Gladstone Road Primary School – PSHE

Personal, Social, Health Education

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.

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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							

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KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	**Autumn 1 – EYFS** • Key words to express feelings including sad, happy and angry. • Key words to express feelings including worried, scared, proud, excited and loved. • The role of familiar adults and how they can provide comfort, support and safety. • The term family and discuss what relation their family members are to them (Mum, Dad, Grandparents etc.) • The term 'individual' and that people have different interests, opinions and ideas. • Some strategies to manage conflict such as sharing and compromising.	**Spring 1 – EYFS** • Know the terms 'healthy' and 'unhealthy'. • Hands should be washed regularly, particularly before eating and after toileting. • Vegetables and fruit help to keep us 'healthy'. • The importance of brushing teeth at least twice a day. • Know that some healthy food choices are good for oral health i.e. milk, water, fish, green vegetables. • Know that some food choices are bad for oral health i.e. sugary foods and drinks. • The term 'exercise' means the physical activity we do with our bodies. • Exercise helps to keep us healthy and be able to name some familiar types of exercise i.e. running, skipping, jumping, dancing. • Sleep and a sensible amount of 'screen time' is also important for a healthy lifestyle.	**Summer 1 –EYFS** • The term 'individual' and that people have different interests, opinions, achievements and ideas. • To understand the terms 'goal' and 'achievement'. • The term 'perseverance' means to keep trying despite finding something difficult. • A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community.
	Autumn 2 – EYFS • The terms safe and unsafe and discuss these in context. • The term 'rule' and explain why rules are important. • How to 'be a safe pedestrian' in the local area i.e. walking, staying on the pavement, holding hands when crossing roads.	**Spring 2 – EYFS** • The terms 'problem' and 'solution' and how we can use these to reflect on disagreements. • The term 'consequence' means 'something that happens because of an action or choice'. • The term 'rule' and explain why rules are important.	**Summer 2 – EYFS** • Know the terms safe and unsafe and discuss these in familiar contexts. • Know the terms 'healthy' and 'unhealthy'. • Hands should be washed regularly, particularly before eating and after toileting. • The importance of brushing teeth at least twice a day. • Know that some healthy food choices are good for oral health i.e. milk, water, fish, green vegetables. • Know that some food choices are bad for oral health i.e. sugary foods and drinks.
	Knowledge and Skills to be developed:	**Knowledge and Skills to be developed:**	**Knowledge and Skills to be developed:**
Y1	**Autumn 1 - Me and My Relationships** • Different types of relationships • Family and Friends should provide love and care • Name people who look after me • Name of main body parts (including penis and vulva) and the importance of privacy • Being a good friend	**Spring 1 - My Healthy Lifestyle** • The importance of personal hygiene – handwashing/ dental and body • What is physical and mental health? • How to keep my body healthy (active, diet, hygiene, sun protection, mental wellbeing) • Making informed choices to improve overall health and recognising consequences	**My and My Future** • Recognising the value of UK coins and notes • Understanding that we pay for what we buy • Keeping Money Safe • Job roles within my family and local environment • Identification of positive achievements about myself • Setting myself simple goals

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		• Listening and showing respect • To know about change and loss and the associated feelings • To know the difference between right and wrong	• Recognising my emotions and those of others • Strategies to build my resilience	• Identification of personal strengths and weaknesses
		Autumn 2 - Keeping Myself Safe • Using medicines safely • To know substances can help or harm the body • Recognising the need for safety rules in different environments • Name people who can look after me • How to call 999 • When to say yes/ no and not keeping secrets • Online age restrictions • That strangers are people I don't know • How to keep private information safe on and offline.	**Spring 2 - Becoming an Active Citizen** • Expressing an opinion, agreement/disagreement • Respectfully ask questions and listen for answers • Playing a full part in school life and follow rules • Understanding the part we play in democracy	**Contextual safeguarding – Based on GUNY** **Whole School –** • **Importance of personal hygiene – Handwashing and dental care.** • **Water safety** • **Sun Safety** • **Well- being** **Year 1 – Specific** • **PANTS campaign - Privacy & consent**
Future Learning		**Autumn 1 - Year 2** • Characteristics of family life • Identify when relationships make me feel unhappy/unsafe • Body positivity – recognising uniqueness • Stereotypes – protected characteristics • Similarities between most male/female bodies • Difference between bad/good touching.	**Spring 1 – Year 2** • Making simple choices to improve my physical and emotional health • How diseases spread and how they can be controlled – handwashing focus • Recognise and name a range of feelings and recognise they come from different experiences and situations. I have strategies to manage these. • What factors create a healthy lifestyle? I can provide examples of what I do to support this	**Summer 1 – Year 2** • We can use a range of ways to pay for things • Difference between needs/wants – families have to find a way to balance this • To be aware of stereotypes – protected characteristics • I am positive about who I am and what I can do whilst considering the opinions of others. • Identify strengths and weaknesses and set some personal goals
		Autumn 2 – - All drugs are harmful if not used properly - Ability to identify risk online - Recognising right and wrong – on and offline - Understanding people's behaviour online - Difference between secrets and surprises	**Spring 2 – Year 2** - Different groups and communities I belong to - Join in with simple debates with others about topical issues -To contribute positively to the life of my class and school	
Vocabulary	**All**	Au 1 – Family, Love, relationships, Penis, vulva, nipples, Respect, Bullying,	Sp 1 – Physical, Mental, Healthy, Active, feelings	Su 1 – Money, Safe, Savings, strengths, weaknesses
		Au 2 – Medicine, Safety, Rules, Strangers, Zip it, Block, It, Flag it.	Sp 2 – Agree, Disagree, respect, Listen	Su 2 – Sun safety, private, penis, vulva,, nipples, risk, danger, healthy, safe
	Most	Au 1 – Privacy, Change, Loss	Sp 1 – Hygiene, Emotions, Resilient, Strategies	Su 1 – Goals, Improvements, positive, celebrate
		Au 2 - Surprises, Privacy, Secrets, Emergency,	Sp 2 – Vote, Democracy, Opinion	Su 2 – consent, well-being, choices, privacy

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Quality Texts	Au 1 -It's Okay to be Different – Todd Parr -Mommy, Mama & Me - Leslea Newman -No Matter What - Debi Gliori -Perfectly Norman -The Perfect Fit -The Pirate Mums -Always and Forever	Sp 1 -The Great Big Book of Feelings - Mary Hoffman - The Squirrels who Squabbled – Rachel Bright -The Lion Inside – Rachel Bright -I Don't Want to Wash my Hands -The Koala that Could	Su 1 -When I grow up
	Au 2 -Penguin Pig	Sp 2	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; • 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.	