

PSHE

St Thomas and St Anne's CE Primary School



Long Term Rolling Programme

2021-2023

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

We plan for a weekly lesson of PSHE as a discrete subject to ensure children know and understand more. There is flexibility in how and when our lessons are taught in order to help our pupils develop and retain the information within their long-term memory.

Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year.

To support planning and teaching we use the SCARF programme. This divides the year into 6 themed units which the children follow each year and enables us to build on the children's previous learning:

1. **Me and My Relationships:** includes content on feelings, emotions, conflict resolution and friendships;
2. **Valuing Difference:** a focus on respectful relationships and British values;
3. **Keeping Myself Safe:** looking at keeping ourselves healthy and safe
4. **Rights and Responsibilities:** learning about money, living the wider world and the environment;
5. **Being My Best:** developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. **Growing and Changing:** finding out about the human body, the changes that take place from birth to old age and being safe. For RSE (growing and changing) we also use the materials from Shropshire Council's Respect Yourself Relationship and Sex Education programme. Some of this content is taught in Year Group specific groups to ensure the content is age appropriate.

Long Term Plan

| | 1 Me and my Relationships | 2 Valuing Difference | 3 Keeping Safe | 4 Rights and Respect | 5 Being my Best | 6 Growing and Changing |
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| Fir Class Year A | What makes me special People close to me Getting help | Similarities and difference Celebrating difference Showing kindness | Keeping my body safe Safe secrets and touches People who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep Growth Mindset | Cycles Life stages Girls and boys – similarities and difference |
| Fir Class Year B | Feelings Getting help Classroom rules Special people Being a good friend | Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help | How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep | Taking care of things: Myself My money My environment | Growth Mindset Healthy eating Hygiene and health Cooperation | Getting help Becoming independent My body parts Taking care of self and others |
| Elm Class Year A | Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation | Being kind and helping others Celebrating difference People who help us Listening Skills | Safe and unsafe secrets Appropriate touch Medicine safety | Cooperation Self-regulation Online safety Looking after money – saving and spending | Growth Mindset Looking after my body Hygiene and health Exercise and sleep | Life cycles Dealing with loss Being supportive Growing and changing Privacy |
| Elm Class Year B | Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss | Recognising and respecting diversity Being respectful and tolerant My community | Managing risk Decision-making skills Drugs and their risks Staying safe online | Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money | Keeping myself healthy and well Celebrating and developing my skills Developing empathy | Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets |
| Ash Year B | Healthy relationships Listening to feelings Bullying Assertive skills | Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes | Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety | Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money | Having choices and making decisions about my health Taking care of my environment My skills and interests | Body changes during puberty Managing difficult feelings Relationships including marriage |
| Ash Year A Oak Year A | Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs | Recognising and celebrating difference, including religions and cultural Influence and pressure of social media | Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills | Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending | Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community | Managing difficult feelings Managing change How my feelings help keeping safe Getting help |

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| Oak Year B | Assertiveness Cooperation Safe/unsafe touches Positive relationships | Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping | Understanding emotional needs Staying safe online Drugs: norms and risks (including the law) | Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy | Aspirations and goal setting Managing risk Looking after my mental health | Coping with changes Keeping safe Body Image Sex education Self-esteem |
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