# 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 |
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| **Prior Knowledge (Retrieval)** | **Autumn 1 – Me and My Relationships**<br>• Feel good about myself and my body and understand how the media presents 'body image'<br>• 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)<br>• Recognise what love is. An understanding of marriage/ civil partnership<br>• Recognise that there are different kinds of families and partnerships and the importance of stability, love and care<br>• Demonstrate features of a good healthy friendship and how to manage conflict (on and offline)<br>• Ability to recognise worth as an individual and in others.<br>• Name the people who look after me and my networks and how to attract their attention<br>• Understand a range of feelings and how these make me feel emotionally and physically<br>• How to keep information private to protect myself when communicating online and implement strategies to do this<br>• Recognise that online communication can be used to manipulate and persuade – have tools to manage this. | **Spring 1 – My Healthy Lifestyle**<br>• Identify some factors (positive and negative) that affect physical, mental and emotional health<br>• Understand what is meant be a healthy diet<br>• Make informed choices about healthy eating and exercise<br>• Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage<br>• A range of feelings and how these make me feel both emotionally and physically.<br>• I have a range of strategies for managing and controlling strong feelings and emotions<br>• Respond appropriately to other people's feelings<br>• Recognise my worth as an individual and the worth of other people<br>• Identify positive things about myself, recognise some of my mistakes and learn from them<br>• I understand what being resilient means to me and I have strategies I can use<br>Make some changes quickly and easily but also understand that some changes are hard and can take time | **Summer 1 - Me and My Future**<br>• Demonstrate how to look after and save money<br>• Begin to develop an understanding that people have different financial circumstances<br>• Begin to understand the different values and attitudes that people have with regard to money<br>• Recognise the range of jobs carried out by people they know<br>• Explain how I will develop skills for work in the future<br>• Be aware that the learning choices I make will affect my future options<br>• Identify my strengths, areas for improvement and set high aspirations and goals<br>• Identify positive achievements during my time in Year 4<br>Identify my strengths, areas for improvement and set myself some goals for Year 5 |
| | **Autumn 2 – Keeping Myself Safe**<br>• Describe what risk means to me on and offline<br>• Take responsibility for my own behaviour and realise that consequences have actions<br>• Recognise, predict and assess risk relating to myself and others and know how to get help in an emergency<br>• Develop strategies to cope with peer pressure on and offline<br>• Recognise and display respectful behaviour online<br>• Balancing time off line and recognise the benefits of the internet and age restrictions. | **Spring 2 – Becoming an Active Citizen**<br>• Acknowledge that others have different points of view both on and offline.<br>• 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.<br>• 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<br>• Begin to respond to, or challenge, negative behaviours both on and offline such as | **Summer 2 - Contextual safeguarding – Based on GUNY**<br>**Whole School –**<br>• **Importance of personal hygiene – Handwashing and dental care.**<br>• **Water safety**<br>• **Sun Safety** (I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage)<br>• **Well- being**<br>**KS2 –** |

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| | To know not everything on the internet is true and what to do if something makes you feel uncomfortable | stereotyping, homophobia, transphobia and biphobia and racism.<br>• I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints<br>• Understand how my choices may impact on the environment<br>• Describe the values of the school and know why they are important<br>• Describe the 'British Values' and give examples of what they mean in school and in society<br>Demonstrate respect and tolerance both on and offline towards people different from my themselves | • **Peer- Pressure -** I have some effective strategies to cope with peer influence and peer pressure both on and offline.<br><br>**Year 4 – Specific**<br><br>• **Body changes - Menstruation -** 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 know that girls start their periods and I understand what this is (menstruation) |
