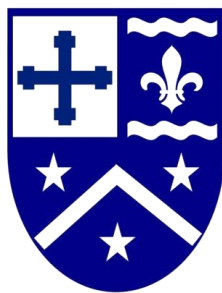


CHETWYND JUNIOR SCHOOL

PSHE

CURRICULUM PROVISION



SPRING TERM 2020

Next Review SPRING TERM 2021

Chair of Governors

A handwritten signature in black ink, appearing to be 'SVC' followed by a flourish.



PSHE Rationale

What do we want children to <u>learn</u>?	- To know what it's like to feel 'special'. - To develop confidence and responsibility and make the most of their abilities. - To prepare to play an active role as caring, responsible citizens within the community. - To develop a healthy safer lifestyle, protecting themselves from vulnerability. - To develop good relationships and respect the differences between themselves and others. - To develop a value system within a moral framework. - To manage their feelings and be supportive of others. - To know who to go to when they need help. - To know how to solve personal problems.
What do we want children to be able to <u>do</u>?	- Teachers will use elements from the 'Cambridge PHSE' Primary Scheme. - Children will explore Themes of: Myself and My Relationships. Citizenship. Healthy & Safer Lifestyles. Protective Behaviours. 'All About Me' respect yourself sex education programme. - Teachers will incorporate British Values and the Prevent agenda in their teaching.
What <u>experiences</u> do we want children to have?	- Every Year group will experience/have time to develop communication skills, group work, emotional wellbeing and taking responsibility for actions. - Pupils will understand the wider world and be aware of their role within it. - A range of visitors will support and enhance the PSHE learning. - Children's 'lived experience' at school will be one of care and consideration towards them by both adults and children alike. - Children will have an understanding of what it's like to be a 'Chetwynd Child'.
What <u>values</u> do we want to promote?	- Pupils will have a positive view of themselves and their role in society. - Children will have an understanding of emotions and be able to maintain good mental health and wellbeing. - Children will be able to develop good relationships and respect the differences between themselves and others. - Children will appreciate the values of kindness, helpfulness, thoughtfulness and consideration of others. - Chetwynd children are made to feel 'special'. - Children will appreciate the value of 'good manners' as part of their make-up.
What will be '<u>special</u>' about Chetwynd Curriculum?	- Chetwynd draws upon community support to enrich the PSHE curriculum e.g. PCSO – healthy, safe lifestyle re: drug awareness, knife crime. - Victim support – antibullying. - Pupils will reflect on and engage with relevant national and local events e.g. Earth hour, Warwickshire Cadet Program, Healthy Schools Week, Mindfulness and Wellbeing Team. - Children have engaged in drawing up their own Self Evaluation Form (SEF) to further improve the school.



PSHE OVERVIEW 2018-2019

AUTUMN		SPRING	SUMMER
Yr 3/4	Yr 5/6	All Year groups	All Year groups
Myself and My relationships Beginning and Belonging - What does it feel like to be new or to start something new? - What helps me to feel like I belong and am valued in school? - How can I make other people feel welcome? - What will help us to feel safer and to learn well in our class and school? - What different rules do we sometimes need in different places? - How can I manage my feelings and calm them down if necessary? - Who can I talk to when I need help? Emotions - What is special about me and other people? - How can I communicate my emotions? - How do I cope with difficult emotions? - How can I deal with fears and worries? - How do my actions and emotions affect the way I and others feel? - How do I care for other people's feelings? - Who can I talk to about the way I feel? - How can I disagree without being disagreeable?	Myself and my relationship Beginning and belonging - How do we make sure we feel safe in our class and school? - How do we build good relationships in our class? - How do we make new people feel welcome and valued? - How do I feel when I do something new? - Which ways to calm down work for me? - How do I solve problems? - Who can I talk to when I need help? - How can I help and support other people? Emotions - What am I good at? - What do I find difficult? - What do I feel proud of about myself? - How do I manage strong emotions? - What can I do when I realise I'm in a bad mood? - How do I recognise how other people feel and respond to them? - How do I cope when I disagree with someone? - How and from whom do I get support when things are difficult? - Marle Hall Residential (Year 6).	Children's SEF. PCSO – Knife crime Year 6 – 22 nd January. Delivered by Carly Davies, 3 workshops for Year 6 'Mindfulness'. PCSO – Knife crime Year 6 – 29 nd January. Delivered by Carly Davies, 3 workshops for Year 6. Safer Internet Day/ gaming / social media. 'All about me'. Health and Hygiene. Healthy and Safer lifestyles. Influences and taking responsibility. Revisit mindfulness. Healthy school week. Working together. Myself and my relationships. Anti – Bullying. Castleton Residential (Year 5).	Revisit mindfulness. Manor residential (Year 4). Economic well-being. SATs week. Economic well-being. Homelessness. Send My friend to school campaign. Prevent. Preventive Behaviours – revisit. Feed the Hungry. Foodbank. Save the Children. Seal Materials – Transition.

