



Curriculum Planning

Intent

We ensure that personal, social and health education is embedded across the whole curriculum. Whilst providing all children with a planned 'spiral' programme of learning opportunities and experiences that help them happily grow and develop as individuals, members of families and within their community. Fundamental British Values of Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty are explored through our approach and are also embedded across all aspects of school life. PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development. Using the 'Growing up in North Yorkshire' information we are able to design a curriculum based on meeting the specific needs of all our pupils at Gladstone Road.

We follow and adapt to meet the needs of the children at Gladstone Road School. With Relationships and Health Education becoming statutory in September 2020, the government want pupils to be able "to embrace the challenges of creating a happy and successful adult life". Children will be taught core knowledge broken down into five manageable sized units taught in a carefully sequenced way across the school each year building on their previous learning. We therefore provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts through engaging and inspiring stimuli.

These five themes are:

- Me and My Relationships – See our SRE policy for more information
- Keeping Myself Safe
- My Healthy Lifestyle
- Me and My Future
- Becoming an Active Citizen

Within these themes, many cross curricular links are made to meet the wider needs of the National curriculum. Our interwoven learning outcomes cover; sex education and relationships, online safety, drugs, alcohol, tobacco and wider high-risk taking behaviours, careers education and personal finance, citizenship, healthy lifestyles and emotional health and wellbeing.

Implementation

During lessons, we aim to use active teaching and learning methods to develop questioning, thinking and debate skills to empower, motivate and inspire our learners. Children at Gladstone Road use the skills and values learnt through our PSHE curriculum in real life context and distancing techniques to bring learning to life and make it relevant.

In addition to weekly PSHE lessons, we use events such as Anti-bullying Week, Children's Mental Health Week and Safer Internet Day to ensure that our pupils have a well-rounded PHSE education.

Well-being ambassadors provide support for pupils in KS2.

Impact

Pupils demonstrate that they are open, sensitive and reflective individuals who have tools to respond and manage issues in their own lives and have a deep moral understanding of the impact of their actions on others. Pupils use their questioning and debate skills across the curriculum, demonstrating respect and sensitivity to others.



GOLDEN THREADS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 - Me and My Relationships							
Autumn 2 - Keeping Myself Safe							
Spring 1 - My Healthy Lifestyle							
Spring 2 - Becoming an Active Citizen							
Summer 1 - Me and My Future							
Summer 2 – Contextual Safeguarding							



KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	Au 1 – Year 4 <ul style="list-style-type: none"> I can recognise what love is and understand what marriage /civil partnerships represent. I understand that my body and emotions will change as - I grow older and I know the importance of taking care of my own body. I understand a range of feelings and can respond appropriately to the feelings of others. I can name people who look after me. 	Sp 1 – Year 4 <ul style="list-style-type: none"> Identify factors that affect my health Make informed choices about healthy eating and exercise Strategies for managing and controlling emotions and strong feelings Identify positive things and recognise some mistakes 	Su 1 – Year 4 <ul style="list-style-type: none"> Begin to develop an understanding that people have different financial circumstances Explain how I can develop skills for future work Recognise a range of jobs carried out by people I know.
	Au 2 – Year 4 <ul style="list-style-type: none"> Recognise and assess risk to myself and others Effective strategies to cope with peer pressure Need to keep some information private to protect myself 	Sp 2 – Year 4 <ul style="list-style-type: none"> Acknowledge others have different points of view Demonstrate respect and tolerance To know why rules and laws are made and enforced Recognise aggressive and anti-social behaviours Know how choices impact the environment 	
	Knowledge and Skills to be developed:	Knowledge and Skills to be developed:	Knowledge and Skills to be developed:
Y5	Autumn 1 – Me and My Relationships <ul style="list-style-type: none"> Understand simple, safe routines to prevent the spread of bacteria and the importance of immunisation I know ways in which children grow and develop in puberty – physically and emotionally. To manage my periods (menstruation) or I understand how girls manage their periods and I am respectful I recognise during puberty, how emotions change and how to deal with my feelings towards myself, my family and others in a positive way. Different types of relationships and what makes them a positive, healthy relationships both on and offline and the skills to maintain a healthy relationship. Name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention. How to respond safely and appropriately to adults I meet (including online) 	Spring 1 – My Healthy Lifestyle <ul style="list-style-type: none"> What makes a healthy lifestyle the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. The importance of good oral hygiene, including regular visits to the dentist. Know where individuals, families and groups can get help and support both on and offline. To deal positively with feelings and recognise a range of emotions in others and can explain the intensity of my feelings. I know some ways of dealing with the feelings that sometimes arise from changes. Understand what resilience is and have strategies I can use to build my own resilience. To resolve differences, looking at alternatives, making decisions and explaining choices. 	Summer 1 – Me and My Future <ul style="list-style-type: none"> To be able to make considered decisions about saving Differentiate between essentials and desires Understand and manage feelings about money, my own and others. To understand ‘value for money’ and can make informed choices. I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices To be aware of some of the rights and responsibilities when it comes to treating people fairly. To know and understand how I can develop skills to contribute in the future. To know the importance of making a good impression and demonstrate some of the skills required to do this. I know that there are a range of earnings for different jobs I understand that there are a range of benefits from employment, not just financial