| | **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**<br>• Understand simple, safe routines to prevent the spread of bacteria and the importance of immunisation<br>• I know ways in which children grow and develop in puberty – physically and emotionally.<br>• To manage my periods (menstruation) or I understand how girls manage their periods and I am respectful<br>• I recognise during puberty, how emotions change and how to deal with my feelings towards myself, my family and others in a positive way.<br>• Different types of relationships and what makes them a positive, healthy relationships both on and offline and the skills to maintain a healthy relationship.<br>• 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.<br>• How to respond safely and appropriately to adults I meet (including online)<br>• Understand what boundaries are appropriate in friendships both on and offline.<br>• Be a good friend on and offline and how to manage a fall out with a friend without a physical reaction<br>• 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. | **Spring 1 – My Healthy Lifestyle**<br>• 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.<br>• The importance of good oral hygiene, including regular visits to the dentist.<br>• Know where individuals, families and groups can get help and support both on and offline.<br>• To deal positively with feelings and recognise a range of emotions in others and can explain the intensity of my feelings.<br>• I know some ways of dealing with the feelings that sometimes arise from changes.<br>• Understand what resilience is and have strategies I can use to build my own resilience.<br>• To resolve differences, looking at alternatives, making decisions and explaining choices. | • Summer 1 – Me and My Future<br>• To be able to make considered decisions about saving<br>• Differentiate between essentials and desires<br>• Understand and manage feelings about money, my own and others.<br>• To understand 'value for money' and can make informed choices.<br>• I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices<br>• To be aware of some of the rights and responsibilities when it comes to treating people fairly.<br>• To know and understand how I can develop skills to contribute in the future.<br>• To know the importance of making a good impression and demonstrate some of the skills required to do this.<br>• I know that there are a range of earnings for different jobs<br>• I understand that there are a range of benefits from employment, not just financial<br>• Consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths.<br>• Identify positive achievements during my time in Year 5.<br>• Identify my strengths, areas for improvement and set myself some goals for Year 6. |

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| | **Autumn 2 – Keeping Myself Safe**<br>• Identify strategies I can use to keep myself physically and emotionally safe<br>• I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks.<br>• 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<br>• 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<br>• Recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website<br>• 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<br>• Present myself safely online and understand the potential risks of providing personal information online.<br>• Use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.<br>• Understand that the person that I think I am communicating with on-line may not be who they say they are.<br>• 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. | **Spring 2 – Becoming an Active Citizen**<br>• What democracy is and how a democratic government works.<br>• Understand the consequences of breaking the law and how the criminal justice system works in the UK.<br>• Access local and national support groups both on and offline.<br>• 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.<br>• I understand the difference between economic migrant, asylum seeker and refugee. I know about Fair Trade and what it means.<br>• Know that individual and community rights and responsibilities need to be considered when making decisions<br>• Understand that choices we make as individuals, a community and a nation impact internationally.<br>• Know where to find impartial advice to inform my decision making and understand about media bias.<br>• Begin to understand that 'poverty' might have different meanings to different people in different circumstances<br>• Recognise and challenge stereotypes.<br>• Express my views confidently and listen to and show respect for the views of others.<br>• To talk and write about my opinions confidently and listen to and show respect for the opinions of others.<br>• Resolve differences, looking at alternatives, making decisions and explaining choices. | **Summer 2 - Contextual safeguarding – Based on GUNY** Curriculum Planning<br>**Whole School –**<br>• **Importance of personal hygiene – Handwashing and dental care.**<br>• **Water safety**<br>• **Sun Safety**<br>• **Well- being**<br>**KS2 –**<br>• **Peer- Pressure** - I have some effective strategies to cope with peer influence and peer pressure both on and offline.<br>**Year 5 – Specific**<br>• **Bullying** - I know how to be a good friend both on and offline and how to manage a fall out with a friend<br>• I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline<br>• **Body Changes** - I know the ways in which children grow and develop in puberty – physically and emotionally.<br>• I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.<br>• 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. |

