




“We may not be able to prepare the future for our children, but we at least can prepare our children for the future” – Franklin D Roosevelt

Curriculum Intent	
<p>At Fieldhead Carr Primary School, PSHE underpins our curriculum. We believe that PHSE is the main way in which we can ensure that our pupils are receiving a curriculum that is relevant to the lives they live today and that also prepares them for the future. As a school our primary commitment is to support children in developing a secure sense of self, empathy and understanding of those around us and the ability to reason and critically evaluate information they encounter. Through our PHSE curriculum we aim to develop learners' self-esteem and a sense of personal responsibility. We aim to promote self-respect, respect for others and celebrate diversity. We equip learners to live safe and healthy lives and prepare them for the choices and opportunities for lifelong learning. We foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship and empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally. We hope to prepare learners for the challenges, choices and responsibilities of work and adult life.</p>	
Purpose of Study	
Philosophical 	<p>Our curriculum is designed to take into account that some of our children have pre-existing issues with self-esteem, resilience, community awareness, narrow social experiences, children with trauma in their history, empathy, effective communication, confidence, self-awareness and lack of formative experiences.</p> <p>PHSE is delivered daily in CREW sessions. Crew sessions begin with all children sat in a circle. This ensures that all children can be seen and that the group can demonstrate active listening skills during the session. All sessions comprise of three parts: 'The Big Question' I'm checked in and ready for learning (KS1 & KS2) or Feeling Circle (FS1 & FS2), 'The Big Idea' and 'Linked to my life'. Each session includes an overall learning intention and specific learning outcomes (based on knowledge and understanding, skills and the development of attitudes). The focus of week's session is cohesive and forms a progression in thinking about an idea.</p>
Linked to my Life 	<p>Our CREW sessions constantly ask children to apply what they have learned to their own lives. The structure of morning Crew sessions leads to this every day: The Big Question, The Big Idea and Linked to my Life. Children are therefore expected to apply PSHE knowledge from across our curriculum to situation in their own lives. We then encourage and scaffold children in using this skills in their own lives, both in and out of school.</p>
Practical Skills 	<p>All sessions are speaking and listening based and give children daily chance to develop their confidence in public speaking and in sharing their ideas with others. Teachers plan a wide range of activities for children to share their feelings and opinions such as debates, conscious alley, thumbs up thumbs down, art work, drama, anonymous posting, mindfulness techniques, cooking and many more to engage children.</p>

Knowledge

We use a wide range of resources to deliver our PSHE curriculum as it is essential that every child sees themselves in the materials we use. We are careful to ensure that resources take into account a diverse range of Race, Ethnicities and Sexual identities. In this way, children understand that individuality is to be respected and valued. For our children we feel a themed approach helps to make the concepts hang together more effectively. We continue to use the Islington Primary Scheme of work that has been adapted by the Leeds Healthy Schools team and is titled "You, Me, PSHE". It provides primary schools with a clear and progressive PSHE curriculum. As part of the scheme, PSHE has been divided into 7 different strands of learning: Sex and relationship education, physical health and wellbeing, mental health and emotional wellbeing, keeping safe and managing risk, Careers, financial capability and economic wellbeing and Identity, society and equality. In addition, to ensure that children get the chance to develop effective critical thinking skills and a grasp of developing and maintaining good mental health practices, we also use resources from: Mindmate, SEAL, The PSHE Association, Stone Wall resources, Credit Union Lifesavers, Enterprise and RNLI water safety resourcing.

Assessment and recording for long term knowledge retention:

Teaching staff use a mix of formative and summative assessment on PSHE. These are informal, continuous and on-going and identify the needs of the individual pupils. On some occasions a pupil is referred to the learning mentor for Thrive intervention. This may be for self-esteem groups, attendance, behaviour etc. This assessment happens incidentally during classroom activities through observational teacher judgement which inform the planning of the pupil's future activities and needs. This information is shared between year groups as the pupils move on through the school so that the progress made is evident. Termly, teachers use the PSHE assessment document to assess children's attainment; this is then recorded on Insight.