PSHE Skills to be covered through knowledge and progression (3D Dimensions)

	Relationships	Health and Wellbeing	Living in the wider World	Protective Behaviours/All About Me
Years 3 and 4 Autumn Term	- LKS2 living in the wider world Unit 3 discrimination Lesson 1 Gender stereotypes. - Clear messages. - Recognise that there are many ways to communicate. - Understand the need to communicate clearly. - Understand why it is important to listen to others. - How to Listen. - Understand why it is important to listen to others. - Responding to others.	- LKS2 Unit 1 Health – Physical, emotional and Mental. - Know that mental wellbeing is a normal part of daily life, in the same way as physical health. - Know and understand the difference between the terms physical, emotional and mental health - Become more Self-aware. - Understand why setting goals is important - Identifying strengths - - Setting goals - Make a connection between their learning, the world of work and there future economic wellbeing. - Begin to set personal goals - Setting Goals. Activity here – Secondary school open day, explore colleges or courses invite a visitor in to talk about their career.		SEAL program. Theme: - We have the right to feel safe all the time. - There is nothing so awful we can't talk about it with someone. - Aim: Explore emotions and feelings - Explore rights and responsibilities - Identify a network of support - Explore unsafe feelings and recognise warning signs. - Children are provided with the knowledge to make informed decisions about their wellbeing, health and relationships. - High quality, evidenced-based and age-appropriate teaching of these subjects can help pupils to develop resilience, to know how and when to ask for help. - Children have the right to honest, open and factual information to help better form their own beliefs and values, free from bias.
Spring Term		- Core theme Health and Wellbeing LKS2 Health and Well Being Unit 6 safety Lessons 1 to 6: E- Safety to internet use. - Healthy Lifestyles - A Balanced approach. - Understand the meaning of the word 'healthy'. - Physical exercise - Know the risks associated with an inactive lifestyle (including Obesity). - Know the recommended guidelines for physical activity and understand the reasons for them. - Lifestyle choices - Know the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. - Sleep - Know the importance of getting sufficient good quality sleep and that lack of sleep can affect weight, mood and ability to learn.	- Rules and responsibilities. - Understand why rules are needed in different situations. - Recognise that rules may need to be changed. - Thinking ahead. - Understand why it is important to plan ahead and think of potential consequences as a result of their actions. 1 Gender stereotypes (Alternative to UYP Warwickshire campaign). - Taking the lead. - Understand why it is important to behave responsibly. - Recognise that actions have consequences.	

PSHE Skills to be covered through knowledge and progression (3D Dimensions)

