

PSHE CURRICULUM

The PSHE Association (2017) recommends the teaching of PSHE through three Core Themes: Health and Wellbeing; Relationships; Living in the Wider World. Our PSHE curriculum also covers PATHS (Promoting Alternative Thinking Strategies), Relationships & Sex Education, Drugs Education and British Values. Some areas of the PSHE curriculum will be taught through other subject areas such as PE; Science; RE; Computing (E-Safety is covered at the beginning of each new computing topic and/or half-termly) and specific humanities topics.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse

- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

CORE THEME 3: LIVING IN THE WIDER WORLD

(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect diversity and equality and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

RELATIONSHIPS & SEX EDUCATION

- Correct vocabulary will be taught for body parts. Whilst it may be appropriate to use nicknames for body parts at home, in school it is essential to learn and use the correct terminology. This ensures universal understanding, clarity, respect and manners.
- In KS2, some classes may be delivered in single sex groups.
- Classes will establish a set of agreed ground rules to be followed during RSE sessions.

BRITISH VALUES

The Government set out their definition of British values in the 2011 Prevent Strategy. These new regulations sit alongside the requirements of the Equalities Act, which also applies to all types of school. We agree with the Department for Education's five-part definition of British values:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

In our schools, the children will encounter these principles throughout everyday school life within the framework of our PSHE Curriculum, Spiritual, Moral, Social and Cultural Policy and our teaching of the Christian Values for Life.

Listed below are some examples of how we promote these values in our school community:

Democracy:

Pupil voice is significant in regards to life in our schools. Our elected School Council plays a strong role in our school. They are elected by their class peers and are involved in making the school a better place for everyone. Teachers adopt enquiry approaches to the planning of their lessons in order to ensure that pupils have input in regards to what and how they learn, which promotes pupil voice. Pupil questionnaires and interviews are also conducted throughout the year. In addition to the School Councils, we have Ethos Groups where pupils can reflect and provide feedback on our teaching and learning of Christian values. The Ethos Groups carry out their own surveys and deliver Collective Worship. We know that the active participation of our pupils will sow the seeds for an understanding of democracy in the future.

The rule of law:

Our pupils will encounter rules and laws throughout their entire lives. We want our pupils to understand that whether these laws govern the class, the school, the neighbourhood or the country, they are set for good reasons and must be adhered to.

This understanding of the importance of rules will be consistently reinforced through our curriculum and our Behaviour Policy. The involvement of our pupils in the creation of school rules helps them to understand the reasons behind the rules and the consequences if they are broken. We discuss the reasons for laws so that children can recognise the importance of these for their own protection. Throughout the year we welcome visits from members of the wider community as we believe that clear explanations and real life stories emphasise the importance of the rule of law for our pupils.

Individual liberty:

We invest a great deal of time in creating a positive culture in our schools, so that children are in a safe environment where choices and freedoms are encouraged. We offer a range of clubs which pupils have the freedom to choose from, based on their interests. We educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely. In our schools, we believe that valuing choice and freedom in daily school life will foster a value for individual liberty as the children prepare for their adult lives.

Mutual respect:

Mutual respect is at the core our school life. Children learn to treat each other and staff with great respect. This is evident when walking around the school and in the classrooms. Our school motto is 'Work together, Learn together, Grow together' and this is evidenced in the relationships between members of our whole community.

Tolerance of those of different faiths and beliefs:

In our schools, we offer a culturally rich and diverse curriculum in which all major religions are studied and respected. We strongly believe that tolerance is gained through knowledge and understanding. Through our curriculum and the routines of our daily school life, we strive to demonstrate tolerance and help children to become knowledgeable and understanding citizens.

