



## St Chad's CE School PSHE Curriculum Overview

'A Future with Hope' Jeremiah 29:11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our programme of learning for PSHE is complemented by teaching in RE, worship time (particularly Window on the World and Godly Play), Computing online safety/social media, Science learning about the body and healthy lifestyles, PE and sporting opportunities, the characteristics of learning project, reflection time, Kagan strategies, Empathy circles and the wider opportunities provided by our rich curriculum. All learning is recorded using our class books. Materials for PSHE are taken from Jigsaw Education, Zones of Regulation, Kagan Strategies, Amazing People and our school created resources.						
	Health and Wellbeing		Dreams, Goals and Character		Relationships Celebrating Differences	
Reception	Establishing routines and school behaviour expectations including lunchtimes Introducing learning about our feelings and the Zones of Regulation. Learning about tools for regulating and to recognise what can help us, as individuals, to learn Showing an understanding of healthy foods. Developing how to toilet independently and manage hygiene e.g. hand washing Making healthy choices about food, drink, activity and toothbrushing.		Showing confidence in choosing resources and perseverance when carrying out an activity. Being confident in the familiar school environment. Being confident to have a go and try new things.		Developing friendships with other children, showing cooperation and resolving any conflict Taking turns when playing with others, listening to their ideas Playing with one or more children, extending and elaborating on play ideas. Playing cooperatively with others.	
EYFS Skills	Self-Regulation ELG Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships ELG Children at the expected level of development will: Work and play cooperatively and take turns with others;					

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	Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.		
EYFS Wider Opportunities	Speak in front of the class Have a classroom job Take part in a performance Engage with visitors who have jobs outside of school Plants seeds/bulbs and watch them grow Take a walk within the school grounds Explore the school grounds in different seasons		
Year 1	Establishing routines and school behaviour expectations Understand that choices have consequences Learning to recognise feelings from each of the Zones of Regulation and what tools we can apply in each zone. Developing empathy and recognising other people's feelings. Understanding the difference between being healthy and unhealthy - relate to food, hygiene and sleep Knowing how to keep safe when crossing the road	Setting simple goals and working towards these Identifying obstacles which make achieving their goals difficult and work out how to overcome them Celebrating success in our own and others goals Learning how enthusiasm can make you feel good and positive through Amy Johnson Discovering who Frida Kahlo was and how resilience helped her and how it can help us to meet goals Thinking about how optimism helps you feel positive, confident and able to meet goals through Jesse Owens Exploring the teamwork skills which helped Walt Disney be successful.	Recognising what is meant by bullying Understanding who to tell if they or someone else has a problem or is feeling unhappy Knowing that people are unique and that it is OK to be different Understanding that families are founded on belonging, love and care Knowing who to ask for help in the school community
Year 2	Establishing routines and revisiting school behaviour expectations Know about rewards and consequences and that these stem from choices Revisiting our emotions (the way we feel inside) and the Zones of Regulation. Understanding that feelings change and that not everyone experiences the same feeling in the same situation.	Choosing a realistic goal and think about how to achieve it Learning how to persevere Learn how adaptability can make you feel more positive in different situations through the story of Abede Bikila. Recognising how questioning things and curiosity help us to achieve through Alan Turing.	Recognising the difference between a one-off incident and bullying Understanding that friends can be different and still be friends