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	<ul style="list-style-type: none"> Understand what boundaries are appropriate in friendships both on and offline. Be a good friend on and offline and how to manage a fall out with a friend without a physical reaction Understand the importance of being respectful to everyone and care about others people's feelings both on and offline. To be able to confidentially challenge a view point. 		<ul style="list-style-type: none"> Consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths. Identify positive achievements during my time in Year 5. Identify my strengths, areas for improvement and set myself some goals for Year 6.
	<p>Autumn 2 – Keeping Myself Safe</p> <ul style="list-style-type: none"> Identify strategies I can use to keep myself physically and emotionally safe I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks. I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games Recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website Understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend Present myself safely online and understand the potential risks of providing personal information online. Use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others. Understand that the person that I think I am communicating with on-line may not be who they say they are. How to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request. 	<p>Spring 2 – Becoming an Active Citizen</p> <ul style="list-style-type: none"> What democracy is and how a democratic government works. Understand the consequences of breaking the law and how the criminal justice system works in the UK. Access local and national support groups both on and offline. Know that circumstances in other countries and cultures may be different from our own and understand why some people have chosen to leave their country and migrate to the UK. I understand the difference between economic migrant, asylum seeker and refugee. I know about Fair Trade and what it means. Know that individual and community rights and responsibilities need to be considered when making decisions Understand that choices we make as individuals, a community and a nation impact internationally. Know where to find impartial advice to inform my decision making and understand about media bias. Begin to understand that 'poverty' might have different meanings to different people in different circumstances Recognise and challenge stereotypes. Express my views confidently and listen to and show respect for the views of others. To talk and write about my opinions confidently and listen to and show respect for the opinions of others. Resolve differences, looking at alternatives, making decisions and explaining choices. 	<p>Summer 2 - Contextual safeguarding – Based on GUNY</p> <p>Whole School –</p> <ul style="list-style-type: none"> Importance of personal hygiene – Handwashing and dental care. Water safety Sun Safety Well- being <p>KS2 –</p> <ul style="list-style-type: none"> Peer- Pressure - I have some effective strategies to cope with peer influence and peer pressure both on and offline. <p>Year 5 – Specific</p> <ul style="list-style-type: none"> Bullying - I know how to be a good friend both on and offline and how to manage a fall out with a friend I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline Body Changes - I know the ways in which children grow and develop in puberty – physically and emotionally. I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this. I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.



