

## PSHE – Overview of supporting materials and schemes of work

At Childer Thornton we use HeartSmart as a creative approach to delivering the PSHE Curriculum. HeartSmart aims to build children’s character, emotional health and resilience. It equips them with foundational principles, skills, habits and a mindset that will improve their mental health, relationships and academic achievement. There are five key principles that underpin Heartsmart -

- Don’t Forget To Let Love In! - Learning how important, valued and loved we are.
- Too Much Selfie Isn’t Healthy! - Exploring the importance of others and how to love them well.
- Don’t Hold On To What’s Wrong! - Understanding how to process negative emotion and choose forgiveness to restore relationships.
- Fake Is A Mistake! - Unpacking how to bravely communicate truth and be proud of who we are.
- ‘No Way Through,’ Isn’t True! - Knowing there is a way through every situation, no matter how impossible it may seem.

Our PSHE curriculum is supplemented by our Enterprise and career opportunities, the teaching of RSE, No Outsiders work and our approach to SMSC. The curriculum is further supported through the teaching of and discussions about the fundamental British Values and the Rights of the Child. These two aspects are further defined throughout the curriculum.

### Knowledge and skills

Key

Autumn

Spring

Summer

\*Rights of the Child

Values: Curiosity, creativity, sense of belonging, broadmindedness, enjoying life and responsibility

**Assemblies – We ensure that our assemblies cover current affairs and always link to the British Values, school values and Rights of the Child.**

| Year group | Vocabulary | Extra opportunities/experiences - World Down Syndrome, anti-bullying week, Comic Relief, Children in Need, mental health week, Cake sales, Christmas markets, School council, Pupil parliament, Road Safety officers, Sports Day, Collaborative learners, |
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|  |  | <p><b>RSE</b></p> <p><b>HeartSmart</b></p> <p><b>Relationships education</b></p> <ul style="list-style-type: none"> <li>-Families and people who care for me</li> <li>-Caring friendships</li> <li>-Respectful relationships</li> <li>-Online relationships</li> <li>-Being safe</li> </ul> <p><b>Health Education</b></p> <ul style="list-style-type: none"> <li>- Mental health and well-being</li> <li>- Internet safety and harms</li> <li>- Physical Health and Fitness</li> <li>- Healthy eating</li> <li>- Drugs, alcohol and tobacco</li> <li>- Health and prevention</li> <li>- Basic First Aid</li> <li>- Changing adolescent body</li> </ul> <p><b>Mental Health and well-being</b></p> | <b>Physical Development</b> | <b>No Outsiders – Equality and Relationships</b> | <b>PSED – see separate overview</b> | <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Curriculum links Cultural capital</li> <li>• Assembly</li> <li>• RE</li> </ul> |
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| <p><b>Nursery</b></p> <p>All areas are focused on throughout the year</p> | <p>Nice<br/>Kind<br/>Happy<br/>Sad<br/>Worried<br/>Angry<br/>Cross<br/>Excited</p>  | <p><u>Relationships</u><br/>Making friends – sharing, turn taking, saying kind words, how we can help each other?<br/>Teach children ways of solving conflicts e.g. model how to listen to someone else and agree a compromise</p> <p><u>My family</u><br/>Experiences at home, family celebrations, my community</p>                                   | <p>-Identify the importance of eating healthily and brushing their teeth. Support oral health.<br/>-Understand why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet.</p>     | <ul style="list-style-type: none"> <li>• Celebrate my family</li> <li>• To understand that it's ok to like different things</li> <li>• To celebrate my family</li> <li>• To say what I think</li> <li>• To make friends with someone different</li> <li>• To understand that all families are different</li> </ul> |  | <p>Discussion of careers linked to topics</p> <p>See links in SMSC overview</p> |
| <p><b>Rec</b></p> <p>All areas are focused on throughout the year</p>     | <p>Emotions<br/>Elated<br/>Ecstatic<br/>Glum<br/>Down in the dumps<br/>Crest fallen<br/>Upset<br/>Scared<br/>Frightened<br/>Shyness</p> | <p><u>Relationships</u><br/>Making friends – sharing, turn taking, saying kind words, how we can help each other?<br/>Self regulation – how to manage their behavior and what to do if someone has upset them?<br/>Children to see themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and</p> | <p>Share decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. Know and talk about the different factors that support overall health and wellbeing:<br/>- regular physical activity<br/>- healthy eating</p> | <ul style="list-style-type: none"> <li>• Celebrate my family</li> <li>• To understand that it's ok to like different things</li> <li>• To celebrate my family</li> <li>• To say what I think</li> <li>• To make friends with someone different</li> <li>• To understand that all families are different</li> </ul> |  | <p>Discussion of careers linked to topics</p> <p>See links in SMSC overview</p> |

