



Orchard and Shepherdswell
Academy

P.S.H.E Curriculum
2018/2019



Orchard Academy

PSHE Curriculum Overview 2018 / 2019

	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
<u>Year 3</u>	What are the rules that keep us safe?	What can we do about bullying?	What are we responsible for?	How can we eat well?	How can we describe our feelings?	What jobs would we like?
<u>Year 4</u>	What is diversity?	How can we be a good friend?	What role does money play?	How can we protect the world around us?	How do we grow and change? Sex & Relationship Education Unit	How can we keep safe in our local area?
<u>Year 5</u>	What makes a community?	What does discrimination mean?	What choices help health?	How can we manage our money?	How will we change as we grow up? Sex & Relationship Education Unit	What makes us enterprising?
<u>Year 6</u>	What are human rights?	How can we manage risk?	How can we stay healthy?	How can money affect us?	How can we look after our mental health?	What makes a happy and healthy relationship? Sex & Relationship Education Unit

Section 2.5 of the national curriculum framework states that all schools should make provision for PSHE education, drawing on good practice, the programme of study that is used identifies the key concepts, skills and attributes that are developed through PSHE education. These help us to fulfil our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life, as set out in Section 78 of the Education Act 2002 and our statutory safeguarding responsibilities.

Our PSHE curriculum is based on three core themes within which there is a broad overlap and flexibility:

Theme 1: Health and Wellbeing

Theme 2: Relationships

Theme 3: Living in the Wider World

PSHE education aims:

At Orchard Academy, we aim to provide all of our children with:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy

Overarching concepts developed through our PSHE curriculum:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity** and **equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

Core themes within PSHE:

PSHE education offers both explicit and implicit learning opportunities and experiences with reflect pupils' increasing independence and physical and social awareness as they move through the primary phase,

Theme 1: Health and Wellbeing

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Theme 2: Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Theme 3: Living in the Wider World (Economic wellbeing and being a responsible citizen)

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise



3	<u>Half Term 1</u>	<u>Half Term 2</u>
<u>Autumn Term</u>	<p>What are the rules that keep us safe?</p> <p>During this topic children will be learning about:</p> <ul style="list-style-type: none"> • the importance of school rules for health and safety • how simple hygiene routines can prevent the spread of bacteria and viruses • how to get help in an emergency • keeping safe in the local environment • people who help them stay healthy and safe • the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • the concept of keeping something confidential or secret • when they should or should not agree to keeping a secret 	<p>What can we do about bullying?</p> <p>During this topic children will be learning about:</p> <ul style="list-style-type: none"> • how to recognise bullying • how to respond and ask for help • people who help them to stay safe and healthy
<u>Spring Term</u>	<p>What are we responsible for?</p> <p>During this topic children will be learning about:</p> <ul style="list-style-type: none"> • their responsibilities, right and duties (at home, in school and in the environment) • how actions can affect ourselves and others • PREVENT strategy 	<p>How can we eat well?</p> <p>During this topic children will be learning about:</p> <ul style="list-style-type: none"> • what makes a 'balanced lifestyle' • making choices in relation to health • what makes up a balanced diet • opportunities they have to make their own choices about food • what influences their choices about food

3	<u>Half Term 1</u>	<u>Half Term 2</u>
Summer Term	<p>How can we describe our feelings?</p> <p>During this topic children will be learning about:</p> <ul style="list-style-type: none"> • about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time • describing their feelings to others • the kinds of change that happen in life and the feelings associated with this • recognising a wider range of feelings in others • responding to how others are feeling 	<p>What jobs would we like to do?</p> <p>During this topic children will be learning about:</p> <ul style="list-style-type: none"> • what is meant by 'stereotypes' • what it means to be 'enterprising' • working collaboratively toward shared goals • recognising their achievements and set personal targets for the future