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	<p>Learning about our brains, our sensory needs and how tools can help us to manage our emotions and self-regulate.</p> <p>Knowing what their body needs to stay healthy - food, exercise, hygiene, cleaning teeth</p> <p>Understanding which foods given their bodies energy</p>	<p>Knowing how optimism, positivity and confidence can help people overcome challenges through Helen Keller</p> <p>Learning how perseverance and commitment can help us reach goals through Michaelangelo</p>	
KS1 Empathy Circles	<p>Getting to know each other better.</p> <p>What will happen if...? Give different scenarios for children to understand how this affects others too.</p> <p>Provide various scenario cards, that are real to the class (with names removed). Explore how children feel and reach simple solutions to problems with guidance from adults</p> <p>Pull a name out of a hat &amp; say something positive about that person.</p> <p>What is something you would like to achieve by next week/this term?</p> <p>Talk about something you are good at. Say one good thing about yourself.</p> <p>Talk about a time when something was tricky.</p> <p>How can you help a friend achieve ...? (could offer specific examples - sport, creative)</p> <p>Explore right and wrong - give a scenario &amp; 2 responses. Who is right/wrong?</p> <p>Why do we have rules? Give an example (e.g. road safety) who needs to follow the rules and why?</p> <p>Practise asking for help in the school community by offering a scenario and the children explain how to solve it.</p> <p>What is something you would like to achieve by next week / end of year?</p> <p>What is trust? What does it mean to trust someone?</p> <p>Reinforce that everyone has a voice &amp; their opinions are valid. Encourage children to give their opinion on something (could be an object or image).</p> <p>Show that everyone's opinion may be different and this is okay.</p> <p>Learn how to say no - which scenario would you say no to? E.g. a friend tells you not to play with someone. How can we respond if we feel sad? Angry? Frustrated? Nervous?</p>		
KS1 Kagan Structures	<p>Recognising what working together well looks like</p> <p>Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Stroll Pair Share Fan-n-Pick Numbered Heads Together Popcorn</p>		
KS1 Wider experience	<p>Geography local walk</p> <p>Outdoor learning activities</p> <p>Begin to learn to play a musical instrument (glockenspiel)</p> <p>Speak/Sing in front of an audience in church - Harvest, Christmas, Easter</p> <p>Support a charity in a practical way - Food bank/shoe box appeal</p> <p>Use empathy when exploring Bible stories in Godly Play</p>		

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	<p>Experience a theatre performance Go on a coach to visit a place which will help our learning. Take care of our school environment/allotment/pond Take part in a House Team event Plant bulbs / seeds and watch them grow.</p>		
Year 3	<p>Establishing routines and revising the school behaviour expectations. Recognising that the school has a shared set of values, rules and expectations Knowing why rules are needed and how these relate to choices and consequences Realising that actions can affect others' feelings Developing empathy and recognising other people's feelings using the Zones of Regulation. Understanding our brains, nervous systems and how to regulate our emotional responses using different tools.</p>	<p>Understanding that they are responsible for their own learning Knowing what an obstacle is and how they can hinder achievement and how to take steps to overcome obstacles Recognising what dreams and ambitions are important to them Knowing how enthusiasm, positivity and commitment can improve well being through Da Vinci Exploring empathy and seeing the world through other eyes using the story of Ghandhi Exploring empathy and kindness through Louis Armstrong Investigating building friendships through Confucious</p>	<p>Recognising what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Understanding that conflict is a normal part of relationships Knowing that some words are used in hurtful ways and that this can have consequences Knowing what democracy is (applied to pupil voice in school) Learning some of the skills of friendship, e.g. taking turns, being a good listener</p>
Year 4	<p>Establishing routines and resetting behaviour within the school expectations. Revisiting different feelings and emotions people experience; how feelings and emotions change and what helps people to manage their Zones. Learning about managing feelings and emotions in different situations and getting help, advice and support with feelings and emotions.</p>	<p>Making a new plan and set new goals even if they have been disappointed Recognising that hopes and dreams don't always come true and how to build from disappointment Understanding the positives and negatives of collaboration through Nye Bevan. Learning how curiosity and commitment can make changes in the world through Marie Curie Developing kindness, empathy and friendship through Caroline Chisholm Understanding how resilience helps us achieve challenges through David Livingstone</p>	<p>Understanding that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Recognising the reasons why witnesses sometimes join in with bullying and don't tell anyone Knowing that sometimes people make assumptions about a person because of the way they look or act Identifying ways to resist when people are putting pressure on them Recognising some reasons why people feel jealousy</p>

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			Knowing that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
LKS2 Empathy Circles	<p>How does the action affect the person? (offer scenarios for children to explore).            Play 'half the room' stand-up/ sit down if you like... introduce language majority, minority, half of us etc.            How can we resolve conflict in friendship?            What should the consequence be...? (give different scenarios to discuss).            Look at Martin Luther King speech - what is your dream?            Change places if you like... reading, sunshine, specific colour etc. Talk as you go along about freedom to choose to be different, to have different things we enjoy.            Value cards - get children to order their cards, what matters to you most and why?            What is the best response? Children help to work out what the best reaction to control an emotion may be.</p>		
LKS2 Kagan Structures	<p>Learning how groups work together to reach a consensus            Understanding that others may hold different views            Knowing how to work as part of a successful group            Knowing how to share in the success of a group            Understanding what it means to be a leader within a group            Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together Popcorn            Stand Up, Hand Up, Pair Up All Write Round Robin Quiz-Quiz-Trade Round Robin Variations: Single Round Robin, Continuous Round Robin, Timed Round Robin, Think-Write-Round Robin Round Table Both Record Rally Robin</p>		
LKS2 Wider Opportunities	<p>Visit and stay at the seaside            Take part in an outdoor and adventurous residential            Learn to read music and play a musical instrument within a group (Ocarinas)            Learn to swim and about water safety            Engage in an immersive historical workshop            Take part in a church service through music and drama            Meet someone from a different faith and learn about their traditions            Gain the Archbishop's Young Leaders' Award            Raise awareness about a local issue and support this as part of the AYLA            Take part in House discussions about the news and world issues (Window on the World)            Be part of an empathy/kindness workshop            Work on a task with children from another school            Take part in voting for House Captains</p>		