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|                   |                   | <p>consider the feelings of others.<br/>         Show resilience and perseverance in the face of challenge.<br/>         Identify and moderate their own feelings socially and emotionally.</p> <p><u>My family</u><br/>         Experiences at home, family celebrations, my community</p>   | <p>- toothbrushing - what is good oral health?<br/>         - sensible amounts of 'screen time'<br/>         - having a good sleep routine<br/>         - being a safe pedestrian</p> |  |  |  |
| <b>Year Group</b> | <b>Vocabulary</b> | <p><b>RSE – Christopher Winter</b></p> <p><b>Heartsmart :- Relationships education</b></p> <p>-Families and people who care for me<br/>         -Caring friendships<br/>         -Respectful relationships<br/>         -Online relationships<br/>         -Being safe</p> <p><b>Health Education</b></p> <ul style="list-style-type: none"> <li>- Mental health and well-being</li> <li>- Internet safety and harms</li> </ul> | <b>PSHE (Heartsmart 5 themes) – See separate overview</b>   | <b>No Outsiders – Equality and relationships</b> | <b>Virgin Money Enterprise and careers</b> | <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>• Curriculum links Cultural capital</li> <li>• Assembly</li> <li>• RE</li> </ul> |

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|           |  | <ul style="list-style-type: none"> <li>- Physical Health and Fitness</li> <li>- Healthy eating</li> <li>- Drugs, alcohol and tobacco – Christopher Winter</li> <li>- Health and prevention</li> <li>- Basic First Aid</li> </ul> <p>Changing adolescent body</p>   |  |  |   |                                   |
| <b>Y1</b> | <p>Nervous<br/>Proud<br/>Trusted person<br/>Grateful<br/>Youngest<br/>Oldest<br/>Penis<br/>Vagina<br/>Relative</p> | <p><u>Keeping Clean</u><br/>To understand basic hygiene. Know how to keep clean and look after oneself .</p> <p><u>Growing and changing</u><br/>To introduce the concept of growing and changing<br/>Know how people grow and change<br/>Understand that babies become children and then adults<br/>Know the differences between boy and girl babies</p> <p><u>Families and care</u></p> |  | <p>To understand we share the world with lots of people – My World Your World (book)</p> <p>Anti- bullying week<br/>feelings of characters in the story – Wild Woolly</p> <p>To accept people are different - That’s not how you do it</p> <p>To like the way I am/ celebrate differences - Elmer</p> <p>To understand our body works in different ways - Max the Champion</p> | <p>Discussion of careers linked to topics</p> <p>Young Citizens – Money Wants and Needs</p> | <p>See links in SMSC overview</p> |

