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 3** • I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy • The difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult. • Understand that it is OK to be different to others. • Know the importance of valuing myself. • Recognise and challenge stereotypes. (including supporting trans children) • Judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.	**Spring 1 - Year 3** • Make choices about my lifestyle to improve my health and well-being 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 e.g. relaxation, benefits of hobbies and interests etc. • Communicate my feelings to others, recognise how others show feelings and know to respond appropriately - I understand what being resilient means to me and I have strategies I can use.	**Summer 1 -Year 3** • Know 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. • To begin to understand why we have charities. • Explain why people work and the different jobs that people do and can challenge some of the work stereotypes.
	Autumn 2 – Year 3 • Identify and explain how to manage risks in different situations including on and offline line. • Make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline. • 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. • -How to report concerns and get support with issues 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. • Empathise with other people and situations through topical issues, problems and local and global events.	

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	Knowledge and Skills to be developed:	Knowledge and Skills to be developed:	Knowledge and Skills to be developed:
Y4	**Autumn 1 – Me and My Relationships** • Feel good about myself and my body and understand how the media presents 'body image' • Understand that my body and emotions will change as I grow older and the importance of how to take care of it (including menstruation) Retrieval Year 2 - (Penis, vulva, vagina, testicles, scrotum and nipples) • Recognise what love is. An understanding of marriage/ civil partnership • Recognise that there are different kinds of families and partnerships and the importance of stability, love and care • Demonstrate features of a good healthy friendship and how to manage conflict (on and offline) • Ability to recognise worth as an individual and in others. • Name the people who look after me and my networks and how to attract their attention • Understand a range of feelings and how these make me feel emotionally and physically • How to keep information private to protect myself when communicating online and implement strategies to do this • Recognise that online communication can be used to manipulate and persuade – have tools to manage this.	**Spring 1 – My Healthy Lifestyle** • Identify some factors (positive and negative) that affect physical, mental and emotional health • Understand what is meant be a healthy diet • Make informed choices about healthy eating and exercise • Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • A range of feelings and how these make me feel both emotionally and physically. • I have a range of strategies for managing and controlling strong feelings and emotions • Respond appropriately to other people's feelings • Recognise my worth as an individual and the worth of other people • Identify positive things about myself, recognise some of my mistakes and learn from them • I understand what being resilient means to me and I have strategies I can use • Make some changes quickly and easily but also understand that some changes are hard and can take time	**Summer 1 - Me and My Future** • Demonstrate how to look after and save money • Begin to develop an understanding that people have different financial circumstances • Begin to understand the different values and attitudes that people have with regard to money • Recognise the range of jobs carried out by people they know • Explain how I will develop skills for work in the future • Be aware that the learning choices I make will affect my future options • Identify my strengths, areas for improvement and set high aspirations and goals • Identify positive achievements during my time in Year 4 • Identify my strengths, areas for improvement and set myself some goals for Year 5
	Autumn 2 – Keeping Myself Safe • Describe what risk means to me on and offline • Take responsibility for my own behaviour and realise that consequences have actions • Recognise, predict and assess risk relating to myself and others and know how to get help in an emergency • Develop strategies to cope with peer pressure on and offline • Recognise and display respectful behaviour online • Balancing time off line and recognise the benefits of the internet and age restrictions. • To know not everything on the internet is true and what to do if something makes you feel uncomfortable	**Spring 2 – Becoming an Active Citizen** • Acknowledge that others have different points of view both on and offline. • Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school. • Recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers • Begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism. • I understand that to resolve differences I need to respect other people's point of view and	**Summer 2 - Contextual safeguarding – Based on GUNY** **Whole School –** • **Importance of personal hygiene – Handwashing and dental care.** • **Water safety** • **Sun Safety** (I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage) • **Well- being** **KS2 –** • **Peer- Pressure -** I have some effective strategies to cope with peer influence and peer pressure both on and offline. **Year 4 – Specific**

