

## **Stoke Prior First School Curriculum Offer for PSHE (Personal, Social, Health and Economic Education)**

At Stoke Prior First School our PSHE curriculum is designed to help children know and develop the skills to be safe and stay healthy and be able to manage their academic and social lives in a positive way. Our curriculum supports pupil's spiritual, moral, social and cultural development and helps to foster their wellbeing and develop resilience and character which we know are fundamental to them being happy, successful, members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal, to stick to tasks that will help them achieve those goals and to recover from knocks and challenging periods in their lives. Alongside understanding of self-respect and self-worth, we aim to develop personal attributes including kindness, integrity, generosity, honesty, trustworthiness and a sense of justice. These are underpinned by our school values of Teamwork, Responsibility, Respect and Reflection. We also aim to help our children to become equipped with the skills to maintain positive emotional and mental wellbeing, including how their friendships can support their mental wellbeing.

Using a cross curricular approach, our curriculum offers both explicit and implicit learning opportunities and experiences which reflect our pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds from the skills that they start to acquire during the Early Years Foundation stage (EYFS) to build effective relationships and manage and regulate themselves. Our curriculum helps pupils to cope with change, introduces them to a wider world and enables them to make an active contribution to their communities, taking into account the strengths and needs of our local area in Bromsgrove.

Our curriculum and school ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Forest School sessions offer them the opportunity to develop many of these skills and social skills in a practical context outdoors and is an integral part of our PSHE offer.

### **Relationships Education & Health Education**

Relationships Education and Health Education are taught as an integral part of our PSHE curriculum. For more detail about the content of our curriculum please click on the links below. Our spiralled curriculum includes the very basics of being taught the differences in bodies including the correct names for external genitalia, to learning about different kinds of relationships, what a healthy relationship is and how to develop and maintain healthy relationships as they get older. Children are also taught what to do if they do not feel safe and how to ask for help if they feel unsafe or worried, including on-line safety. Children learn about respect for themselves, others and courteous behaviour including discrimination and human rights. They are taught what a healthy lifestyle is and how to make healthy choices, including the importance of a balanced diet, exercise, hygiene and sleep. Children develop an understanding of how to maintain their health and wellbeing including their mental health and how to manage feelings in different situations as they grow up. They are also taught how to recognise when they might need help and how to ask for help if they feel they need it. Children will be taught about the importance of medicines and drugs but also the dangers and what to do in an emergency.

### **Curriculum – Knowledge, Skills and Understanding**

**Early Years Foundation Stage** – See our EYFS curriculum offer.

#### **Key Stages 1 & 2**

At Stoke Prior First School we value the positive impact that our PSHE curriculum has on our children and their lives. This is measured and proven through the regular positive feedback we have back from parents, teachers and other professionals which makes us very proud, as our children welcome visitors, visit other

places, move on to middle schools, high schools further education and employment. A well planned and taught PSHE education helps our children to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions such as not bullying, to succeeding in their first job, our PSHE education helps our children to manage many of the most critical opportunities, challenges and responsibilities they will face growing up and for the rest of their lives.

Below are the questions that classes explore in each half term unit and an example of an activity they will complete as part of that unit of work. These are just examples of activities, so for more detail about what is taught within each half term unit, please follow the link to our scheme of work.

## Health and wellbeing

*Pupils will be taught:*

### Year 1

What helps us stay healthy?

*For example, children learn about people in the community who help us stay healthy. They create posters about healthy and less healthy foods.*

Who helps to keep us safe?

*For example, children learn about what to do in an emergency, using puppets to act out scenarios.*

### Year 2

What helps us to stay safe?

*For example, children take part in a road safety activity learning how to cross a road safely in the local environment.*

What helps us grow and stay healthy?

*For example, children learn about healthy eating and design their own healthy meal which they then make on a paper plate.*

How do we recognise our feelings?

*For example, children talk about what makes them feel good and who their trusted adults are, that they can talk to if they aren't feeling so great. Children use mirrors to explore different facial expressions whilst learning about different feelings.*

### Year 3

What keeps us safe?

*For example, children learn what hazards in the home are and how to identify hazards in the kitchen.*

How can we manage risks in different places?

*For example, children learn the differences between real and fake news and how to spot and deal with them.*

### Year 4

What strengths skills and interests do we have?

*For example, children create a biography of themselves, developing their belief in themselves.*

How can we manage our feelings?

*For example, children explore feelings they have experienced on a body outline and are taught that its okay to have a range of feelings.*

How will middle school be the same and different?

*For example, children use a question box to post questions for a class discussion about middle school. This can be done anonymously.*

Why should we keep active and sleep well?

*For example, children complete a diet and exercise sheet and explore how their body feels before and after exercise. They take part in yoga sessions linked to Cosmic kids.*

Why should we eat well and look after our teeth?

*For example, children create a rap, poem or song about how to care for their teeth and perform it to the class.*

## **Relationships**

*Pupils will be taught:*

### **Year 1**

What is the same and different about us?

*For example, children write a poem about themselves called 'I am special'*

Who is special to us?

*For example, children create a school badge of 'belonging'.*

### **Year 2**

What makes a good friend?

*For example, children make posters about what makes a good friend.*

What is bullying?

*For example, children explore anti-bullying through drama activities.*

### **Year 3**

How can we be a good friend?

*For example, children write an acrostic poem about friendship.*

What are families like?

*For example, children explore children from other countries and compare their family life to their own.*

#### **Year 4**

How do we treat each other with respect?

*For example, children teach an alien how to behave and show respectful manners in different situations.*

### **Living in the wider world**

*Pupils will be taught:*

#### **Year 1**

What can we do with money?

*For example, children investigate where money comes from and explore the dilemmas of spend or save.*

How can we look after each other and the world?

*For example, children are able to contribute to a 'random acts of kindness' jar in the classroom.*

#### **Year 2**

What jobs do people do?

*For example, children create job adverts after learning about the skills needed for range of jobs.*

#### **Year 3**

What makes a community?

*For example, children research community groups in Bromsgrove and what they offer.*

How can our choices make a difference to others and the environment?

*For example children learn about the benefits of re-using over re-cycling.*

#### **Year 4**

*Children take part in an enterprise activity where they design, cost and sell a product at the school fete.*