Progression of Skills

	Sex and relationship education	Drug, alcohol and tobacco education	Physical health and wellbeing	Mental health and emotional well-being	Keeping safe and managing risk	Careers, financial capability and economic wellbeing	Identity, society and equality
FS1	Learn the names of the main parts of the body	Pupils can name everyday substances that may be found in the home or the school	Use pictorial reminders for other children of hygiene routines, such as flushing toilet and washing hands	Pupils recognise, name and own everyday feelings such as happy, sad, cross, worried, etc	Pupils make simple choices between activities, food Pupils think about being well and unwell	Know the people who look after them	Pupils can recognise some of the things that make them special
FS2	Learn the names of parts of the body	Pupils can name everyday substances that may be found in	Pupils understand the idea of growing from young to old.	Pupils recognise, name and own everyday feelings	Pupils can explain why it is important to	Know the people who look after them and their different	Pupils can recognise some of the things

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		the home or the school Pupils identify which substances are safe and which are not safe for them to use	Pupils know personal likes, dislikes and preferences	such as happy, sad, cross, worried, etc Pupils know some of the things that can cause different feelings	take responsibility at school and at home Pupils talk about medicines, their use and safety considerations	roles and responsibilities Understand that there are differences and similarities between people Understand how money is used	that make them special Pupils can describe ways they are similar and different to others Pupils understand how their behaviour can affect others Pupils can challenge unhelpful behaviour in a positive way
Year 1	Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils learn about different types of family	Pupils learn about what can go into bodies and how it can make people feel Pupils learn about what can go on to bodies and how it can make people feel	Pupils learn about food that is associated with special times, in different cultures Pupils learn about active playground games from around the world Pupils learn about sun-safety	Pupils learn about different types of feelings Pupils learn about managing different feelings Pupils learn about change or loss and how this can feel	Pupils learn about safety in familiar situations Pupils learn about personal safety Pupils learn about people who help keep them safe outside the home	Pupils learn about where money comes from and making choices when spending money Pupils learn about saving money and how to keep it safe Pupils learn about the different jobs people do	Pupils learn about what makes themselves and others special Pupils learn about roles and responsibilities at home and school Pupils learn about being cooperative with others
Year 2	Pupils learn to understand and respect the differences and similarities between people	Pupils learn why medicines are taken Pupils learn where medicines come from	Pupils learn about eating well Pupils learn about the importance of physical activity, sleep and rest	Pupils learn about the importance of special people in their lives Pupils learn about making	Pupils learn about keeping safe in the home, including fire safety Pupils learn about keeping safe outside	Pupils learn about the different jobs people do	Pupils learn about what makes themselves and others special Pupils learn about roles and

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	<p>Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils learn the biological differences between male and female children</p> <p>Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils learn about different types of family and how their home-life is special</p>	<p>Pupils learn about keeping themselves safe around medicines</p>	<p>Pupils learn about the people who help us to stay healthy and well and about basic health and hygiene routines</p>	<p>friends and who can help with friendships</p> <p>Pupils learn about solving problems that might arise with friendships</p>	<p>Pupils learn about road safety</p>		<p>responsibilities at home and school</p> <p>Pupils learn about being cooperative with others</p>
Year 3	<p>Pupils learn about different types of family and how their home-life is special</p>	<p>Pupils learn the definition of a drug and that drugs (including</p>	<p>Pupils learn about making healthy choices about food and drinks</p>	<p>Pupils learn about celebrating achievements and setting personal goals</p>	<p>Pupils learn to recognise bullying and how it can make people feel</p>	<p>Pupils learn about what influences people's choices about spending and saving money</p>	<p>Pupils learn about valuing the similarities and differences</p>

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		<p>medicines) can be harmful to people</p> <p>Pupils learn about the effects and risks of smoking tobacco and second-hand smoke</p> <p>Pupils learn about the help available for people to remain smoke free or stop smoking</p>	<p>Pupils learn about how branding can affect what foods people choose to buy</p> <p>Pupils learn about keeping active and some of the challenges of this</p>	<p>Pupils learn about dealing with put-downs</p> <p>Pupils learn about positive ways to deal with set-backs</p>	<p>Pupils learn about different types of bullying and how to respond to bullying incidents</p> <p>Pupils learn about what to do if they witness bullying</p>	<p>Pupils learn how people can keep track of their money</p> <p>Pupils learn about the world of work</p>	<p>between themselves and others</p> <p>Pupils learn about what is meant by community</p> <p>Pupils learn about belonging to groups</p>
Year 4	<p>Pupils learn about different types of family and how their home-life is special</p>	<p>Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</p> <p>Pupils learn about the effects and risks of drinking alcohol</p> <p>Pupils learn about different patterns of behaviour that are related to drug use</p>	<p>Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</p> <p>Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</p> <p>Children learn about the importance of getting enough</p>	<p>Pupils learn about celebrating achievements and setting personal goals</p> <p>Pupils learn about dealing with put-downs</p> <p>Pupils learn about positive ways to deal with set-backs</p>	<p>Pupils learn how to be safe in their computer gaming habits</p> <p>Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <p>Pupils learn about what to do in an emergency and basic emergency first aid procedures</p>	<p>Pupils learn about the world of work</p>	<p>Pupils learn about Britain as a democratic society</p> <p>Pupils learn about how laws are Made</p> <p>Pupils learn about the local council</p>

