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 - Year 1** • Different types of relationships • Name people who look after me • Name of main body parts (including genitalia) and the importance of privacy • Listening and showing respect • To know the difference between right and wrong	**Spring 1 - Year 1** • The importance of personal hygiene • 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 • Recognising my emotions and those of others • Strategies to build my resilience	**Summer 1 -Year 1** • 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
	Autumn 2 – Year 1 • Using medicines safely • To know substances can help or harm the body • Recognising the need for safety rules • Name people who can look after me • Importance of not keeping secrets • That strangers are people I don't know	**Spring 2 – Year 1** • 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	
	Knowledge and Skills to be developed:	**Knowledge and Skills to be developed:**	**Knowledge and Skills to be developed:**
Y2	**Autumn 1 - Me and My Relationships** • 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. • Naming body parts and the differences/similarities between most male and female bodies (Penis, vulva, vagina, testicles, scrotum and nipples) • Personal rights over my own body and the difference between good/bad touching	**Spring 1 - My Healthy Lifestyle** • 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. • 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	**My and My Future** • 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 understand our choices affect ourselves and others • 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

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		Autumn 2 - Keeping Myself Safe • 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 • Understanding people's behaviour online - what is a healthy safe on-line relationship? • Pressures to behave unsafely can come from a range of people • Difference between secrets and surprises – on and offline.	**Spring 2 - Becoming an Active Citizen** • Different groups and communities I belong to • Join in with simple debates with others about topical issues • To know what improves/harms the environment • That people and living things have needs and recognise my role in meeting them • To contribute positively to the life of my class and school	**Contextual safeguarding – Based on GUNY** **Whole School –** • **Importance of personal hygiene – Handwashing and dental care.** • **Water safety** • **Sun Safety** • **Well- being** **Year 2 – Specific** • **Stereotyping – protected characteristics** • **Privacy and consent**
Future Learning		**Autumn 1 - Year 3** • Different types of relationships and ways to maintain positive and healthy relationships • That relationships can change over time on and offline. • Separation, divorce, bereavement and the associated feelings • Acceptable/unacceptable physical contact • Secrets V Surprises • Recognising and challenging stereotyping • Name people who look after me, my networks and how to get their attention on and offline • Listening, being empathetic and being respectful to the views of others.	**Spring 1 -Year 3** • Make choices about my lifestyle and recognise that choices can have good and not so good consequences. • Know how to look after my mental wellbeing through some self-care techniques • Communicate my feelings to others, recognise how others show feelings and know to respond appropriately • Resilience what it means to me and strategies I can use.	**Summer 1 - Year 3** • How to look after and handle money in everyday situations I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity. • I begin to understand why we have charities.
		Autumn 2 – Year 3 • Identify and explain how to manage risks in different situations including on and offline line. • Demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc. • A growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online.	**Spring 2 – Year 3** • Know why different rules are needed in different situations. • Know that choices we make can impact on the local, national and global communities.	
Vocabulary	**All**	Au 1 – love, healthy, relationships, respect, penis, vulva, trust, bullying	Sp 1 – personal health, mental health, change, feelings	Su 1 – money, save, spend, goals, positive, differences, jobs
		Au2 – Medicine, drugs, secrets, surprises, risk, zip it, block it, flag it	Sp 2 – opinion, question, listen, my role, vote, environment	Su 2 – Privacy, safety, risk, sun-safety, mental health, well-being
		Au 1 – Privacy, loss, stereotypes, uniqueness	Sp 1 – Hygiene, resilience, emotions	Su 1 – celebrate, achievements, stereotypes, careers

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	Most	Au 2 – Solvents, responsibility, privacy, social media	Sp 2 – debate, responsible, positive contribution, community	Su 2 – Stereotypes, protected characteristics, consent
Quality Texts		Au 1 – Friendship – Katherine Cave My Body What I Say Goes! – Jaydeen Sanders Happy in Our Skin - Fran Manushkin The Great Big Book of Families – Mary Hoffman The Boy with Pink Hair – Perez Hilton -Friends -My Body What I Say Goes!	Sp 1 – -Do Not Lick This Book -Bears Don't Read -Ruby's Worry	Su 1 – -Dog's Don't Do Ballet
		Au 2 -	Sp 2 – The Trouble with Dragons – Debi Gilori	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.	