	Relationships	Health and Wellbeing	Living in the wider World	Protective Behaviours/All About Me
Year 3 and 4 Summer Term	- Working together - Understand why it is important to work collaboratively. - Reactions. - Know how to recognise the difference between isolated hostile incidents and Bullying. - Self – Worth. - Understand what self – esteem is and why it's so important. - Know how to communicate their opinions in a group setting. - Persistence and Resilience. - Understand the terms 'resilience' and 'persistence' and why these character traits are important. - Negative persistence. - Know about the different types of bully (including cyberbullying), the impact of bullying, responsibility of bystanders (primarily reporting it to an adult) and how to get help. - Know how to recognise bullying behaviour. - Race and Ethnicity. - Know the importance of self-respect and how this links to their own happiness. - Learn about racial discrimination and its impact on society past and present. - Connections. - Understand we are all connected by our similarities. - Religious views. - Understand and appreciate the range of different cultures and religions represented within school. - Learn about the need for tolerance for those of different faiths and beliefs. - Know what a stereotype is and how they can be unfair negative or destructive. - Understand the term 'diversity' and appreciate diversity within school. - Learn about the need for tolerance for those who are different from us.	- Understand that everyone has different strengths and weaknesses. - identifying strengths - Know how to set realistic goals. - Understand how to break down the steps needed to achieve a goal.	- Self-Worth. - Understand what self-esteem is and why its so important. - Know how to communicate their opinions in a group setting. - Persistence and Resilience. - Understand the terms 'resilience' and 'persistence' and why these character traits are important. - Religions vies – know what a stereotype is and how they can be unfair negative or destructive. - Understand the term 'diversity' and appreciate diversity within school. - Learn about the need for tolerance for those who are different from us. - Money choices. - Learn about and reflect on their own spending habits and choices. - Understand why financial management and financial planning is important from a young age.	SEAL program. Theme: - We have the right to feel safe all the time. - There is nothing so awful we can't talk about it with someone. - Aim: Explore emotions and feelings - Explore rights and responsibilities - Identify a network of support - Explore unsafe feelings and recognise warning signs. - Children are provided with the knowledge to make informed decisions about their wellbeing, health and relationships. - High quality, evidenced-based and age-appropriate teaching of these subjects can help pupils to develop resilience, to know how and when to ask for help. - Children have the right to honest, open and factual information to help better form their own beliefs and values, free from bias.



PSHE Skills to be covered through knowledge and progression (3D Dimensions)

	Relationships	Health and Wellbeing	Living in the wider World	Protective Behaviours/All About Me
Years 5 and 6 Autumn Term	- Challenge unconscious bias within the police service regarding stereotyping. - Promote equality and inclusivity within society. - Increase recruitment of females. - Encourage both children and adults to realise their potential and take action. - Confidentiality – know the importance of permission seeking and giving in relationships with friends, peers and adults. - Recognise that there are different ways to communicate. - Understand the need for confidentiality in certain situations. - Listening – know how to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict. - Working together - - Team work - Understand there are many situations in which team work is necessary.	- Unit 1 Health – Physical, emotional and Mental. - Know that mental wellbeing is a normal part of daily life, in the same way as physical health. - Know that there is a basic synergy between physical, emotional and mental health. - Physical illness. Know how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. - Healthy Minds. To know when to seek support including which adults to speak to in school if they are worried about their health. - To know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available and accessed early enough.		SEAL program. Theme: - We have the right to feel safe all the time. - There is nothing so awful we can't talk about it with someone. - Aim: Explore emotions and feelings - Explore rights and responsibilities - Identify a network of support - Explore unsafe feelings and recognise warning signs. - Children are provided with the knowledge to make informed decisions about their wellbeing, health and relationships. - High quality, evidenced-based and age-appropriate teaching of these subjects can help pupils to develop resilience, to know how and when to ask for help. - Children have the right to honest, open and factual information to help better form their own beliefs and values, free from bias.
Spring Term	- Responding - Recognise there are many ways to communicate - Understand the need to both listen and speak when communicating with others. - Listening - Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others if needed. - Know and understand the importance of listening to others - Understand the role of the listener in any relationship. Family Links - Know that stable caring relationships are important. Know and understand how the make-up of family units can differ. - Understand the need to develop teamwork skills. - Physical contact – Marriage. - Online relationships.	- Health and Wellbeing Unit, Safety Lessons: - To know how to be a discerning consumer of information online including understanding that information, including from search engines, is ranked, selected and targeted. - Food Choices - Know the principles of planning and preparing a range of healthy meals. - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Cooking - Know what constitutes a healthy diet (including understanding calories and other nutritional content). - Know how to cook and apply the principles of nutrition and healthy eating. - Prepare and cook with a variety of ingredients, using a range of techniques - Identified strengths - Recognise their strengths and how they can contribute to different groups. - Identify and talk about their own and others strengths. - Aspirations - Identified strengths. - Be able to reflect on past achievements	- Rules and responsibilities - Structure. - Understand why structure is needed in different situations. - Understand the term 'Anarchy' and understand the implications of living in an anarchic society. - Law and Order - Know and understand the meaning of the following: - democracy, sovereignty, dictatorship, government, monarchy. U. N. Rights. - Learn about organisations such as the UN. - Understand the importance and significance of equal rights.	



