



## PSHE scheme of work

Christian values underpinning learning: To develop a life of faith in God and **respect** for the dignity of all human beings; to nurture **resilient** thinkers rather than mere reflectors of others' thoughts; to promote **compassion, co-operation** and **happiness** through loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

*'Be the change you want to see in the world' - Mahatma Gandhi.*

### Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating. We believe that all children are entitled to receive a high-quality of education regardless of their needs or disabilities. Teachers will ensure that all pupils needs are identified and reviewed regularly, and that appropriate support is put in place. We work in collaboration with the children's parents, external agencies and other professionals to ensure that there is a collaborative approach to supporting our pupils with SEND. Teachers will provide a learning environment that is tailored to the needs of all pupils including those with additional needs. It is our intention that our children will be equipped with the skills needed to become independent learners, both inside and outside of the classroom. All pupils should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and ready to make a successful transition into secondary school and then adulthood.

Our PSHE curriculum has been developed because we want:

***To provide children with the skills and strategies that they need to live safe, healthy, responsible and balanced lives.***

- To support children's wellbeing and to develop skills in self-regulation.
- To allow children to develop an understanding of emotions and to provide a safe space for them to express these.
- To learn skills in keeping ourselves safe and healthy, including being safe online.

- To begin to prepare children for working life in modern Britain.
- To support children's ability to recognise diversity within society.

### **Implementation**

All pupils including those with SEND will be provided with high quality teaching and resources adapted to meet their individual needs. Where appropriate, pupils may be supported 1:1 or in a small group to enable them to access the curriculum.

Through 1Decision or Think Equal (Class One Only), we aim to develop the whole child, using carefully planned lessons that children need to develop the knowledge, skills and attributes needed to protect and enhance their well-being. Dedicated PSHE assemblies, tailored to each individual class give the children a space to learn and discuss their thoughts and feelings, supporting their emotional autonomy. This whole school approach allows the children the opportunity to revisit their learning, throughout their time with Fletewood. This allows children to apply the knowledge and skills learnt, to many different situations, at differing points within their education.

Weekly bible studies lessons are provided to the children to support their knowledge and understanding of Adventist Christianity and the stories of the bible.

A buddy system pairs children in our older year groups, with those in our younger year groups. This system allows them to build relationships with peers of different ages and is used to promote confidence, resilience and for our younger children to learn manners and behaviour from their older peers.

Subject overview:

Year A

Class	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Class 1 (EYFS)</b>	Week 1 – similarities and differences Week 2 – feelings and self-regulation Week 3 – feelings come and go Week 4 – kindness – being kind and happy Week 5 – feelings and self-regulation Week 6 – acts of kindness Week 7 – emotions Week 8 – practising kindness Week 9 – senses/effects of exercise Week 10 – equality of feelings and ability		Week 11 – nature/cycle of life Week 12 – caring for the environment Week 13 – sensations Week 14 – naming feelings Week 15 – confidence in unique talents/empathy Week 16 – compassion of others and animals Week 17 – families (similarities and differences) Week 18 – senses – regulating the body Week 19 – compassion for less fortunate Week 20 – justice/standing up against unfairness		Week 21 – self-regulation Week 22 – expressing emotions Week 23 – basic understanding about the brain Week 24 – we can all make a difference Week 25 – my amazing brain Week 26 – caring for the planet Week 27 – including others Week 28 – gender equality Week 29 – diversity Week 30 – peaceful conflict resolution	
<b>Class 2 (Y1/2)</b>	<p><b>Being responsible</b></p> <ul style="list-style-type: none"> <li>-water spillage</li> <li>-practice makes perfect</li> <li>-helping someone in need</li> </ul> <p><b>Keeping and Staying healthy</b></p> <ul style="list-style-type: none"> <li>-washing hands</li> <li>-healthy eating</li> <li>-brushing teeth</li> </ul>		<p><b>Hazard watch</b></p> <ul style="list-style-type: none"> <li>-is it safe to eat or drink?</li> <li>-is it safe to play with?</li> </ul> <p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>-jealousy</li> <li>-worry</li> <li>-anger</li> </ul>		<p><b>Our World</b></p> <ul style="list-style-type: none"> <li>-growing our world</li> <li>-living in our world</li> <li>-working in our world</li> </ul>	

