



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)	<p>Autumn 1 – Year 1</p> <ul style="list-style-type: none"> To know about change and loss and the associated feelings <p>Autumn 1 – Year 2</p> <ul style="list-style-type: none"> Listen to others and respect viewpoints Characteristics of a healthy family life How to be a good friend How to get help when relationships on and offline make me feel unhappy/unsafe Types of negative behaviours People who look after me and how to get help Importance of valuing my own body and its uniqueness An understanding of stereo types and how these can have a negative impact Identify and respect differences and similarities of people with different backgrounds. 	<p>Spring 1 – Year 2</p> <ul style="list-style-type: none"> Making simple choices to improve my physical and emotional health Recognise and name a range of feelings and recognise they come from different experiences and situations. I have strategies to manage these. I know what resilience is and I have strategies to develop it What factors create a healthy lifestyle? I can provide examples of what I do to support this 	<p>Summer 1 – Year 2</p> <ul style="list-style-type: none"> We can use a range of ways to pay for things Difference between needs/wants To understand our choices affect ourselves and others To be aware of stereotypes – protected characteristics
	<p>Autumn 2 – Year 2</p> <ul style="list-style-type: none"> All drugs are harmful if not used properly – following simple rules How to ask for help and calling 999 in an emergency Ability to identify risk online and have simple skills to keep me safe both on and offline – age restrictions on games Recognising right and wrong – on and offline Pressures to behave unsafely can come from a range of people (peer pressure) Difference between secrets and surprises – on and offline. 	<p>Spring 2 – Year 2</p> <ul style="list-style-type: none"> Different groups and communities I belong to Join in with simple debates with others about topical issues To know what improves/harms the environment 	



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	Knowledge and Skills to be developed:	Knowledge and Skills to be developed:	Knowledge and Skills to be developed:
Y3	<p>Autumn 1 – Me and My Relationships</p> <ul style="list-style-type: none"> Identify different types of relationships and show ways to maintain positive and healthy relationships That relationships can change over time on and offline. To know about separation, divorce, bereavement and the associated feelings Acceptable/unacceptable physical contact – how to get help Secrets V Surprises – not keep adults secrets and supporting friends to tell a trusted adult I know how families are similar/different to mine and respect them Understanding it is okay to be different and the importance of valuing myself. Recognising and challenging stereotyping To recognise my responsibilities on and off line Name people who look after me, my networks and how to get their attention on and offline Being a good friend – how to manage a fall out without physical reactions. Describe the nature and consequences of negative behaviour and how to respond Listening, being empathetic and being respectful to the views of others. 	<p>Spring 1 – My Healthy Lifestyle</p> <ul style="list-style-type: none"> Making lifestyle choices to improve health and well-being and recognising the impact they have Good habits for looking after a growing body-physically and emotionally Knowing how to look after my own mental well-being through some self-care techniques Ability to communicate feelings to others, identify their feelings and respond appropriately. Being resilient and having strategies that can be used 	<p>Summer 1 – Me and My Future</p> <ul style="list-style-type: none"> To look after money in in everyday situations and make simple financial decisions – including pocket money and charity donations Knowing there are different ways to gain money – including working Begin to understand why we have charities To know the importance of working and to challenge some work stereotypes (protected characteristics) To know my learning choices, impact my future options I can identify positive achievements during my time in year 3 so far. I can identify my strengths, areas for improvement and set myself some goals for Year 4.
	<ul style="list-style-type: none"> Autumn 2 – Keeping Myself Safe Identify and explain how to manage risk in different situations. (on and offline) I can make judgements and decisions and use basic techniques for resisting peer pressure Know my behaviour has consequences for myself and others Demonstrate basic safety procedures (medicines, sun, roads, biking, swimming) School rules for health and safety, basic first aid how to get help in an emergency Benefits of internet, ability to balance time Growing understand of the range of risks when communicating online – ways to reduce these Ways to report concerns and get support with online issues 	<p>Spring 2 – Becoming an Active Citizen</p> <ul style="list-style-type: none"> To participate in making and changing rules To know why rules are needed in different situations To recognise that choices, we make can impact local, national and global communities. Understand media bias To show empathy with others and situations through topical issues, problems on a local and global scale 	<p>Contextual safeguarding – Based on GUNY Whole School –</p> <ul style="list-style-type: none"> Importance of personal hygiene – Handwashing and dental care. Water safety Sun Safety Well-being <p>Year 3 – Specific</p> <ul style="list-style-type: none"> Bullying - I can describe the nature and consequences of negative behaviours, bullying both on and offline Stereotypes – Protected Characteristics