		respect their decisions but be able to explain my choices and viewpoints • Understand how my choices may impact on the environment • Describe the values of the school and know why they are important • Describe the 'British Values' and give examples of what they mean in school and in society • Demonstrate respect and tolerance both on and offline towards people different from my themselves	• **Body changes - Menstruation** - 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 know that girls start their periods and I understand what this is (menstruation)
Future Learning	**Autumn 1 - Year 5** • Preventing the spread of bacteria • Emotional and physical development during puberty • Manage periods/understand how periods are managed • Different types of relationships – skills to form and maintain them • Name people who look after me and how to attract attention • Respond safely and appropriately to unknown adults • Boundaries in friendship on and offline • Managing a fall out • Being respectful challenging when appropriate	**Spring 1 - Year 5** • Healthy lifestyle – positive and negative factors • Importance of good oral hygiene • Accessing help and support on and offline • Deal with feelings positively and recognise them in others • Dealing with change and the associated feelings • Resilience and how to build it • Resolving differences – alternative options, explaining choices	**Summer 1 - Year 5** • Make decisions about saving, spending and giving • Essentials/desires • Making informed choices and getting value for money • A range of jobs and stereotypes surround them • Treating people fairly • Developing future skills • Awareness of a range of earnings • Benefits of employment not just monetary
	Autumn 2 – Year 5 • Strategies to keep emotional and physically safe • Which substances and drugs are legal/illegal • Pressures to behave in certain ways and the sources • Benefits of the internet/ balancing time online/ age restrictions of games and social media • Validity to information online • Cyber-bullying – how to get help • Presenting safely online/ risks of not doing so • Being aware of people not being who they say they are online • Managing requests for images	**Spring 2 – Year 5** • Democracy – how a democratic government works/taking part in school • Consequences of breaking the law and criminal justice service • local and national support groups – on and offline • Variation of circumstances in different countries and cultures • Why people chose to migrate to the UK • Understand the difference between migrants, asylum seekers and refugee • Fair trade • Individual and community rights and responsibilities • Recognise the impact of choices of individuals, communities and the UK nationally • Understanding media bias • Poverty – might have different meanings to different people in different circumstances • Challenging and recognising stereotypes	**Summer 2 – Year 5**

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			• Expressing opinions, listening and showing respect • Resolving differences - making decisions, looking at alternatives and explaining choices	
Vocabulary	**All**	Au 1 – Positive, healthy, relationships, feelings, love, families, worries	Sp 1 – Change, physical health, mental health, stress, diet	Su 1 – goals, savings, values, attitudes, jobs, skills, future, choices
		Au 2 – Risk, safety, peer pressure, privacy, communication, respect, zi pit, block it, flag it	Sp 2 – Rules, law, bullying, stereo typing, environment, society, British Values, Tolerance, Empathise, Topical issues, Global issues	Su 2 – body changes, peer pressure, well-being, sun safety, hygiene
	Most	Au 1 – emotions, body image, marriage, civil partnership, commitment, stability, network, individuality	Sp 1 – self-image, nutrition, informed choice, resilience, self-worth	Su 1 – circumstances, aspirations, achievements, improvements
		Au 2 – Responsibility, consequences, Peer influence, social media, manipulation, persuasion	Sp 2 -law enforcement, anti-social, discrimination, travellers, migrants, asylum seekers, homophobia, transphobia, biphobia, racism	Su 2 – menstruation,
	Some			
Quality Texts		Au 1 – - Living In two homes – Garcelle Beauvais - Uncle Bobby's Wedding	Sp1 – - Different is Awesome – Ryan Haack - Incredible You	Su 1 – - It's Your World Now
		Au 2 – - But it's just a Game! – Julia Cook	Sp 2 – - Jacob's New Dress – Sarah and Ian Hoffman - A Planet Full of Plastic – Neal Layton	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.