<b>Class 3 (Y3/4)</b>	<b>Being responsible</b> -stealing -coming home on time  <b>Keeping and Staying healthy</b> -medicine -healthy living	<b>Hazard watch</b> -is it safe to eat or drink? -is it safe to play with?  <b>A World without judgement</b> -breaking down barriers  <b>Feelings and emotions</b> -grief -jealousy	<b>Our World</b> -looking after our world  <b>The Working World</b> -chores at home
<b>Class 4 (Y5/6)</b>	<b>Being responsible</b> -looking out for others -adult's and children's views -stealing  <b>Keeping and Staying healthy</b> -smoking -adult's and children's views -alcohol	<b>A World without judgement</b> -inclusion and acceptance -adult's and children's views -British values  <b>Feelings and emotions</b> -anger -adult's and children's views -worry	<b>The Working World</b> -enterprise -adult's and children's views -in-app purchases

*Year B*

Class	Autumn Term	Spring Term	Summer Term
<b>Class 1 (EYFS)</b>	Week 1 – similarities and differences Week 2 – feelings and self-regulation Week 3 – feelings come and go	Week 11 – nature/cycle of life Week 12 – caring for the environment Week 13 – sensations Week 14 – naming feelings	Week 21 – self-regulation Week 22 – expressing emotions Week 23 – basic understanding about the brain Week 24 – we can all make a difference

	<p>Week 4 – kindness – being kind and happy</p> <p>Week 5 – feelings and self-regulation</p> <p>Week 6 – acts of kindness</p> <p>Week 7 – emotions</p> <p>Week 8 – practising kindness</p> <p>Week 9 – senses/effects of exercise</p> <p>Week 10 – equality of feelings and ability</p>	<p>Week 15 – confidence in unique talents/empathy</p> <p>Week 16 – compassion of others and animals</p> <p>Week 17 – families (similarities and differences)</p> <p>Week 18 – senses – regulating the body</p> <p>Week 19 – compassion for less fortunate</p> <p>Week 20 – justice/standing up against unfairness</p>	<p>Week 25 – my amazing brain</p> <p>Week 26 – caring for the planet</p> <p>Week 27 – including others</p> <p>Week 28 – gender equality</p> <p>Week 29 – diversity</p> <p>Week 30 – peaceful conflict resolution</p>
<b>Class 2 (Y1/2)</b>	<p><b>Keeping and staying safe</b></p> <ul style="list-style-type: none"> <li>-road safety</li> <li>-tying shoelaces</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-friendships</li> <li>-bullying</li> <li>-body language</li> </ul>	<p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>-jealousy</li> <li>-worry</li> <li>-anger</li> </ul>
<b>Class 3 (Y3/4)</b>	<p><b>Keeping and staying safe</b></p> <ul style="list-style-type: none"> <li>-staying safe</li> <li>-leaning out of windows</li> <li>-cycle safety</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-touch</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>-appropriate touch (relationships)</li> </ul>	<p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>-grief</li> <li>-jealousy</li> </ul>
<b>Class 4 (Y5/6)</b>	<p><b>Keeping and staying safe</b></p> <ul style="list-style-type: none"> <li>-Peer pressure</li> <li>-adult’s and children’s views</li> <li>-water safety</li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>-puberty</li> <li>-adult’s and children’s views</li> <li>-conception</li> </ul>	<p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>-anger</li> <li>-adult’s and children’s views</li> <li>-worry</li> </ul>

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### **Impact**

As a result of the provision above, all pupils including those with SEND will develop confidence and resilience in the classroom and will demonstrate high levels of engagement. All pupils will make progress from their starting points. They will develop both as independent and interdependent learners.

Children will be able to apply their understanding of society to their interactions with their peers in the classroom and to the wider community of which they are a part. Our children will become life-long learners; building on their knowledge, throughout their education and into their adult life. Their communication skills will be supported, allowing them to effectively impart their knowledge and enthusiasm onto others.

Through the teaching of PHSE, long term the children will:

- Develop many of the skills needed for modern life, such as staying safe and managing finances.
- Develop their emotional resilience and be able to face difficult situations themselves.
- Develop the ability to manage the differing relationships that they will have throughout their lives.
- Build their self-esteem, resilience and empathy.

SEND in PSHE:

To overcome potential barriers to learning in PSHE, some pupils may need:

Assessment in PSHE:

- Through discussions with children, exploring their prior knowledge and what they have learnt in previous years.
- Through the levels of well-being and happiness in the children at school.
- Feedback from parents and children.

Role of the co-ordinator:

- Monitor the progress of children, through discussions with both children and teachers.

- Provide support to colleagues.
- Be a supportive and approachable person that children feel comfortable talking to.