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|  |  | <p>To explore different types of families and who to ask for help<br/>Know there are different types of families<br/>Know which people we can ask for help<br/>*Cross curricular link –<br/>Myself/ My family<br/>Pathways to write link.</p> <p>Health and well-being<br/>Understanding the importance of hand hygiene<br/>Understanding the risks of sun exposure and how to stay safe in the sun<br/>Developing an understanding of allergies and what to do if someone has an allergic reaction<br/>Exploring health related jobs and people who help to keep us healthy<br/>Understanding the importance of sleep and positive sleep habits<br/>Exploring two different methods of relaxation:</p> |  |  |  |  |
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|  |  | <p>progressive muscle relaxation and laughter<br/>Understanding my strengths and qualities<br/>Understanding and describing feelings and emotions</p> <p><u>Safety and the changing body</u></p> <p>Understanding how to respond appropriately to adults in a range of settings<br/>Understanding what to do if I get lost<br/>Exploring potential hazards in the home and how to avoid these<br/>Understanding the roles people have within the local community to help keep me safe<br/>Developing an understanding of appropriate physical contact<br/>Exploring what is and isn't safe to put in or on my body</p> |  |  |  |  |
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|           |   | <p><u>Medicines and people who help us?</u><br/>Staying healthy<br/>Medicines<br/>Who gives us medicines?</p>   |  |  |  |  |
| <b>Y2</b> | <p>Diversity<br/>Embarrassed<br/>Communicate<br/>Gender<br/>Stereotypes<br/>Lifecycle<br/>Nipples<br/>Teats<br/>Testicles</p> | <p><u>Differences: Boys and Girls</u><br/><br/>To introduce the concept of male and female and gender stereotypes<br/>To identify differences between males and females<br/>Talk about how boys and girls can be the same and different<br/>Understand that some people have fixed ideas about what boys and girls can do<br/>Describe the difference between male and female babies<br/>Naming the body parts<br/><br/>Cross curricular link – Science - growing and changing.<br/><br/><u>Keeping Safe</u><br/>Risk<br/>Hazardous Substances<br/>Safety Rules</p> |  | <p>What Jackdaw Saw - To communicate in different ways<br/><br/>The Odd Egg – To understand what makes someone feel proud<br/><br/>Blown Away – To be able to work with everyone in my class<br/><br/>The Great Big Book of Families – To understand what diversity is<br/><br/>The First Slodge - To understand how we share the world<br/><br/>Just Because – To feel proud of being different</p> | <p>Young Citizens – The Golden Statue/ The Power of Giving</p> | <p>Improving the community – litter picking, making bug hotels, caring for animals</p> |



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| <p><b>Y3</b></p> <p>*Theme -Plastic pollution work / Refugee work – homelessness</p> | <p>Pupil voice<br/>         Discrimination<br/>         Sex – when referring to gender<br/>         Midwife<br/>         Body language<br/>         Personal space<br/>         Physical warning signs<br/>         Diversity</p> | <p><u>Difference between Male and Female</u><br/>         To explore the differences between males and females and to name the body parts<br/>         Know some differences and similarities between males and females<br/>         Name male and female body parts using agreed words</p> <p><u>Personal space</u><br/>         To consider touch and to know that a person has the right to say what they like and dislike<br/>         Identify different types of touch that people like and do not like<br/>         Understand personal space<br/>         Talk about ways of dealing with unwanted touch</p> <p><u>Family differences</u><br/>         To explore different types of families and who to go to for help and support<br/>         Understand that all families are different and have different family members</p> |  | <p>Two Monsters – To find a solution to a problem<br/>         We're all wonders – To use my pupil voice<br/>         Beegu – To be welcoming<br/>         This is Our House – To understand what discrimination means<br/>         The Huey's in the new jumper – use strategies to help someone who feels different</p> |  |  |
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|           |  | <p>Identify who to go to for help and support<br/>*Science – nutrition</p> <p><u>Smoking</u><br/>Why People Smoke<br/>Physical Effects of Smoking<br/>Smoking and Society</p>  |  |  |  |                                    |
| <b>Y4</b> | <p>Assertive<br/>Gay<br/>Lesbian<br/>Barrier<br/>Womb<br/>Egg<br/>Sperm<br/>Puberty<br/>Periods<br/>Pubic hair</p> | <p><u>The human lifecycle</u><br/>Describe the main stages of the human lifecycle<br/>Describe the body changes that happen when a child grows up</p> <p><u>Body changes and reproduction</u><br/>To identify some basic facts about puberty, reproduction and pregnancy<br/>Know that during puberty the body changes from a child into a young adult<br/>Understand why the body changes at puberty<br/>Identify some basic facts about pregnancy</p> <p><u>Puberty</u><br/>To learn about physical and emotional changes that happen during puberty</p> |  | <p>Dogs Don't Do Ballet – To know when to be assertive</p> <p>King and King – To understand why people choose to get married</p> <p>The Way Back Home – To overcome language as a barrier</p> <p>The Flower – To ask questions</p> <p>Red: A Crayon's Story – To be who you want to be</p> | <p>Careers – Meeting Andrew Chapman (Antarctic expedition leader), Mr Edwards (Chair or Governors)</p> | <p>Science link – electricity.</p> |