Future Learning	Autumn 1 - Year 6	Spring 1 - Year 6	Summer 1 - Year 6	
	<ul style="list-style-type: none"> Physical and emotional changes during puberty and how to look after my body Managing periods/understanding how periods are managed Human reproduction/conception Recognising risks on and offline – how to respond appropriately Civil partnerships and marriages Relationships – features, changes, on/offline Strategies for peer pressure on/offline People who look after me/my networks – how to get help Difference between aggressive and assertive/strategies to support Consequence of anti-social and aggressive behaviour (bullying, cyberbullying, homophobia, transphobia, biphobia, racism, communities) Challenge discrimination and stereotyping (culture, ethnic, religious, diversity, sexuality, gender, disability) Hate crime 	<ul style="list-style-type: none"> Manage time to include exercise and self-care looking after mental and physical health. Recognise opportunities to make own choices about diet Understand impact of growth on hygiene, sleep quality sleep and nutrition Understand risks associated with an inactive lifestyle, diet and other behaviours Early signs of physical illness Safe and unsafe exposure to the sun including skin cancer Conflicting emotions Being resilient and strategies to support Change and the feeling of belonging Understanding of mental ill health and how to get support Media positive and negative effect on mental health 	<ul style="list-style-type: none"> Buying things online and keeping safe Describe a range of local businesses How money earned can support local communities Describe how careers are different and how they develop Employees equality Safety when working Key qualities and skills needed for employment Positive achievements during primary school Explain worries for year 7 	
	Autumn 2 – Year 6	Spring 2 – Year 6	Summer 2 – Year 6	
	<ul style="list-style-type: none"> Responsibility for own safety – basic first aid, getting help Responsibility of increased independence Assessing risk in different situations (on/offline) making informed decisions. Informed decisions about medicines, alcohol, tobacco, vapes – understanding the word habit Balancing time online – age ratings for popular games and social media Make informed choice son communication methods Understand how the media may influence choices and opinions Can identify risk, harmful content and contact and can report them Online abuse (trolling, bullying, harassment) impact on mental health Managing requests for images – how to raise concerns Responsible use of a mobile phone 	<ul style="list-style-type: none"> Democracy and how it works in the UK, regional, national scale Other forms of government (not democratic) Community and taking part in school and community activities and mental health benefits Social justice and moral responsibility Human rights/rights of a child Research, discuss and debate topical issues Appreciate a range of national, regional, religious and ethnic identities in the UK Discuss controversial issues sensitively How media present information positive and negative 		
Vocabulary	All	Au 1 – Healthy relationships, body image, periods, respect, emotions, families,	Sp1 – Change, benefits, factors, mental health, emotions, resilience, differences, choice, feelings	Su 1 – Saving, spending, giving, decision making, goals, stereotypes, career, rights, responsibility, skills
		Au 2 – Physical Health, emotional health, risk, emergency, drugs, tobacco, vapes, alcohol, medicines, legal, illegal, pressures, bullying, personal information	Sp 2 – Participation, rules, democracy, law, culture, communities, decision making, media, empathise,	Su 2 – Bullying, personal hygiene, oral hygiene, puberty, physical, emotional development, periods, respect, friendship



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	Most	Au 1 – Puberty, menstruation,	Sp 1 – oral hygiene, self-image, compromise, alternatives	Su 1 - contributions
		Au 2 – substance, media, technology,	Sp 2 – asylum seeker, refugee, Fairtrade, alternatives	Su 2 – menstruation
	Some	Au 1 – bacteria, virus, immunisation, networks, boundaries, confidentiality	Sp1 -	Su 1 -
		Au 2 - bias	Sp 2 – criminal justice system, migrate, topical issues, global issues, media bias,	Su 2 -
Quality Texts		Au 1 – - Star of the Week – Darlene Friedman	Sp1 -	Su 1 -
		Au 2 – - #Goldilocks – Jeanne Willis	Sp 2 – -Maddi's Fridge – Lois Brandt -The Election	Su 2 -
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Rule of Law – PCSO Visit Fire Safety – North Yorkshire Fire and Rescue Anti-Bullying Week School Rules Remembrance	Spring Staying Safe – NSPCC Oral Hygiene – Dentist visit Staying Safe – Dog's Trust Mental Health week Online safety	Summer Helping Others – St Catherine's Hospice Visit Water Safety – RNLI visit Pride month Peer Pressure Stereo types
PSHE - Statutory Requirement		Relationships Education (Statutory 2019) By the end of primary pupils should know about; <ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online-relationships • Keeping Safe Sex Education Programme (Optional) How a baby is made		Our Curriculum is devised around the NYCC Key stage 1-2 PSHE and Citizenship Guidance for Schools (September 2020) This has been tailored to meet the needs of our pupils based on pupil voice, safeguarding and the Growing up in North Yorkshire Survey.