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Year 5	<p>Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils learn the physical changes associated with puberty</p> <p>Pupils learn about menstruation and wet dreams</p> <p>Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils learn strategies to deal</p>	<p>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>Pupils learn about different influences on drug use –alcohol, tobacco and nicotine products</p> <p>Pupils learn strategies to resist pressure from others about whether to use drugs –smoking drugs and alcohol</p>	<p>sleep</p> <p>Pupils learn that messages given on food adverts can be misleading</p> <p>Pupils learn about role models</p> <p>Pupils learn about how the media can manipulate images and this may not reflect reality</p>	<p>Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</p> <p>Pupils learn about times of change and how this can make people feel</p> <p>Pupils learn about the feelings associated with loss, grief and bereavement</p>	<p>Pupils learn about keeping safe online</p> <p>Pupils learn that violence within relationships is not acceptable</p> <p>Pupils learn about problems that can occur when someone goes missing from home</p> <p>Pupils learn about crime</p>	<p>Pupils learn that money can be borrowed but there are risks associated with this</p>	<p>Pupils learn about stereotyping, including gender stereotyping</p> <p>Pupils learn about prejudice and discrimination and how this can make people feel</p>

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	with feelings in the context of relationships Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it						
Year 6	Pupils learn about the changes that occur during puberty Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils learn about human reproduction in the context of the human lifecycle Pupils learn how a baby is made and grows (conception and pregnancy)	Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs Pupils learn about assessing the level of risk in different situations involving drug use Pupils learn about ways to manage risk in situations involving drug	Pupils learn about how the media can manipulate images and this may not reflect reality	Pupils learn what mental health is Pupils learn about what can affect mental health and some ways of dealing with this Pupils learn about some everyday ways to look after mental health Pupils learn about the stigma and discrimination that can surround mental health	Pupils learn about feelings of being out and about in the local area with increasing independence Pupils learn about recognising and responding to peer pressure Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour) Pupils learn about the role of the police	Pupils learn about enterprise Pupils learn what influences people's decisions about careers	Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils learn about people who have moved to Leeds from other places, (including the experience of refugees) Pupils learn about human rights and the UN Convention on the

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	Pupils learn about roles and responsibilities of carers and parents Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Pupils learn that contraception can be used to stop a baby from being conceived	use					Rights of the Child Pupils learn about homelessness

Content overview

	Sex and relationship education	Drug, alcohol and tobacco education	Physical health and wellbeing	Mental health and emotional well-being	Keeping safe and managing risk	Careers, financial capability and economic wellbeing	Identity, society and equality
FS1	<u>SEAL</u> Changes Getting on and falling out Relationships Say no to bullying			<u>SEAL</u> Good to me be		<u>SEAL</u> Going for goals	
FS2	<u>SEAL</u> Changes Getting on and falling out Relationships Say no to bullying	<u>Islington</u> What do we put into our bodies?	<u>Islington</u> Fun times	<u>Islington</u> Feelings <u>SEAL</u> Good to me be	<u>Islington</u> Feeling safe <u>SEAL</u> Say no to bullying	<u>Islington</u> My money <u>SEAL</u> Going for goals	<u>Islington</u> Me and Others
Year 1	<u>Mindmate</u> Friends and family	<u>Islington</u> What do we put into our bodies?	<u>Islington</u> Fun Times	<u>Islington</u> Feelings <u>Mindmate</u>	<u>Islington</u> Feeling Safe <u>PSHE association</u>	<u>Islington</u> My Money <u>SEAL</u>	<u>Islington</u> Me and Others <u>Mindmate</u>

