

PSHE Curriculum Intent 2022

Summary Statement

At Beechwood, the PSHE curriculum is rooted in the school's underlying aims, ethos and values. It is carefully designed to equip our pupils with the knowledge, skills and vocabulary they need to understand and discuss the importance of their physical and mental health, that will both prepare them for the next stage in their education and enable them to live successful lives in the present and future.

The Beechwood PSHE curriculum aims to:

- ensure all pupils develop a coherent knowledge and understanding of personal, social and health education including physical and emotional well-being.
- teach children to understand the key concepts and ideas in PSHE in order to support them to be successful in life.
- equip children with skills to be resilient, confident and independent and help them know how to keep physically and mentally healthy.

Key Concepts and Ideas:

There are a number of important concepts that will be revisited in each PSHE unit as children progress throughout school. This will ensure children learn that these are the key elements of the PSHE curriculum.

Identity, Society and Equality enables pupils to recognise themselves as unique and valued individuals, understanding their similarity and difference to others and the importance of mutual respect and tolerance.

Physical, Mental Health and Well-being enables pupils to understand what makes a healthy lifestyle and helps them to recognise and overcome any potential barriers to achieving this. It allows pupils to identify feelings, and learn strategies for dealing with difficult emotions.

Careers, Financial Capability and Economic Well-being enables pupils to understand the world of work and how to make good financial decisions now and in their futures.

Keeping Safe and Managing Risks enables pupils to understand how to keep themselves safe both inside and outside of the home. This includes understanding legal and illegal drugs and the risks associated with using these.

Sex and relationship education enables pupils to discuss the similarities and differences between males and females. It gives children an understanding of how their bodies will change as they reach maturity and about the reason and risks associated with reproduction.

PSHE body of knowledge – a rationale

Year 1 - Pupils learn about what makes them special, their roles and responsibilities at home, and the importance of co-operation in family relationships. Pupils are introduced to the concept of well-being and taught how this relates to food, exercise and ways people keep themselves safe. Pupils learn about different types of feelings, how to manage them and the impact of life events on how they feel. They learn about different jobs people do and where money comes from. Pupils also learn about safety in a range of familiar situations including personal safety and people who help keep them safe outside the home.

Year 2 - Pupils understanding of wellbeing is broadened by learning more about basic health and hygiene routines, the importance of sleep and rest and about people who help us stay healthy. Pupils gain a deeper understanding of friendships, other people's feelings and their influence on them. The concept of safety is developed when pupils learn how to assess risk, identify dangers and develop strategies for how to deal with dangers. They also learn why medicines are taken, where they come from and how to keep themselves safe around them. In SRE, pupils learn about biological differences between male and female children and about growing from young to old.

Year 3 – Pupils look at similarities and differences in the wider community. The concept of well-being is further developed as pupils learn about the influence advertising and social media can have on their choices and how to overcome some barriers to a healthy lifestyle. Pupils set goals to achieve longer term success and look at

characteristics like resilience that support them to achieve this, discussing positive ways to deal with set-backs. Pupils' understanding of money is deepened as they learn what influences choices about spending and saving money and how they can keep track of their money. The world of work is explored further as pupils look at a wider range of jobs, voluntary and part-time and the skills and attributes needed for these. Different types of bullying are looked at and pupils consider their role in responding to incidents. They are taught definitions of drugs and learn that drugs (including medicines) can be harmful to people. They focus particularly on the effects and risks of smoking tobacco.

Year 4 - Democracy in Ancient Greece is related to Britain as a democratic society. Well-being is explored in greater depth when pupils look at the wider reasons why people make choices about food (religious, moral, cultural or health). They learn about ethical farming, fair trade and seasonality. Safety and risk is revisited as pupils discuss safe computer gaming habits and how to keep safe in their local community. Pupils find out more about drugs (other than medicines) and discuss why people may choose to use them. Pupils are also taught about the effects and risks of drinking alcohol and about different patterns of behaviour that are related to drug use. In SRE, pupils learn about puberty and the changes associated with it.

Year 5 - Children are taught that difference is positive not negative through discussions about stereotyping, including gender stereotyping, prejudice and discrimination and how this can make people feel. They learn about the impact of bias and misleading messages in food adverts, discussing how the media can manipulate images and distort reality. The range of emotions discussed is extended and pupils learn that these can sometimes be conflicting. Positive well-being is linked to strategies to get through difficult feelings associated with change including loss, grief and bereavement. Pupils get first-hand experience of enterprise by fundraising for the whole school Spirit Alive event. They have lessons about how money can be borrowed and the risks associated with this. Pupils learn more about keeping safe by looking at online dangers and considering risks involved in running away. They discuss risks of domestic violence and where to go for help if needed. Pupils learn about risks associated with smoking drugs and discuss strategies to resist pressure from others about whether to use drugs e.g. smoking drugs and alcohol.

Year 6 - Pupils gain a deeper understanding of fundamental British Values. They learn vocabulary associated with mental health and discuss what can affect their wellbeing. Volunteers from the World of Work discuss influences on people's decisions about careers as they consider their own future career and pathways to get there. Pupils consider potential risks in the local area as their independence increases, discussing peer pressure and how to respond to it. They look at the consequences of anti-social behaviour (including gangs and gang related behaviour). They learn more about risks associated with using different drugs. In SRE, pupils learn about positive relationships and respect for others, appreciating the importance of friendship in intimate relationships. The impact of homophobia and gender stereotypes are discussed and they consider the importance of building a culture where these are not tolerated. Human reproduction is taught in the context of the human lifecycle including conception and pregnancy. In addition they learn some myths and misconceptions about HIV.

Relevance to School Curriculum Aims

The Beechwood PSHE curriculum links to the whole school Foundations and Key Principles in the following ways:

Learning is meaningful, relevant and enjoyable

PSHE is taught in an enjoyable way with lots of opportunities for discussion, exploration of ideas and active learning. It is meaningful and relevant for our pupils as it helps them develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.

An extended concept of curriculum provision

PSHE promotes positive working relationships within and outside the school community. Topics are enhanced with visits from a range of experts including D-Side, the police, the NSPCC and Leeds City Council Road Safety Team. PSHE lessons are reinforced through our whole school ethos and messages given by the Inclusion Team, My Mental Health Rocks Projects Workshops, Place2be and from other external agencies.

The development of social and emotional literacy

The teaching of PSHE lessons and discussions within them are structured to enable children to name and communicate their feelings and to develop empathy for others. It also supports the personal development of pupils as they learn to recognise and develop key characteristics and skills like resilience, self-esteem, risk-management, teamworking and critical thinking.