthy lifestyle</li> <li>• Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	<p><b>LMTW Going Wild:</b></p> <p><b>The Human Body and Physical Activity</b></p> <p>3D PSHE Units:</p> <ul style="list-style-type: none"> <li>• Simple self-care - rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Importance of regular exercise.</li> <li>• Understand the importance of physical activity and rest as part of a balanced, healthy lifestyle</li> <li>• To make positive real-life simple choices.</li> <li>• I can recognise why healthy eating and physical activity are beneficial</li> <li>• Importance of personal hygiene - 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# What does my subject leadership involve?

To have an overview of PSHE across the school from Nursery to Year 6 in LMTW, 3D PSHE and wider school curriculum.

To effectively monitor teaching and learning in PSHE through:

- Work scrutiny
- Planning
- Pupil voice
- Learning walks to observe lessons and the learning environment for PSHE across school.

# Assessment



# Next Steps...

Further personalise and develop

Whole school system for evidencing work

Assessment structures

Parent forum to be established to enable parent voice particularly in relation to RSE curriculum

Challenge for greater depth and scaffolding/adaptations