

PSHE – Our School Curriculum

Our aim is for all pupils to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our pupils to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring that their 'love for learning' continues throughout their time at Broadlands. We have a core curriculum that engages and suits the needs of all our pupils and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken down our curriculum into a 'Head, Hands and Heart' approach. Each of these is explained below.

The Head – this area of our curriculum focuses on a child's knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children's knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands – this area of our curriculum focuses on a child's skills. We give opportunities for the children to use and apply the knowledge and understanding they have developed.

The Heart – this area of our curriculum focuses on a child's learning behaviour. We look at their enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflection and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the 'Head, Hands and heart approach' with a holistic learning experience. As a school we recognise that there is no 'right way' for a child to learn and each child's learning experience needs to be catered to meet their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our 'Head, Hands, Heart' curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both educational and as they move into their adult life.



PSHE

<u>Intent</u>	<u>Implementation</u>
---------------	-----------------------

PSHE lessons will prepare children for being good citizens. They will develop emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understanding the importance of their physical health and being healthy. Using a growth mindset strategy, the children will become resilient, flexible learners, knowledgeable for the future.

PSHE is not a statutory subject in the National Curriculum. However, the National Curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. The intent at Broadlands Primary for PSHE education is to use the starting points of the children to provide the experiences, knowledge and skills to become good citizens in the future.

At Broadlands, the children will be given the vocabulary to be able to articulate their feelings. The intention is to promote mental wellbeing and empathy across the school and into the community. The children in our school have a range of family backgrounds and life experiences. It is important that we build upon these experiences to provide understanding of the diversity in our country as a whole in terms of race, religion, relationships. The intent is to develop tolerant, respectful young people, prepared for their future lives. PSHE also develops the understanding of health and fitness. In our school, we will give children the knowledge to be able to make informed choices with regards to diet and exercise. In our increasingly technological world, the children in Broadlands Primary use online resources frequently both in and outside of school. Our intent is to ensure all children are able to stay safe, making the correct choices about their use of technology.

The planning for PSHE lessons at Broadlands Primary was based upon plans designed by the PSHE Association to support planning a personalised and flexible PSHE education scheme of work over the course of a school year. It was used to enable us to develop our pupils’ knowledge, skills and understanding based on the three core themes of the PSHE Association Programme of Study for PSHE education: *health and wellbeing, relationships and living in the wider world.*

The toolkit was adapted to best meet our pupils’ readiness and needs.

The long term was adapted from the PSHE Association long-term plan that covers all three core themes over three terms. It takes into account progression and development of pupils’ understanding of the overarching concepts and development of essential skills. Topic areas are arranged into half-term ‘chunks’, which have been adapted to suit our planning requirements. Content has been selected to ensure opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the Programme of Study, through a programme that is relevant and appropriate to the ethos of our school and the needs of our pupils.

*A spiral programme will revisit themes, gradually extending thinking, expanding knowledge and developing skills, rather than providing a series of ‘one-off’ topic.

The class teachers deliver a PSHE lesson each week. At appropriate times in the year, there are themed weeks eg, British values week, Values week where the children focus on British Values and economic wellbeing.

Impact

Children will develop positive and healthy relationship with their peers both now and in the future.

Children will understand the physical aspects involved in RSE at an age appropriate level.

Children will have respect for themselves and others.

Children will have positive body images.

Children will know how to keep themselves safe physically, mentally and technologically.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

The PSHE Association Programme of Study is based on three core themes (Health and Well being, Relationship and living in the wider world) within which there is broad overlap and flexibility.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