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	Try a new sporting activity		
Year 5	<p>Establishing routines, independence and expectations for behaviour and learning attitudes.</p> <p>Understanding the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Knowing how to take responsibility for their own health</p> <p>Learning about how we feel and look in each Zone and what tools we can apply in each zone.</p> <p>Exploring how to look after our mental health and deal with stress.</p>	<p>Knowing about a range of jobs that are carried out by people I know</p> <p>Thinking about the types of job they might like to do when they are older</p> <p>Knowing that young people from different cultures/background may have different dreams and goals</p> <p>Exploring how wisdom and reflection help build on past learning through Abraham Lincoln</p> <p>Understanding that perseverance and commitment can help you achieve goals through Mendeleev</p> <p>Recognising how perseverance drives you to not give up through Madam CJ Walker</p> <p>Understanding how courage and empathy helped Harriet Tubman face challenges</p>	<p>Understanding how democracy and having a voice benefits the school community</p> <p>Knowing external forms of support in regard to bullying e.g. Childline</p> <p>Learning that bullying can be direct and indirect</p> <p>Understanding what racism is and why it is unacceptable</p> <p>Knowing that there are rights and responsibilities in an online community or social network</p> <p>Understanding that there are rights and responsibilities when playing a game online</p> <p>Knowing how to stay safe when using technology to communicate with friends</p>
Year 6	<p>Establishing routines and behaviour expectations and our roles as leaders in school.</p> <p>Recognising that personal choices can affect others locally and globally</p> <p>Knowing about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Understanding emotional influences.</p> <p>Learning about stress; what can cause stress and techniques to reduce and cope with feelings of stress and take care of our mental health.</p> <p>Knowing what it means to be emotionally well</p> <p>Understanding how to make choices that benefit their own health and well-being</p>	<p>Recognising their own learning strengths</p> <p>Knowing what their classmates like and admire about them</p> <p>Learning a variety of problems that the world is facing</p> <p>Identifying some ways in which they could work with others to make the world a better place</p> <p>Recognising how courage and commitment can help us work to a common goal through Anna Nzinga Mbande</p> <p>Developing leadership skills through the story of Emmeline Pankhurst</p> <p>Recognising the difference between courage and bravery through Zumbi des Palmares</p>	<p>Recognising that people can hold power over others individually or in a group</p> <p>Knowing that power can play a part in a bullying or conflict situation</p>

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		Understanding how curiosity and commitment might help you to learn through Isaac Newton	
<b>UKS2 Empathy Circles</b>	<p>Explore group situations and dynamics to see different points of view</p> <p>Listen to situations and make decisions on how to reach fair solutions</p> <p>'If I was Prime Minister' - what would be the 3 most important values you would expect of citizens. This could take 2 circles; ideas in one and a mini-speech in another.</p> <p>Look at some of the UN Rights of the Child through the Freedom book and discuss how we apply these in school and the world</p> <p>Explore some of the themes of justice, equality and discrimination from class books</p> <p>Run a debate about an important local, national or global issue to recognise that people have different views and listen to these.</p> <p>Listen to a view in a debate and respond directly or build on the point made.</p> <p>Look at a list of a few of the UN Children's Human Rights. Ask children to cut them out and stick them onto paper in order of importance</p> <p>Explore a global issue which concerns the children and suggest ideas for solutions</p> <p>Identify strengths in other children</p> <p>Celebrate successes of the week and challenges ahead</p>		
<b>UKS2 Kagan Structures</b>	<p>Rally Robin Rally Coach Timed Pair Share Stroll Pair Share Mix-Pair-Share Fan-n-Pick Numbered Heads Together</p> <p>Popcorn Stand Up, Hand Up, Pair Up All Write Round Robin Quiz-Quiz-Trade Round Robin Variations: Single Round Robin, Continuous Round Robin, Timed Round Robin, Think-Write-Round Robin Round Table Both Record Rally Robin Find-the-Fiction Turn Toss</p> <p>Showdown Give One, Get one Jot Thoughts</p>		
<b>UKS2 Wider Opportunities</b>	<p>Be part of the democratic process by standing as a house captain or applying for a job role</p> <p>Train as a playleader</p> <p>Organise an activity for younger children (Sport's Day/Reading/Church service)</p> <p>Perform a play in front of an audience</p> <p>Camp overnight</p> <p>Take part in science and engineering workshops with people in related jobs</p> <p>Engage in a theatre workshop</p> <p>Stay in and explore a well know city</p> <p>Represent school in an event sports, arts, gifted programme, job fair or sports fair</p> <p>Run playtime activities for younger children</p> <p>Be a buddy for a younger children</p> <p>Help to plan and improve the school environment</p>		