SCHEME OF WORK

KEY STAGE 1: YEAR R/1

AUTUMN		SPRING		SUMMER	
1 ST Half-Term	2 ND Half-Term	1 ST Half-Term	2 ND Half-Term	1 ST Half-Term	2 ND Half-Term
<p>PATHS Unit 1: Fostering a positive environment</p> <p>PATHS Unit 2 and 3: Basic feelings</p>	<p>Safety in the home – electricity safety – household appliances; firework safety</p> <p>Kidscape Session 1: Feeling safe</p> <p>LI: All children will know what to do if they get lost</p> <p>Talk about people they feel safe with. Talk about getting lost. Watch Cosmo and Dibbs Getting Lost. Where could children get lost? What should they do? Use puppets to tell another story about getting lost and what to do.</p> <p>Kidscape Session 2: Bullying</p> <p>Use SEAL Say No To Bullying resources appropriate to Year</p>	<p>PATHS Unit 4: Self Control</p> <p>PATHS Unit 5: Sharing, Caring and Friendship</p>	<p>Keeping ourselves and others safe - Road Safety; Sun Safety; E-safety</p> <p>Kidscape Session 3: Strangers</p> <p>LI: All children will understand who a stranger is and strategies for getting away</p> <p>Watch Cosmo and Dibbs Observations</p> <p>Discussion 4.36</p> <p>Play Kim’s game to encourage observation skills</p> <p>Describe one person in the class for children to identify</p> <p>Practise ignoring a stranger who is trying to talk to you</p>	<p>PATHS Unit 7 and 8 : Intermediate and advanced feelings</p> <p>PATHS Unit 6: Basic problem solving</p>	<p>Relationships & Sex Education:</p> <p>Year R:</p> <ul style="list-style-type: none"> • The uniqueness of me, similarities between myself and others • Naming external parts of the body – hands, feet, arms, legs, eyes, chin etc. • Caring for babies – what do they need? Visit from new baby if possible <p>Year 1:</p> <ul style="list-style-type: none"> • Life cycles of various animals • Different generations within a family • How animal and human babies are fed • Being proud of their body and treating it with respect

	Group.		<p>Golden rules on 6.10</p> <p>Drugs Education:</p> <ul style="list-style-type: none"> • Understand they have choices about what they do and that some choices have good effects and some have bad effects • Recognise who can best influence their choices and take responsibility for their own decisions • Understand that some substances can make you better and some can harm you • Know where to go to get help or advice • Be aware of general safety issues around drugs and substances, including accepting medicine only from a parent or guardian 		<p>(Kidscape Session 4: Appropriate Touching)</p> <ul style="list-style-type: none"> • Recognising safe and unsafe situations and know that it is okay not to want something an adult or peer wants, e.g. good and bad touches. (Kidscape Session 5: Telling Someone)
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KEY STAGE 1: YEAR 2

AUTUMN		SPRING		SUMMER	
1 ST Half-Term	2 ND Half-Term	1 ST Half-Term	2 ND Half-Term	1 ST Half-Term	2 ND Half-Term
<p>PATHS Unit 1: Fostering a positive environment</p> <p>PATHS Unit 2: Introduction to feelings</p> <p>PATHS Unit 3: Feelings and behaviours</p>	<p>Communities and diversity – class, school, village</p> <p>Kidscape Session 1: Feeling safe</p> <p>LI: All children will know what to do if they get lost</p> <p>Discussion 4.9</p> <p>Story about getting lost – Baby Tiger by Susan Hellard, Alfie and the Big Boy (Alfie and Annie Rose Story)</p> <p>Make a list of places you could get lost</p> <p>Together write a list of things to do if they get lost to take home and talk about with parents</p> <p>Kidscape Session 2: Bullying</p> <p>Use SEAL Say No To Bullying</p>	<p>PATHS Unit 4: Self control and anger management</p> <p>PATHS Unit 5: Anger management and Problem solving</p> <p>PATHS Unit 6: Friendship and feeling lonely</p>	<p>Food and exercise</p> <p>Keeping ourselves and others safe; E-safety</p> <p>Looking after our school environment, others, animals</p> <p>Kidscape Session 3: Strangers</p> <p>LI: All children will understand who a stranger is and strategies for getting away</p> <p>Discussion 4.36</p> <p>One child stands in front of class – children write down things they can remember about them – hair colour, eyes, defining characteristics</p> <p>Stranger role play 3A</p> <p>Children to discuss alternative ending to keep child safe.</p>	<p>PATHS Unit 7: Manners and listening to others</p> <p>PATHS Unit 8: Feelings / Emotions / Behaviours</p>	<p>Relationships & Sex Education:</p> <ul style="list-style-type: none"> • Naming body parts, including sex organs: penis, vagina, breasts and testicles • How babies come from a womb – look at pictures of a growing foetus • Changes as we grow. How I have changed from a baby to now. Physical changes and changing responsibility for self and others. • Discuss gender and stereotyping • Ageing – how do we know things are alive, old, dead?