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| **Future Learning** | | **Autumn 1 - Year 6**<br>• Physical and emotional changes during puberty and how to look after my body<br>• Managing periods/understanding how periods are managed<br>• Human reproduction/conception<br>• Recognising risks on and offline – how to respond appropriately<br>• Civil partnerships and marriages<br>• Relationships – features, changes, on/offline<br>• Strategies for peer pressure on/offline<br>• People who look after me/my networks – how to get help<br>• Difference between aggressive and assertive/strategies to support<br>• Consequence of anti-social and aggressive behaviour (bullying, cyberbullying, homophobia, transphobia, biphobia, racism, communities)<br>• Challenge discrimination and stereotyping (culture, ethnic, religious, diversity, sexuality, gender, disability)<br>• Hate crime | **Spring 1 - Year 6**<br>• Manage time to include exercise and self-care looking after mental and physical health.<br>• Recognise opportunities to make own choices about diet<br>• Understand impact of growth on hygiene, sleep quality sleep and nutrition<br>• Understand risks associated with an inactive lifestyle, diet and other behaviours<br>• Early signs of physical illness<br>• Safe and unsafe exposure to the sun including skin cancer<br>• Conflicting emotions<br>• Being resilient and strategies to support<br>• Change and the feeling of belonging<br>• Understanding of mental ill health and how to get support<br>• Media positive and negative effect on mental health | **Summer 1 - Year 6**<br>• Buying things online and keeping safe<br>• Describe a range of local businesses<br>• How money earnt can support local communities<br>• Describe how careers are different and how they develop<br>• Employees equality<br>• Safety when working<br>• Key qualities and skills needed for employment<br>• Positive achievements during primary school<br>• Explain worries for year 7 |
| | | **Autumn 2 – Year 6**<br>• Responsibility for own safety – basic first aid, getting help<br>• Responsibility of increased independence<br>• Assessing risk in different situations (on/offline) making informed decisions.<br>• Informed decisions about medicines, alcohol, tobacco, vapes – understanding the word habit<br>• Balancing time online – age ratings for popular games and social media<br>• Make informed choice son communication methods<br>• Understand how the media may influence choices and opinions<br>• Can identify risk, harmful content and contact and can report them<br>• Online abuse (trolling, bullying, harassment) impact on mental health<br>• Managing requests for images – how to raise concerns<br>• Responsible use of a mobile phone | **Spring 2 – Year 6**<br>• Democracy and how it works in the UK, regional, national scale<br>• Other forms of government (not democratic)<br>• Community and taking part in school and community activities and mental health benefits<br>• Social justice and moral responsibility<br>• Human rights/rights of a child<br>• Research, discuss and debate topical issues<br>• Appreciate a range of national, regional, religious and ethnic identities in the UK<br>• Discuss controversial issues sensitively<br>• How media present information positive and negative | **Summer 2 – Year 6** |
| **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, benefits menstruation, puberty, penis, vagina, vulva, testicles, scrotum, nipples, physical change, emotional change |

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| | | 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, rights and responsibilities, impact, poverty, stereo types, confidentiality, respect, listen, resolve | Su 2 – Bullying, personal hygiene, oral hygiene, puberty, physical, emotional development, periods, respect, friendship |
| | **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 – |
| | **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 –<br>- Star of the Week – Darlene Friedman | Sp1 - | Su 1 - |
| | | Au 2 –<br>- #Goldilocks – Jeanne Willis | Sp 2 –<br>-Maddi's Fridge – Lois Brandt<br>-The Election | Su 2 - |
| **Whole School Themes, Celebrations, Assemblies and Visitors** | | **Autumn**<br><br>Rule of Law – PCSO Visit<br>Fire Safety – North Yorkshire Fire and Rescue<br><br>Anti-Bullying Week<br>School Rules<br>Remembrance | **Spring**<br><br>Staying Safe – NSPCC<br>Oral Hygiene – Dentist visit<br>Staying Safe – Dog's Trust<br><br>Mental Health week<br>Online safety | **Summer**<br><br>Helping Others – St Catherine's Hospice Visit<br>Water Safety – RNLI visit<br><br>Pride month<br>Peer Pressure<br>Stereo types |
| **PSHE - Statutory Requirement** | | **Relationships Education (Statutory 2019)**<br><br>By the end of primary pupils should know about;<br>• Families and people who care for me<br>• Caring friendships<br>• Respectful relationships<br>• Online-relationships<br>• Keeping Safe<br><br>**Sex Education Programme (Optional)**<br>How a baby is made | | Our Curriculum is devised around the NYCC Key stage 1-2 PSHE and Citizenship Guidance for Schools (September 2020)<br><br>This has been tailored to meet the needs of our pupils based on pupil voice, safeguarding and the Growing up in North Yorkshire Survey. |