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 – Me and My Relationships** • Understand simple, safe routines to prevent the spread of bacteria and the importance of immunisation • I know ways in which children grow and develop in puberty – physically and emotionally. • To manage my periods (menstruation) or I understand how girls manage their periods and I am respectful • I recognise during puberty, how emotions change and how to deal with my feelings towards myself, my family and others in a positive way. • Different types of relationships and what makes them a positive, healthy relationships both on and offline and the skills to maintain a healthy relationship. • 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. • How to respond safely and appropriately to adults I meet (including online) • Understand what boundaries are appropriate in friendships both on and offline. • Be a good friend on and offline and how to manage a fall out with a friend without a physical reaction 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** • 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. • The importance of good oral hygiene, including regular visits to the dentist. • Know where individuals, families and groups can get help and support both on and offline. • To deal positively with feelings and recognise a range of emotions in others and can explain the intensity of my feelings. • I know some ways of dealing with the feelings that sometimes arise from changes. • Understand what resilience is and have strategies I can use to build my own resilience. To resolve differences, looking at alternatives, making decisions and explaining choices.	• Summer 1 – Me and My Future • To be able to make considered decisions about saving • Differentiate between essentials and desires • Understand and manage feelings about money, my own and others. • To understand 'value for money' and can make informed choices. • I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices • To be aware of some of the rights and responsibilities when it comes to treating people fairly. • To know and understand how I can develop skills to contribute in the future. • To know the importance of making a good impression and demonstrate some of the skills required to do this. • I know that there are a range of earnings for different jobs • I understand that there are a range of benefits from employment, not just financial • Consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths. • Identify positive achievements during my time in Year 5. Identify my strengths, areas for improvement and set myself some goals for Year 6.
	Autumn 2 – Keeping Myself Safe • Identify strategies I can use to keep myself physically and emotionally safe • I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks. • I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including	**Spring 2 – Becoming an Active Citizen** • What democracy is and how a democratic government works. • Understand the consequences of breaking the law and how the criminal justice system works in the UK. • Access local and national support groups both on and offline. • Know that circumstances in other countries and cultures may be different from our own and understand why some people have	**Summer 2 - Contextual safeguarding – Based on GUNY** **Whole School –** • **Importance of personal hygiene – Handwashing and dental care.** • **Water safety** • **Sun Safety** • **Well- being** **KS2 –**

	people I know both on and offline and the media • 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 • Recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website • 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 • Present myself safely online and understand the potential risks of providing personal information online. • Use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others. • Understand that the person that I think I am communicating with on-line may not be who they say they are. 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.	chosen to leave their country and migrate to the UK. • I understand the difference between economic migrant, asylum seeker and refugee. I know about Fair Trade and what it means. • Know that individual and community rights and responsibilities need to be considered when making decisions • Understand that choices we make as individuals, a community and a nation impact internationally. • Know where to find impartial advice to inform my decision making and understand about media bias. • Begin to understand that 'poverty' might have different meanings to different people in different circumstances • Recognise and challenge stereotypes. • Express my views confidently and listen to and show respect for the views of others. • To talk and write about my opinions confidently and listen to and show respect for the opinions of others. Resolve differences, looking at alternatives, making decisions and explaining choices.	• **Peer- Pressure** - I have some effective strategies to cope with peer influence and peer pressure both on and offline. **Year 5 – Specific** • **Bullying -** I know how to be a good friend both on and offline and how to manage a fall out with a friend • I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline • **Body Changes -** I know the ways in which children grow and develop in puberty – physically and emotionally. • I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this. • 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.
	Knowledge and Skills to be developed:	**Knowledge and Skills to be developed:**	**Knowledge and Skills to be developed:**
Y6	**Autumn 1 – Me and My Relationships** • Recognise different risks in situations both on and offline and decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable. (this could include between peers) • Understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people. (include same sex relationships) • Know that relationships change over time and the features of a positive healthy relationship both on and offline. (including friendships) • Know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline.	• **Spring 1 – My Healthy Lifestyle** • Manage time to include exercise and self-care techniques to look after my mental and physical health • Recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet. • Understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs. • Understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing. • Understand early signs of physical illness, such as weight loss, or unexplained changes to the body. • Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	**Summer 1 – Me and My Future** • Know that people buy things online and have online bank accounts and passwords to keep money safe • Describe a range of local businesses and how they are run and the products and / or services they provide. • Understand that money we earn also supports the community. • Describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do. • Reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices. • Understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act.

