

Our Whole Child Curriculum – A Journey of Well Being

PSHE education is a statutory, planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

We are a Church of England school and plan a PSHE education to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Our PSHE curriculum is taught discreetly in Whole Child weekly discussion and circle time sessions as well as through our broad and balanced thematic curriculum. The curriculum we are in the process of developing encompasses British Values, Spiritual, Moral, Social and Cultural education and safeguarding. The texts we have carefully chosen to lead our Writing and Reading curriculum's allow teachers to sensitively teach children about a range of difficult and complex subjects.

We follow the Manchester Healthy Schools Curriculum. Relationships Education will continue to be taught in the summer term following the Growing & Changing materials until September 2020.

YEAR 1

Mental and Emotional Health	<ol style="list-style-type: none"> 1) What makes me happy? What are feelings? The good and the bad (emotions/self-esteem) 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others?
Keeping Safe – Unintentional Injury Prevention, Drugs and Alcohol	<ol style="list-style-type: none"> 1) What are the rules for keeping me safe at school and outside? (Road, water, fire) 2) How do I keep safe at home? Household products i.e. medicines 3) What is an emergency and what do I do? ((Who helps us/strangers)) School and home - getting help and what help is provided
Healthy Lifestyles	<ol style="list-style-type: none"> 1) Where does food come from? 2) How do I look after my teeth? 3) How do I keep clean?
Living in the Wider World	<ol style="list-style-type: none"> 1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment?

YEAR 2

Mental and Emotional Health	<ol style="list-style-type: none"> 1) What is the difference between small feelings and big feelings? (change and loss) 2) How can I keep safe online? 3) What makes others happy? What is the different between joking, teasing and bullying?
Keeping Safe – Unintentional Injury Prevention, Drugs and Alcohol	<ol style="list-style-type: none"> 1) What are common medicines we see in everyday life? (how do they help people) 2) What are rules about household substances? (Hazard symbols in the house) 3) What is my responsibility for keeping myself and others safe outside?
Healthy Lifestyles	<ol style="list-style-type: none"> 1) Why do I eat? (food and water essential for life) 2) Why should I be active? 3) How can I prevent diseases spreading?
Living in the Wider World	<ol style="list-style-type: none"> 1) What groups and communities am I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment?

YEAR 3

Mental and Emotional Health	<ol style="list-style-type: none"> 1) How do my feelings affect my behaviour? How can I manage my feelings? (stress) 2) What are the ways we communicating online? (data sharing) 3) What am I good at? How can I look after my mental health?
Keeping Safe – Unintentional Injury Prevention, Drugs and Alcohol	<ol style="list-style-type: none"> 1) What happens when I breathe smoke in the air? 2) What is self-control? 3) How do I manage risks in my life?
Healthy Lifestyles	<ol style="list-style-type: none"> 1) What is a healthy diet? What is an unhealthy diet? (The Eatwell Guide) 2) How do I keep safe in the sun? 3) Why is personal and oral hygiene important?
Living in the Wider World	<ol style="list-style-type: none"> 1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money?

YEAR 4

Mental and Emotional Health	<ol style="list-style-type: none"> 1) What is resilience? Overcoming emotions through problem-solving 2) What does it mean to have responsibility over my choices and actions? (online vs offline behaviour/online privacy) 3) What is discrimination? (bullying)
Keeping Safe – Unintentional Injury Prevention, Drugs and Alcohol	<ol style="list-style-type: none"> 4) How do I identify 'risk', 'danger' and 'hazard'? (in the house/escape plans and outside the house-road/water) 5) What is the difference between legal and illegal drugs? Are all drugs harmful? 6) What do I do in an emergency? (emergency services)
Healthy Lifestyles	<ol style="list-style-type: none"> 1) How do I make sure I get good quality sleep? (PSHE Assoc) 2) What is fuel for the body? Does all food provide the same amount? (energy - Food: a fact for life) 3) How do I know if I'm physically ill?
Living in the Wider World	<ol style="list-style-type: none"> 1) What are the rights of the child? 2) How do we look after our money? 3) What is sustainability?

YEAR 5

Mental and Emotional Health	1) How can I understand my feelings? Looking at the way the brain functions 2) How do I negotiate and compromise? 3) How do I stay safe on a mobile or tablet?
Keeping Safe – Unintentional Injury Prevention, Drugs and Alcohol	1) How do I respond to risks and dares? 2) What are 'habits'? 3) Why do I have more responsibility with the more independence I have? (influence/ walking to school/key)
Healthy Lifestyles	1) How can we stop the spread of infection? 2) How can I be happy being me? (body image) 3) Why is it important to know about nutritional content of food? (include portion size/sugar smart)
Living in the Wider World	1) How and why do we make and change rules? 2) What is Fair Trade? (enterprise skills) 3) How can I combine sustainability with fair trade using my enterprise skills?

YEAR 6

Mental and Emotional Health	1) How can I challenge negative thoughts and feelings? 2) What is stereotyping? 3) How can the internet positively and negatively affect our mental health?
Keeping Safe – Unintentional Injury Prevention, Drugs and Alcohol	1) How do drugs affect the mind and body? 2) How do I manage peer pressure? (assertiveness/hoax calls/anti-social behaviour) 3) What are basic emergency first aid skills?
Healthy Lifestyles	1) How is my mental and physical wellbeing connected? 2) How do I keep physically healthy? 3) Can I plan and prepare a healthy meal?
Living in the Wider World	1) Why is it important to be critical of the media? 2) How do people manage money? (tax, loan, interest, debt) 3) What do I want to be? (jobs)