	resources appropriate to Year Group.		Golden rules 6.10 Revisit Drugs Education		
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KEY STAGE 2: YEARS 3/4

(Note: There is a two year rolling programme for Y3/4 PATHS. It will not be possible to cover all of the material)

AUTUMN		SPRING		SUMMER	
1 ST Half-Term	2 ND Half-Term	1 ST Half-Term	2 ND Half-Term	1 ST Half-Term	2 ND Half-Term
Swimming (Autumn or Summer Term) Y3 PATHS: Unit 1: Fostering a positive environment and self esteem Unit 2: Basic Emotions Unit 4: Using our thinking skills –	Swimming (Autumn or Summer Term) Communities and diversity: Where we live and the wider community of Britain. What does it mean to be British? People who look after us Kidscape Session 1: Feeling safe LI: All children will know what to do if they get lost Discussion 4.9 Exchange stories of times	Y3 PATHS: Unit 3: Improving self control, self awareness and anger management Y4 PATHS: Unit 4: Being responsible and caring for others	Personal safety: home, street, park, railway (electricity safety); E-Safety Respect for property and environment Managing money Kidscape Session 3: Strangers LI: All children will understand who a stranger is and strategies for getting away Safety Quiz 6.14 Revisit Drugs Education	Swimming (Autumn or Summer Term) Y3 PATHS: Unit 5: Getting along with others 1 – Friendships Unit 6: Feelings in relationships 1 Unit 7: Getting along	Swimming (Autumn or Summer Term) Healthier / safer life styles; food and exercise Cycling proficiency / Bikeability Relationships & Sex Education: Year 3: <ul style="list-style-type: none"> • How babies begin and are born. How they grow (doesn't include sexual intercourse) • How babies of different animals grow inside or outside their mothers'

<p>introduction to basic emotions</p> <p>Unit 8: Feelings and expectations</p> <p>Unit 9: Feelings about school</p> <p>Y4 PATHS:</p> <p>Unit 1: Getting Started</p> <p>Unit 2: Feelings and Relationships</p>	<p>when adults and children have got lost.</p> <p>Make a list of describing words – how did you feel?</p> <p>In pairs think of 5 things to do if you get lost.</p> <p>Make own list to take home for discussion with parents or carers</p> <p>Kidscape Session 2: Bullying</p> <p>Use SEAL Say No To Bullying resources appropriate to Year Group.</p>			<p>with others 2</p> <p>Unit 10: Feelings in relationships</p> <p>Unit 11: Endings and transitions</p> <p>Y4 PATHS:</p> <p>Unit 3: Making good decisions</p> <p>Unit 5: Problem solving</p>	<p>bodies</p> <ul style="list-style-type: none"> • How have I grown? Baby, toddler – look at recent photographs – compare • How will I grow in the future? • Different relationships in which they are involved and the importance of honesty, respect, love and trust • Produce a fact file to explore the differences between males and females, including naming the reproductive organs <p>Year 4:</p> <ul style="list-style-type: none"> • Locate and name the parts of the body including internal and external parts of the sex organs: egg; ovaries; clitoris; sperm; penis; testicles; scrotum • The main stages of the human life cycle • How pregnant mothers can keep their baby healthy • How a relationship changes when a baby arrives
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KEY STAGE 2: YEAR 5/6