Future Learning		Autumn 1 - Year 4 <ul style="list-style-type: none"> Body positivity media's portrayal of 'body image' Body and emotional changes What is love? Understanding marriages in all contexts Different family dynamics – importance of love and care Healthy Friendships – on and offline Recognising self-worth Name people who look after me Feelings and how they affect me emotionally and physically 	Spring 1 - Year 4 <ul style="list-style-type: none"> Factors affecting physical, mental and emotional health Healthy diets Making informed choices Sun safety Feelings – emotional and physical responses/how to respond to the feelings of others Strategies for managing and controlling strong emotions Self- worth/ worth of others Positive things about myself and identify mistakes Resilience and some strategies 	Summer 1 - Year 4 <ul style="list-style-type: none"> Looking after and saving money Understanding of different financial circumstances Jobs carried out by people I know How to develop skills for future work Learning choices have an impact on future Identify personal areas of strength and areas to improvements
		Autumn 2 – Year 4 <ul style="list-style-type: none"> What is risk? (on and offline) predict and assess and calling 999 Responsibility for own behaviour and safety – consequences Strategies to resist peer pressure Benefits of the internet and importance of balancing time and age restrictions Privacy when communicating online Dangers of online communication 	Spring 2 – Year 4 <ul style="list-style-type: none"> Recognising different points of view Rules and laws- enforcement/ why are they needed and how to take part in school Aggressive and anti-social behaviours (bullying and discrimination) the impact on communities (travellers, migrants and asylum seekers) Responding and challenging negative behaviours (stereotyping, homophobia, transphobia, biphobia and racism) Resolving differences and respecting others How choices impact on environment What are British Values? School values? Respect and tolerance on and offline 	Summer 2 – Year 4
Vocabulary	All	Au 1 – Healthy Relationships, secrets, surprises, respect, bullying, stereotyping, loss, separation, change	Sp 1 – well-being, lifestyle, habits, benefits, self- care, relaxation, feelings, resilience	Su 1 – money, charity, earn, wages, community, stereotype, future
		Au 2 – Risk, basic safety, zip it, block it, flag it	Sp2 – rules, community, global issues, decision making	Su 2 – bullying, risk, rules, sun safety, well-being
	Most	Au 1 – Physical contact, support network, empathy, divorce, bereavement	Sp 1 –	Su 1 – contributions, financial decisions, achievements
		Au 2 – Judgement, Peer pressure, consequences	Sp 2 – participation, media, topical issues, empathise	Su 2 – protected characteristics
Quality Texts		Au 1 – Picnic in the Park – Joe Griffiths and Tony Pilgram Something Else – Kathryn Cave The Princesses Have a Ball – Teresa Bateman Badgers Parting Gift – Susan Varley	Sp 1 – My Strong Mind – Niels Van Hove Meet the Microbes	Su 1 – -What Jobs Could You Do?
		Au 2 – Once upon a Time Online – David Bedford and Rosie Reeve	Sp 2 – -Tidy	Su 2 -
Whole School Themes, Celebrations, Assemblies and Visitors		<u>Autumn</u> Rule of Law – PCSO Visit Fire Safety – North Yorkshire Fire and Rescue Anti-Bullying Week School Rules Remembrance	<u>Spring</u> Staying Safe – NSPCC Oral Hygiene – Dentist visit Staying Safe – Dog's Trust Mental Health week Online safety	<u>Summer</u> 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.
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