

# Gothic Mede Academy PSHE Curriculum

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of all pupils' education. The government outlined that all schools should teach PSHE, drawing on good practice. At Gothic Mede Academy, we formed our programmes of study based on the needs of the children and the government guidance.

	<b>Autumn</b> <i>Developing confidence and responsibility and making the most of their abilities</i>	<b>Spring</b> <i>Preparing to play an active role as citizens                      Developing good relationships and respecting the differences between people</i>	<b>Summer</b> <i>Developing healthy safe lifestyle</i>
<b>Year 1</b>	<i>Importance of rules/participation in school routine                      Likes and dislikes                      Right and wrong                      Naming feelings- linking to experiences                      Acknowledging success                      Setting simple goals</i>	<i>How my behaviour affects others                      Cooperation with others                      Identifying and understanding/respecting differences and similarities                      Caring for family and friends                      Bullying or teasing?</i>	<i>Personal hygiene                      Naming parts of body                      Road safety                      People who help us stay safe</i>
<b>Year 2</b>	<i>Importance of rules                      Fair and unfair                      Feelings linked to coping strategies                      Self esteem /Achievements                      Setting future goals</i>	<i>Looking after the local environment                      Debate-topical issues                      Needs of people and living things                      Responsibility to others                      Belonging to groups/communities                      Sources of money-variety of uses</i>	<i>Choices to improve health and well-being                      Controlling spread of illness                      Growth-progress                      How people's needs change                      Dangers of medicines/household products</i>

<b>Year 3</b>	<i>Importance of rules Opinions and viewpoints on current issues Self esteem Strengths and weaknesses Setting goals</i>	<i>Awareness of others viewpoints Awareness of diversity of values, customs and home life Types of relationships-marriage/friends/family Developing effective relationship skills Awareness of consequences of teasing/bullying/racism- How to ask for help Differences/similarities arising from cultural/religious/gender and disability</i>	<i>What makes a healthy lifestyle - exercise/healthy eating What effects mental health? Reducing spread of bacteria/viruses Responsible behaviour- social skills Road use</i>
<b>Year 4</b>	<i>Importance of rules Facing new challenges by collecting info (PGL) Future career aspirations and skill requirements Money awareness-importance of saving Setting goals</i>	<i>Debate topical issues Importance of laws How to make and change rules Consequences of actions e.g. antisocial/aggressive bullying/racism on individuals/communities Responsibilities/rights at home/school/community- Can sometimes conflict Spiritual/moral/cultural awareness of others Appreciate range of regional/religious/ethnic identities in UK</i>	<i>Puberty talk-body/emotional changes- strategies to deal with feelings Risk awareness in different situations Acceptable/Unacceptable physical contact Peer pressure – Unacceptable/risky behaviour Techniques for resisting pressure/ asking for help Basic emergency first aid</i>

## Purpose of study

Our programme of study identifies the key concepts and skills that underpin PSHE education and helps us to fulfil our statutory responsibility to support pupils' spiritual, moral, social, cultural and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in the Education Act 2002.

## Aims

Our curriculum for PSHE aims to provide pupils with:

- accurate 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

## Attainment targets

By the end of each key stage, pupils are expected to have the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

# Subject content

## Key stage 1

Pupils should be taught:

- the importance of rules and the participation in school routines
- the difference between right and wrong and naming feelings by linking to experiences
- acknowledging success by setting simple goals
- looking after the local environment
- the needs of people and living things
- belonging to groups and or communities
- the choices to improve health and well-being and controlling spread of illness
- the growth and progress of how people's needs change
- the dangers of medicines and household products

## Key stage 2

Pupils should be taught:

- the importance of rules and the opinions and viewpoints on current issues
- future career aspirations and skill requirements through strengths and weaknesses
- how to debate topical issues and the importance of laws
- how to make and change rules
- the consequences of actions e.g. antisocial, aggressive, bullying, racism on individuals and or communities
- the responsibilities and rights at home, school and within the community
- the spiritual, moral and cultural awareness of others
- the appreciation of a range of regional, religious and ethnic identities in the UK
- the changes in the body and with emotions and strategies to deal with feelings
- risk awareness in different situations
- basic emergency first aid responsibility