



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

Personal, Social and Health Education (PSHE)

The Best for Every Child - a Unique Child of God

See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are
(1 John 3:1)

Intent

At Cookridge Holy Trinity we follow the You, Me PSHE scheme of work from Islington Council alongside the lessons from the NHS MindMate Champions' website. Our PSHE curriculum is strongly tied to our RSE, relationships education, health education and pastoral care programme.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

As a school, our aim in PSHE is to incorporate the National Curriculum within an inspiring and engaging curriculum.

Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.

- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

Implementation

Reception

In Reception, children begin their PSHE education through both teacher led sessions and the freedom to learn and explore their continuous provision. At Cookridge Holy Trinity, we have developed curriculum goals for the Early Years Foundation Stage which have many links to PSHE. Children will learn how to become independent individuals, communicators, team players and citizens of our community. Children will learn how to actively listen, converse with both adults and children and express their knowledge, ideas and feelings. They will also learn how to follow our golden rules, to know right from wrong and behave accordingly. They will become independent individuals by setting personal challenges and persevering to achieve them. They are encouraged to be self-motivated and resilient, and gain independence through managing their own wants and needs.

Within the goal of becoming a team player, children will develop positive relationships based upon kindness, understanding and respect. They will work co-operatively, showing sensitivity to others and work as a team. We aim for them to be inclusive, and understand the importance of being kind to all. Children will also learn to look after the community and care for the environment. They will reflect on why Yorkshire is special and understand different roles in society including people that help us. Another aim for children in Reception, is to have a deep understanding of different religious and cultural communities. Through reflection on our school's Christian Values, children will embed good morals and values.

Year One

Moving into Year One, children begin the year by learning about what makes themselves and others special; roles and responsibilities at home and school and also about being co-operative with others. They learn about keeping safe and managing risk with a focus on who and what makes us feel safe. In the Spring term, children will learn about feelings as part of their learning on mental health and emotional well-being. They will learn about different types of feelings and how they can manage them. In the Summer term, children focus on physical health and well-being whilst also learning about how to keep safe in the sun. Later on in the year, children learn about money; where it comes from and types of jobs people can do to earn money. This learning is further complemented with the MindMate lessons, where they focus on setting goals and targets, making new friends, celebrating differences and recognising what is fair and unfair.

Year Two

In Year Two, the knowledge and skills they have learnt at the start of Key Stage One is deepened further. Children begin the year building on their work on keeping safe and managing risk indoors and outdoors. This learning is further enhanced through road safety training with the Road Safety Project Team. Through the focus on mental health and emotional well-being, children learn the importance of friendship, and discuss how to solve problems that might arise with friendships. In the Spring term, the focus is on sex and relationships education. Children will learn about the biological differences between male and female children and about growing up from young to old. They will also look at different types of family and how their home-life is special. In the Summer term, children learn about medicines; why they are taken and where they come from. They will also learn about how to keep safe around medicines and learn about allergies and vaccines. Building on their learning in Year One, children will learn about physical health and well-being including the importance of a good diet,

sleep, physical activity and personal hygiene. Within the MindMate lessons, children focus on celebrating strengths, empathy and losing loved ones.

Year Three

Year Three is the start to Key Stage Two where children learn to adjust to new routines and further develop their learning behaviours. In the Autumn term, children focus on celebrating achievements and setting personal goals. They look at how to deal with put-downs and positive ways to cope with set-backs that occur in our day to day lives. As part of our learning on bullying, children learn about the different types of bullying and how they can respond if they witness bullying. Children learn about anti-bullying and enjoy designing and painting rocks with kind messages on to be put in our outdoor sensory garden. This learning is deepened further through an E-Safety session with an external company called D:Side. During the session, children learn about how to stay safe online and how they can respond to issues online.

In the Spring term, children build on their knowledge from Year One and focus on saving, spending and budgeting. They will learn about the world of work and consider what influences people's choices about saving and spending money. Children will also learn about celebrating difference and what is meant by community and belonging to groups. Through the MindMate scheme of learning, children learn about solving problems and differing opinions.

In the Summer term, children learn about the importance of keeping healthy and active considering the challenges of this too. Children will think about the characteristics of a poor diet and some of the effects this can have. They look at how branding and advertisement can influence what food and drink people buy. This learning is further complemented through a home learning task of designing and making a healthy meal. Later on in the term, children learn the definition of a drug and that drugs (including medicines) can be harmful to people. They will learn about the effects and risks of smoking tobacco and second-hand smoke. D:side visits Year 3 again in the summer term to talk about the effects of smoking on the body.

Year Four

In Year Four, children begin the year by learning about Britain as a democratic society, how laws are made and about the local council. Later on in the Autumn term, children will learn about drugs and why people choose to use them. They learn about the effects and risks of drinking alcohol and the different patterns of behaviour that are related to drug use. This learning is consolidated through a session from D:Side in the Summer term.