4	<u>Half Term 1</u>	<u>Half Term 2</u>
<u>Autumn Term</u>	<p>What is diversity?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> to appreciate difference and diversity (people living in the UK) about the values and customs of people around the world about what is meant by 'stereotypes' about the PREVENT strategy 	<p>How can we be a good friend?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> to recognise a wider range of feelings in others about responding to how others are feeling to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves about resolving differences - agreeing and disagreeing
<u>Spring Term</u>	<p>What role does money play?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> about the role of money ways of managing money (budgeting and saving) about what is meant by 'interest' and 'loan' to develop an initial understanding of concepts of 'interest', 'loan', 'debt' and 'tax' about how to save and the reasons for saving money 	<p>How can we protect the world around us?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> about the sustainability of the environment across the world about the importance of recycling about the damage happening the environment by overproduction of non-recyclable materials how recycling is managed and organised within the community Visit to the recycling centre

4	<u>Half Term 1</u>	<u>Half Term 2</u>
<u>Summer Term</u>	<p>How do we grow and change?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty • how the spread of infection can be prevented • about who is responsible for their health and wellbeing • where to get help advice and support • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship 	<p>How do we grow and change?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about managing risk in familiar situations and keeping safe • about feeling negative pressure and how to manage this • about keeping safe in the local environment • about people who help them stay healthy and safe • how actions can affect ourselves and others • to recognise and manage dares



5	<u>Half Term 1</u>	<u>Half Term 2</u>
<u>Autumn Term</u>	<p>What makes a community?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to appreciate the range of national, regional, religious and ethnic identities in the UK • about the lives, values and customs of people living in other places • PREVENT strategy 	<p>What does discrimination mean?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation
<u>Spring Term</u>	<p>What choices help health?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what is meant by a habit • how habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • about people who help them stay healthy and safe • how actions can affect ourselves and others 	<p>How can we manage our money?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality

5	<u>Half Term 1</u>	<u>Half Term 2</u>
<u>Summer Term</u>	<p>How will we change as we grow up?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about the emotional and physical changes that occur during puberty. • About the impact of puberty on the body and the importance of physical hygiene. • Know ways to get support during puberty. • That menstruation and wet dreams are a normal part of growing up. <p>See SRE Scheme of Work for Year 5 for further details about this topic.</p>	<p>What makes us enterprising?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about different way of achieving and celebrating personal goals. • How having high aspirations can support personal achievements • What it takes to set up an enterprise • About what enterprise means for work and society



6	<u>Half Term 1</u>	<u>Half Term 2</u>
Autumn Term	<p>What are human rights?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • why and how laws are rules and laws are made • how to take part in making and changing rules • about the importance of human rights (and the Rights of the Child) • • about the UN declaration on the Rights of the Child • about the right they have to protect their body • that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights • that human rights overrule any beliefs, ideas or practices that harm others • that female genital mutilation (FGM) is physical abuse and is illegal 	<p>How can we manage risk?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about independence, increased responsibility and keeping safe • strategies for managing risk • about different influences on behaviour, including peer pressure and media influence • how to resist unhelpful pressure and ask for help • about strategies for managing personal safety - online • what to consider before sharing pictures of themselves and others online • how anti-social behaviours can affect wellbeing • how to handle, challenge or respond to anti-social or aggressive behaviours • how actions can affect ourselves and others • PREVENT strategy

6	<u>Half Term 1</u>	<u>Half Term 2</u>
<u>Spring Term</u>	<p>How can we stay healthy?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about positively and negatively affects health and wellbeing (including mental and emotional health) • how to make informed choices that contribute to a 'balanced lifestyle' • which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others • about who is responsible for their health and wellbeing • where to get help advice and support 	<p>How can money affect us?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • how finance plays an important part in people's lives • about being a critical consumer¹ • about what is meant by 'interest', 'loan', 'debt' • about the importance of looking after money, including managing loans and debts • that people pay 'tax' to contribute to society • how resources are allocated and the effect this has on individuals, communities and the environment • to research, discuss and debate to discuss and debate issues concerning health and wellbeing
<u>Summer Term</u>	<p>How can we look after our mental health?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about different ways to look after own mental health • activities that support a healthy mind and promote positive mental health • about different mindfulness activities 	<p>What makes a happy and healthy relationship?</p> <p>During this topic children learn:</p> <ul style="list-style-type: none"> • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship • about the skills to maintain positive relationships • to recognise when a relationship is unhealthy • about committed loving relationships (including marriage and civil partnership) that marriage, arranged marriage and civil partnership is between two people who willingly agree • about human reproduction