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	<u>Mindmate</u> Life changes Solving problems and making it better <u>SEAL</u> Changes Getting on and falling out Relationships Say no to bullying			Feeling good and being me Strong emotions <u>SEAL</u> Good to me be <u>PSHE association</u> Mental health	Personal safety <u>SEAL</u> Say no to bullying	Going for goals <u>PSHE Association</u> Money and careers	Being the same and being different <u>PSHE Association</u> Community and responsibility
Year 2	<u>Islington</u> Boys, girls and families <u>Mindmate</u> Friends and family Life changes	<u>Islington</u> Medicines and Me	<u>Islington</u> What keeps me healthy?	<u>Islington</u> Friendship <u>Mindmate</u> Feeling good and being me Strong emotions	<u>Islington</u> Indoors and outdoors <u>PSHE association</u> Personal safety <u>SEAL</u> Say no to bullying	<u>SEAL</u> Going for goals <u>PSHE Association</u> Money and careers	<u>Mindmate</u> Being the same and being different <u>PSHE Association</u> Community and responsibility

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	<p>Solving problems and making it better</p> <p><u>SEAL</u> Changes</p> <p>Getting on and falling out</p> <p>Relationships</p> <p>Say no to bullying</p>			<p><u>SEAL</u> Good to me be</p> <p><u>PSHE association</u> Mental health</p>			
Year 3	<p><u>Mindmate</u> Friends and family</p> <p>Life changes</p> <p>Solving problems</p> <p><u>SEAL</u> Changes</p>	<p><u>Islington</u> Tobacco is a drug</p> <p><u>PSHE Association</u> Drug and alcohol education</p>	<p><u>Islington</u> What helps me choose?</p>	<p><u>Islington</u> Strengths and challenges</p> <p><u>Mindmate</u> Feeling good and being me</p> <p>Strong emotions</p>	<p><u>Islington</u> Bullying: see it, stop it, say it</p> <p><u>PSHE association</u> Personal safety</p> <p><u>SEAL</u> Say no to bullying</p>	<p><u>Islington</u> Saving, spending and budgeting</p> <p><u>SEAL</u> Going for goals</p> <p><u>PSHE Association</u> Money and careers</p>	<p><u>Islington</u> Celebrating difference</p> <p><u>Mindmate</u> Being the same and being different</p> <p><u>PSHE Association</u></p>

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	<p>Growing up and changing</p> <p><u>Mindmate</u> Solving problems and making it better</p> <p>Life changes</p> <p>Friends and family</p> <p><u>SEAL</u> Changes</p> <p>Getting on and falling out</p> <p>Relationships</p> <p><u>PSHE association</u> Growing up and changing</p>	<p>Different influences</p> <p><u>PSHE Association</u> Drug and alcohol education</p>	<p>In the media</p> <p><u>Mindmate</u> Feeling good and being me</p>	<p>Dealing with feelings</p> <p><u>Mindmate</u> Strong emotions</p> <p><u>SEAL</u> Good to me be</p> <p><u>PSHE association</u> Mental health</p>	<p>When things go wrong</p> <p><u>PSHE association</u> Personal safety</p> <p><u>SEAL</u> Say no to bullying</p>	<p>Borrowing and earning money</p> <p><u>SEAL</u></p> <p>Going for goals</p> <p><u>PSHE Association</u> Money and careers</p>	<p>Stereotypes, discrimination and prejudice</p> <p><u>PSHE Association</u> Community and responsibility</p>
Year 6	<u>Islington</u>	<u>Islington</u>	<u>Mindmate</u>	<u>Islington</u>	<u>Islington</u>	<u>SEAL</u>	<u>Islington (Y5)</u>

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	<p>Healthy relationships How a baby is made</p> <p><u>Mindmate</u> Life changes</p> <p>Friends and family</p> <p><u>SEAL</u> Changes</p> <p>Getting on and falling out</p> <p>Relationships</p> <p><u>PSHE association</u> Growing up and changing</p> <p>Relationships and sex education</p>	<p>Weighing up risk</p> <p><u>PSHE Association</u> Drug and alcohol education</p>	<p>Solving problems and making them better</p> <p>Feeling good and being me</p>	<p>Healthy minds</p> <p><u>Mindmate</u> Solving problems and making them better</p> <p>Being the same and being different</p> <p>Strong emotions</p> <p><u>SEAL</u> Good to me be</p> <p><u>PSHE association</u> Mental health</p>	<p>Keeping safe out and about</p> <p><u>PSHE association</u> Personal safety</p> <p><u>SEAL</u> Say no to bullying</p>	<p>Going for goals</p> <p><u>PSHE Association</u> Money and careers</p>	<p>Stereotypes, discrimination and prejudice</p> <p><u>Islington (Y6)</u> Human rights</p> <p><u>Mindmate (Y5)</u> Being the same and being different</p> <p><u>PSHE Association</u> Community and responsibility</p>