	• 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. • Recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict. • Realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities. • Recognise and challenge discrimination and stereotyping which can happen both on and offline. (including cultural, ethnic, religious diversity, sexuality, gender and disability) • Understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult.	• Recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions. • Understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging. • An understanding of mental ill health and how important it is for people to get early help to support them. • I understand that the media can have a positive and negative effect on mental health, e.g. body image	• Know to keep myself safe when working and what the law says to protect workers. • Recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising. • Identify positive achievements during my time in Primary School. • Explain what I am worried about and what I am looking forward to in Year 7.
	Autumn 2 – Keeping Myself Safe • Take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency. • Recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe • Respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly. • Make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change. • Know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media. • 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.	**Spring 2 – Becoming an Active Citizen** • I understand how democracy works in the UK at a local, regional and national scale • I understand that there are other forms of government that are not democratic and can give some examples • Understand what being part of a community means and I can take part more fully in school and community activities • Understand the mental health benefits of community participation and volunteering. • Demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment • Understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child. • Understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment • Research, discuss and debate topical issues, problems and events • Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation	**Summer 2 - Contextual safeguarding – Based on GUNY** **Whole School –** • **Importance of personal hygiene – Handwashing and dental care.** • **Water safety** • **Sun Safety** • **Well- being** **KS2 –** • **Peer- Pressure-** I have some effective strategies to cope with peer influence and peer pressure both on and offline. **Year 6 – Specific** • **Bullying -** I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities. • **Secondary transition -** I can explain what I am worried about and what I am looking forward to in Year 7. • **Body Changes -** I understand the physical and emotional changes I will go through at puberty.

		• Select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life. • Understand how the media (advertising and internet) may influence my opinions and choices. • Recognise risks, harmful content and contact and now how to report them. • I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications. • An understanding of how my information and data is shared and used online. • 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. • I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) • I know how to report concerns and get support with issues online.	• Discuss controversial issues in a sensitive manner, such as terrorism, migration and racism • I am aware of how the media present information and that the media can be both a positive and negative influence. • Critique how the media present information	• I can look after my body and health as I go through puberty. • I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this • **Sun Safety -** I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
Vocabulary	**All**	Au 1 – positive healthy relationships, body image, changes, puberty, period, physical contact, marriages, relationships, friendships, secrets, networks, bullying, stereotyping, personal information	Sp1 – benefits, factors, mental health, oral hygiene, self-image, emotions, resilience, difference, choices, feelings, self-care, relaxation, diet, sleep quality, skin cancer, sun damage, weight loss	Su 1 – Goals, bank accounts, safety, career, business, equality, rights, law, community, achievements, worries Saving, spending, giving, decision making, goals, stereotypes, career, rights, responsibility, skills, benefits menstruation, puberty, penis, vagina, vulva, testicles, scrotum, nipples, physical change, emotional change
		Au 2 – Safety, risk, emergency, drugs, tobacco, vape, alcohol, medicines, legal, illegal, risk, pressures, bullying, friendships, independence, responsibility, habit, reporting, bullying	Sp 2 – Participation, rules, communities, decision making, media, democracy, local, national, government, volunteering, mental health, environment, rights, economic choices	Su 2 – sun safety, periods, sun damage, transition, physical, emotional change.
	Most	Au 1 – reproduction, conception, menstruation, civil partnership, pressure, confidentiality, homophobia, transphobia, biphobia, racism, discrimination, consequences	Sp 1 – Compromise, alternatives, adolescence, belonging	Su 1 – employability, enterprise,
		Au 2 – Substance, media, social media, technology, bias, trolling, harassment	Sp 2 – empathise, regional, multi- cultural, ethnic minorities, migration, racism	Su 2 – skin cancer, menstruation, homophobia, transphobia, biphobia, racism,
	Some	Au 1 – disputes, conflicts, hate crime	Sp 1 – Conflicting emotions	Su 1 –
		Au 2 –	Sp 2 – topical issues, global issues, social justice, moral responsibility, religious identities, terrorism	Su 2 –

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Quality Texts	Au 1 – - The Sissy Duckling -	Sp 1 –	Su 1 –
	Au 2 -	Sp 2 – - Sofia Valdez, Future Prez - My Family Divided - Greta and the Giants	Su 2 – Making a Baby
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 Crucial Crew - 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.	