(Note: There is a two year rolling programme for Y5/6 PATHS. It will not be possible to cover all of the material)

AUTUMN		SPRING		SUMMER	
1 st Half-Term	2 nd Half-Term	1 st Half-Term	2 nd Half-Term	1 st Half-Term	2 nd Half-Term
Leading the school	What does it mean to be British? What is British culture and values?	Y5 PATHS:	Local democracy for young citizens	Y5 PATHS:	SATs – healthy way to approach exams
E-Safety (mainly covered in Computing lessons and at the beginning of each new topic)	Kidscape Session 1: Feeling safe	Unit 4: Making and keeping friends	The British voting system and how Parliament works	Unit 2: Problem solving	Transition to high school (Visit Days, ZAP Training)
	LI: All children will know what to do if they get lost	Unit 5: Being responsible and caring for others	Kidscape Session 3: Strangers	Unit 3: Goals and identity	Crucial Crew – safety issues
Y5 PATHS:	Discussion 4.9	Y6 PATHS:	LI: All children will understand who a stranger is and strategies for getting away	Y6 PATHS:	Healthier / safer life styles; food and exercise
	Children compile some 'what if' questions about getting lost		Story – Willow Street Kids – ch6	Unit 2: Study and organisational	Cycling Proficiency / Bikeability

<p>Unit 1: Getting started</p> <p>Y6 PATHS:</p> <p>Unit 1 Getting back into</p> <p>Unit 3: Conflict resolution</p>	<p>to discuss in a group, eg. what if you lost your class on a school trip?</p> <p>Make a role play for younger children to learn what to do if they are lost.</p> <p>Read the story of Jesus getting lost. Role play. Was Jesus right to go off on his own? What should he have done?</p> <p>Kidscape Session 2: Bullying</p> <p>Use SEAL Say No To Bullying resources appropriate to Year Group.</p>	<p>Unit 4A: Number the stars</p> <p>Unit 4B: Respect</p>	<p>Role play in small groups. 6.11</p> <p>Safety Quiz 6.14</p> <p>Revisit Drugs Education: tobacco, alcohol and other drugs</p> <p>Global citizenship</p> <p>Managing money</p> <p>Young Enterprise (Hilary Ledger workshop and/or raising money for Y6 summer trip)</p>	<p>skills</p> <p>Unit 5: Endings and transitions</p>	<p>Relationships & Sex Education:</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Recap on emotional and physical changes in puberty • Recap on menstruation • How a baby is conceived – stressing the importance of an established, loving relationship • The birth of a baby <p>Year 6:</p> <ul style="list-style-type: none"> • Knowledge that pregnancy can be prevented through use of contraception (no detailed teaching about contraception) • Provision of RSE as necessary and dealing with pupil questions • Consider the development of relationships and images of sex in the media; stereotypical attitudes towards sex and relationships
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RESOURCES

PATHS folders and materials for each year group (Updated training for all staff October 2017)

ZAP Anti-bullying and Assertiveness Training resources (Linda Ludkin and Andrea Mackie received training and materials in June 2017)

Kidscape materials (www.kidscape.org.uk)

PSHE Association (www.pshe-association.org.uk)

Child Line (useful to look at their data to inform decisions about what to cover in school)

Sex Education Forum

BBC Puberty videos

Dove Evolution – video and other resources for KS2

Lil-lets materials and videos

Church resources – All God's Children

NHS Choices – info for parents on how to talk to your children about sex

Inclusive story books, eg. 10,000 Dresses by Marcus Ewert and Rex Ray

'I Am Leo' – video

Will I Am Sesame Street video – good for showing emotions and feelings

What Does It Mean to be British? By Nick Hunter (pub'd by raintree)