In the Spring term, children focus on physical health and well-being and what is important to them. They learn about why people may eat or avoid certain foods (such as religious, moral, cultural or health reasons). They also learn about other factors that contribute to people's food choices and the importance of getting enough sleep. Within the topic of keeping safe and managing risk, children learn about how to be safe in their computer gaming habits and also about keeping safe near roads, rail, water, building sites and around fireworks. This learning is further enhanced through road safety training with the Road Safety Project Team. Children will also learn about what to do in an emergency and basic emergency first aid procedures.

Moving into the Summer term, children focus on growing up and changing as part of their sex and relationships education. They look at the way we grow and change throughout the human lifecycle and about the physical changes associated with puberty. Children learn about menstruation and wet dreams and also about the impact of puberty in physical hygiene and strategies for managing this. This learning is deepened further when children learn about how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. A safe, supportive environment is established to answer each other's questions about puberty with confidence and to seek support and advice when they need it.

The MindMate scheme of learning is embedded throughout the year to complement the Year Four PSHE curriculum. Children will build on their learning from previous years including learning and responding to intense feelings, maintaining positive relationships and coping with life changes.

Year Five

Moving to upper Key Stage Two, children begin Year Five by learning about physical health and well-being in the media. They look at how messages given on food adverts can be misleading and the effect this can have. They also learn about role models and how the media can manipulate images that may not reflect reality. Later in the term, children learn about stereotyping, including gender stereotyping. They learn about prejudice and discrimination and how this can make people feel.

In the Spring term, children build on their knowledge and skills from Year Three through learning about keeping safe and managing risks online. Children will learn how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. This is further enhanced with a visit from D:Side, where children learn how to behave responsibly on the internet. With a focus on mental health and well-being, children learn about dealing with feelings; they learn about a wide range of emotions and think about how times of change can make people feel. Feelings associated with loss, grief and bereavement are also discussed sensitively. This learning is further enhanced through MindMate lessons linked to mental health in the Summer term.

Building on their learning on drug, alcohol and tobacco education, pupils learn about the risks associated with using drugs and strategies to resist pressure from others about whether to use drugs. D:Side visits again in the Summer term with a session on drugs and keeping safe. Later on in the term, children focus on the topic of careers, financial capability and economic wellbeing. They learn that money can be borrowed but there are risks associated with this. They also learn about enterprise and what influences people's decisions about careers.

Year Six

Again, Year Six build upon the knowledge and skills acquired further down the school through high quality teaching and learning. They begin the year by revisiting drug, alcohol and tobacco education. They learn about the risks associated with using different drugs and about ways to manage risk in situations involving drug use. They also consider the risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health is emphasised too. D-Side visit the Year 6 pupils to deliver a workshop on drugs, alcohol and tobacco.

Mental health and emotional wellbeing is also another major focus in the Year 6 curriculum. Pupils learn what mental health is, about what can affect mental health and some ways of dealing with this. They also learn about how the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. They look at some everyday ways to look after mental health, the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. This is further complemented with activities during Children's Mental Health week and Safer Internet Day.

During their topic on identity, society and equality, children learn about human rights. Linking with their English text of *The Island*, children have in depth discussions about homelessness and charities that support homeless people. They learn about people who have moved to Leeds from other places, (including the experience of refugees) and about human rights and the UN Convention on the Rights of the Child. Building their understanding of keeping safe and managing risk, children consider how they can recognise and respond to peer pressure. They learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) and how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they may not know.

In the summer term, children build on their RSE and science knowledge from previous years. They learn about the changes that occur during puberty, human reproduction and how a baby is made and grows. Different attitudes and values around gender stereotyping and sexuality are explored too and the impact of these attitudes. Questions are asked and discussed in a safe, inclusive environment with clear direction of where children can find support and advice when they need it. This is followed by a MindMate unit on life changes and transitions as children start to near the end of their primary school experience. They discuss the feelings associated with change and talk about moving onto secondary school.

Extracurricular PSHE

Within the school year there are many opportunities for children to participate in activities outside of their lessons:

- Anti-bullying week
- Cooking to learn about healthy foods
- Gardening club
- Children's mental health week
- Road Safety training
- Safer Internet day
- D-Side E-Safety and drug, alcohol and tobacco education
- Mindfulness clubs
- Mental Health Ambassadors
- Healthy Schools Ambassadors
- School trips for developing physical, personal and social skills
- Y3 day trip to Herd Farm activity centre
- Y5 residential to Robin Wood
- Y6 residential to Peat Rigg
- Daily Mile and yoga sessions for physical health and mental well-being

Impact

By the time children leave Cookridge Holy Trinity Church of England (A) Primary School our pupils have developed into well-rounded members of society, who can make a positive contribution to their community. Our pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life in an ever-changing world.