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|           |  | <p>Know that each person experiences puberty differently.</p> <p><u>Alcohol</u><br/>Effects of Alcohol<br/>Alcohol and Risk<br/>Limits to Drinking Alcohol</p>  |  |   |   |  |
| <b>Y5</b> | <p>Freedom of expression<br/>Empathy<br/>Equality Act<br/>Wet dream<br/>Sanitary protection<br/>Fertilise<br/>Erection<br/>Menstruation<br/>Discharge<br/>Semen<br/>Social Pressures</p> | <p><u>Puberty</u><br/>Explain the main physical and emotional changes that happen during puberty<br/>Ask questions about puberty with confidence</p> <p><u>Male and Female Changes</u><br/>Understand how puberty affects the body and the emotions<br/>Describe how to manage physical and emotional changes</p> <p><u>Puberty and Hygiene</u><br/>To explore the impact of puberty on the body and the importance of physical hygiene<br/>To explore ways to get support during puberty</p> <p><u>Legal and illegal drugs</u></p> |  | <p>How to heal a broken wing – To recognise when someone needs help</p> <p>And Tango Makes Three – To accept people who are different from me</p> <p>The cow who climbed a tree – To exchange dialogue</p> <p>The Artist who Painted a Blue Horse – Appreciate Artistic freedom</p> <p>The Thing – I can encourage others to welcome difference and stand up to discrimination</p> <p>*Cross curricular link - Slavery project- Bristol bus boycott –</p> | <p>Young Citizens - Why do we pay taxes x2 sessions –</p> |  |

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|                  |   | <p>Legal and Illegal Drugs<br/>Attitudes to Drugs<br/>Peer Pressure</p>  |  | <p>Discrimination / Racism /<br/>Race relations Act 1965</p>   |  |
| <p><b>Y6</b></p> | <p>Justification<br/>Racism<br/>Universal<br/>Declaration of<br/>Human Rights<br/>Deprivation<br/>Scrotum<br/>Sperm Duct<br/>Urethra<br/>Vaginal Opening<br/>Labia<br/>Vulva<br/>Cervix<br/>Conception<br/>Sexual<br/>Intercourse</p> | <p>To understand the changes that happen during puberty.</p> <p>To understand the biology of conception.</p> <p>To understand the development of the baby during pregnancy.</p> <p><u>Preventing Early Use Cannabis</u><br/>VSA and Getting Help<br/>Help, Advice and Support</p> <p>National Curriculum -<br/>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> |  | <p>My Princess Boy- To promote diversity</p> <p>Rose Blanche – To justify my actions</p> <p>Dreams of Freedom – To recognise my freedom</p> <p>The Island – To challenge the causes of racism</p> <p>Leaf – Sandra Dieckmann<br/>Overcome fears about difference</p> | <p>Transition activities (preparing for KS3 and transition to high school). Making new friends, getting lost, bullying.</p> <p>How Should We Farm – Young Citizens</p> <p>Make 20p grow. – responsibility with money<br/>*Cross curricular link - to maths look at profit margins.</p> <p>Leaf – Acceptance / Inclusion.</p> <p>It's a no money day – Deprivation / Social Justice</p> |