PSHE Skills to be covered through knowledge and progression (3D Dimensions)

Year 5/6 Summer Term	• Mental Wellbeing • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know that bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. • Know that the same principles apply to online relationships as to face to face relationships. • Know how to critically consider their online friendships. • Know that the internet can often be a negative place.	• Recognise achievements of others as being worthwhile and important. • Setting goals. • Make a connection between their learning, the world of work and their future economic well being • Begin to set personal goals • Activity here – secondary school open day, explore colleges or courses invite a visitor in to talk about their career.	• Budgeting. • Learn about budgeting and what it means to budget. • Understand why financial management and planning is important from a young age. • Economic awareness. • Lesson 2 consumer sense. • Know and understand financial terms such as loan, interest tax and discount. • Understand why aspirations are important in helping to plan for the future. • Generating an income – Understanding the principles of enterprise, profit and loss. • Activity Generate income for charity. • Know and understand the principles of charity work. Raise money for charity.	SEAL program. Theme: • We have the right to feel safe all the time. • There is nothing so awful we can't talk about it with someone. • Aim: Explore emotions and feelings • Explore rights and responsibilities • Identify a network of support Explore unsafe feelings and recognise warning signs. • Children are provided with the knowledge to make informed decisions about their wellbeing, health and relationships. • High quality, evidenced-based and age-appropriate teaching of these subjects can help pupils to develop resilience, to know how and when to ask for help. • Children have the right to honest, open and factual information to help better form their own beliefs and values, free from bias.
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PSHE Skills to be covered through knowledge and progression (Cambridge Scheme)



	Relationships	Health and Wellbeing	Living in the wider World	Protective Behaviours/All About Me	Enrichment
All Year Groups Chetwynd Values Curriculum	Children are invited to write a SEF for the school. PCSO carries out work on; Knife crime, Drug and alcohol abuse and peer pressure/A Year 5 Police Cadet programme/A Year 6 transition programme about taking responsibility. Mindfulness sessions are provided each term. Additional sessions for Year 6 Summer term. All children engage in Safer Internet Day/ gaming / social media. Health and Hygiene is promoted to all children. Healthy and Safer lifestyles are promoted. Children are encouraged to take responsibility for their own actions. School Council organise 'Healthy school week'. Residential visits promote Respect, Responsibility, Team Work and Challenge. Year 3 Camping Night. Year 4 Manor Adventure. Year 5 Castleton. Year 6 Marle Hall. Children are trained on Prevent. Children engage in charity work; Send My friend to school campaign, Feed the Hungry, Foodbank, Save the Children, Child Line (Year 6) and personal charities. Children learn about Homelessness. Enrichment • Anti Bullying week 11th – 15th November introduce the theme and the debate: • 'Change starts with us.' • It asks the question: Who is responsible for making the school a happy and safe place • Internet and digital awareness. • Stereotyping in the media. Uncover Your Potential – Warwickshire Police campaign to: • Challenge unconscious bias within the police service regarding stereotyping • Promote equality and inclusivity within society • Increase recruitment of females • Encourage both children and adults to realise their potential and take action.				



All YEAR GROUPS PSHE OVERVIEW 2019 - 2020

Content:

- Ground Rules/Class Charters.
- Responsibilities.
- Belonging.
- New situations.
- Meeting new people.
- Managing feelings.
- Calming down.
- Making choices.
- Problem solving.
- Asking for help.
- Network for support.
- Understanding feelings.
- Coping with feelings.
- Communicating emotions.
- Impact of emotions.
- Sharing feelings with others.
- Impulsive behaviour.
- Stopping and thinking before acting.
- Relaxation.
- Assertiveness.
- Help and Support.
- New experiences.
- Managing emotions.
- Self awareness.
- Feelings, thoughts, behaviours.
- Mental health and what affects it.
- Mood changes.
- Worry and anxiety.
- Managing strong feelings.
- Empathy.
- Assertiveness.