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*At St Chad's C of E Primary School personal development is at the heart of everything. Our curriculum is designed around the theme of hope and encourages children to be ambitious with dreams, goals and aspirations. Our school values of truthfulness, hope, thankfulness, forgiveness, courage and justice alongside our characteristics of learning programme prepares our children for life beyond primary school and gives them the building blocks to contribute to society and the ambition to achieve well through building confidence and independence. We develop our social selves and emotional selves through the following:*

### Our Curriculum offer:

PSHE is delivered through Zones of Regulation, the Jigsaw scheme and Amazing People.

This is a mindful approach to PSHE and Health & Wellbeing, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

R.E - Encourages children to think about a range of both religious and non-religious faiths and beliefs.

This includes learning about the ways in which a person's beliefs or religion shapes their life and the choices they make. Supports pupils in beginning to develop their own views and beliefs of the world, whilst encouraging them to respect the views and beliefs of others

In the wider curriculum there are specially selected units of work and literacy texts which also support personal development.

### The development of Modern British Values

The explicit teaching and modelling of modern British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs through discussion and reflection during PSHE lessons, R.E lessons, assemblies including Window on the World. Throughout the curriculum we embed British Values. Within the wider curriculum carefully selected units of work and Literacy texts alongside R.E and PSHE lessons complement this further. Enrichment and wider opportunities provide further support.

### Christian Values

Run through the heart of St Chad's C of E Primary school. These values and our restorative culture ensure that our children develop into well-rounded, caring and responsible citizens ready to embark on further challenges once they leave primary school.

All children are part of a House and house events through sport and other curriculum areas are ran throughout the academic year. Each House also has values which captains develop within their teams.

### Restorative Approaches

Children's mental health and wellbeing is paramount to ensuring that they are in a place conducive to learning. As a restorative community we offer high challenge alongside high support to our community and develop everyone's voice through circles, check ins and time to reflect. Relationships are key within our approach. We offer ELSA, Lego and art therapy, as well as support from our MHST team.

### Characteristics of Learning

**Resilience - Confidence - Collaboration - Positivity - Empathy - Commitment - Reflection**

Our characteristics of learning programme develops these 7 key attributes to ensure our children leave primary school ready to embark on their secondary education, are conscientious members of the community and have the skills to be able to approach challenges and be successful. We provide children with the opportunities and experiences that build up throughout their journey at St Chad's C of E Primary to develop these attributes.

### Enrichment and Wider experiences

Children at St Chad's C of E Primary access a variety of rich wider opportunities that inspire and motivate them. These opportunities support their personal development of the children's character. These experiences include attending a variety of extra-curricular clubs, including sport, art, music and knowledge to allow them to develop talents and interests. They will have opportunities to compete and perform, developing their confidence and independence. Each child will have the opportunity to go on trips that enhance the academic curriculum. Our curriculum includes a collection of rich experiences and key moments that each child at St Chad's C of E should take part in during their time at the school.

### Sport and healthy lifestyle

We promote a healthy lifestyle through many different opportunities. These include learning about healthy eating and the importance of keeping physically fit. We have a variety of sporting competitions locally throughout the year. Trained professionals are brought into the school to develop children's ability and understanding of sport and performance as well as make sure they are aware of the opportunities for them to develop as skilled sport stars. House competition days enhance this further and give all children an opportunity to play competitive sport.

### Inclusion and Equality of Opportunity

Inclusion is at the heart of our community. As a school we ensure that all our community are valued and that all are given equity of opportunities to succeed at whatever they do. Alongside this it is important that all children are educated to and understanding that we are all different and difference should be valued.

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