

Subject Aims

The aims of PSHE are for the children to develop self – awareness, positive self-esteem and confidence, enabling them to:

- Understand their own feelings.
- Be able to work co-operatively with others.
- Demonstrate active speaking and listening skills.
- Develop the skills to negotiate effectively in a range of situations and be assertive if necessary.
- Show compassion, empathy and tolerance towards others.
- Recognise different body language and understand the impact of this.
- Develop resilience
- Make the right choices in life and understand the concept of risk.
- Be able to recognise influences that surrounds them and make effective decisions.

Subject Vision

PSHE teaching at Silverdale St John’s, will promote children’s personal, social and health development and includes Relationship education. It will give children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others.

We want our children to value the achievements they make, and the achievements of others. They should be able to make informed choices about dealing with risks and meeting challenges now and in the future and decide on values by which they want to live their lives.



Inspiring success through learning, community and faith.

We strive to provide the Christian foundations to enable our children to make good decisions. Our children will be inspired, guided and supported to achieve success, as they are all of infinite worth. Taught through a creative curriculum, our children will become global citizens and will care for all of God’s creation.

*I can do all things through Christ who strengthens me.
Philippians 4:13*

Learning	Community	Faith
PSHE teaches the children about a range of themes that should enable them to develop the skills to deal with situations and people that they meet now and in their future. PSHE sessions are planned weekly, however circle times and other sessions are used to help learning, when needed.	We focus on the diversity of the people around us and how we should interact with people who are different from ourselves. We think about how to keep ourselves safe, both at school and in our communities and about how we will interact with our peers as we get older.	The children will develop and apply skills in reflection and thinking through opportunities to consider how their actions affects others. Children will be think about how they might deal with situations based on their own personal faith, or by thinking “What would Jesus do?”

Curriculum Overview – PSHE (Coram Life Education - SCARF: Safety, Caring, Achievement, Resilience, Friendship)

Year A

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Class	Year	Me and My Relationships	Rights & Responsibilities	Valuing Difference	Keeping Myself Safe	Being My Best	Growing and Changing
Swans/Cygnets	Nurs	Marvellous Me	Looking After My Environment	Me and My Friends Friends and Family	Safety, Indoors and Out What's Safe to go in My Body	What does my body need?	Coming soon
	Rec	Who can help me? My feelings My feelings (2)	Being helpful at home and caring for our classroom Caring for our World Looking After Money 1 Looking After Money 2	I'm special, you're special Kind and caring Kind and caring (2)	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors	Healthy eating (1) Healthy eating (2) Move your body A good night's sleep	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be?
Heron	Y1	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies	Harold's wash and brush up Around and about the school Taking care of something	Same or different? Unkind, tease or bully? Harold's school rules	Healthy me Super sleep Who can help? (1)	I can eat a rainbow ✖ Eat well Catch it! Bin it! Kill it!	Inside my wonderful body! ✖ Taking care of a baby Who can help? (2)
	Y2	Bullying or teasing? Don't do that! Types of bullying ✖ Being a good friend ✖	How can we look after our environment? Harold saves for something special Harold goes camping	When someone is feeling left out An act of kindness Solve the problem	Fun or not? Should I tell? Some secrets should never be kept	Harold's postcard - helping us to keep clean and healthy Harold's bathroom My body needs... ✖	My body, your body Respecting privacy Basic first aid
Bitterns	Y3	As a rule My special pet Tangram team challenge Looking after our special people	Our helpful volunteers Helping each other to stay safe Recount task	Family and friends My community Respect and challenge	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts ✖	For or against? I am fantastic! Getting on with your nerves! ✖ Body team work ✖	Relationship Tree Body space Secret or surprise?

	Y4	<u>Different feelings</u> <u>When feelings change</u> <u>Under pressure</u>	<u>Safety in numbers</u> <u>Logo quiz</u> <u>Harold's expenses</u> <u>Why pay taxes?</u>	<u>What would I do?</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u>	<u>Know the norms (formerly Tell Mark II) *</u> <u>Keeping ourselves safe</u> <u>Raisin challenge (2)</u>	<u>SCARF Hotel (formerly Diversity World Hotel) *</u> <u>Harold's Seven Rs</u> <u>My school community (1)</u>	<u>Together</u>
Harriers	Y5	<u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Being assertive *</u> <u>Communication</u>	<u>What's the story?</u> <u>Fact or opinion?</u> <u>Rights, responsibilities and duties</u> <u>Mo makes a difference</u>	<u>Qualities of friendship</u> <u>Kind conversations</u> <u>Happy being me</u>	<u>'Thinking' about habits</u> <u>Jay's dilemma</u> <u>Spot bullying</u> <u>Drugs: true or false? *</u> <u>Smoking: what is normal? *</u>	<u>Getting fit *</u> <u>Different skills</u> <u>My school community (2)</u> <u>Basic first aid</u>	<u>Period positive</u> <u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Dear Hetty</u> Growing up video/talk covers many of these aspects.
	Y6	<u>Assertiveness skills (formerly Behave yourself - 2)</u> <u>Behave yourself *</u> <u>Dan's day</u> <u>Don't force me</u> <u>Acting appropriately</u>	<u>Project Pitch (parts 1 & 2)</u> <u>Happy shoppers</u> <u>Democracy in Britain 1 - Elections</u> <u>Democracy in Britain 2 - How (most) laws are made</u>	<u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging gender stereotypes</u>	<u>What sort of drug is...?</u> <u>Alcohol: what is normal? *</u> <u>Joe's story (part 1) *</u> <u>Joe's story (part 2)</u>	<u>Our recommendations</u> <u>What's the risk? (1) *</u> <u>What's the risk? (2)</u>	<u>Is this normal?</u> <u>Dear Ash</u> <u>Pressure online</u> Moving on to high school – everything is changing (not Coram)

Year B

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Class	Year	Me and My Relationships	Rights & Responsibilities	Valuing Difference	Keeping Myself Safe	Being My Best	Growing and Changing
Swans/Cygnets	Nur	<u>I'm Special</u>	<u>Looking After Myself</u> <u>Looking After Others</u>	<u>Including Everyone</u>	<u>People who help to keep me safe</u>	<u>I can keep trying</u> <u>I can do it</u>	Due Sept 2020
	Rec	<u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u>	<u>Looking after my special people</u> <u>Looking after my friends</u>	<u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u>	<u>Listening to my feelings (1)</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	<u>Bouncing back when things go wrong</u> <u>Yes, I can!</u>	<u>Where do babies come from?</u> <u>Getting bigger</u> <u>Me and my body - girls and boys</u>
Heron	Y1	<u>Our special people balloons</u> <u>Good friends</u> <u>How are you listening?</u>	<u>Harold's money</u> <u>How should we look after our money?</u> <u>Basic first aid</u>	<u>Who are our special people?</u> <u>It's not fair!</u>	<u>Harold loses Geoffrey</u> <u>What could Harold do?</u> <u>Good or bad touches?</u>	<u>Harold learns to ride his bike</u> <u>Pass on the praise!</u> <u>Harold has a bad day</u>	<u>Then and now</u> <u>Surprises and secrets</u> <u>Keeping privates private</u>
	Y2	<u>Our ideal classroom (1)</u> <u>Our ideal classroom (2)</u> <u>How are you feeling today?</u> <u>Let's all be happy! *</u>	<u>Getting on with others</u> <u>When I feel like erupting</u> <u>Feeling safe</u>	<u>What makes us who we are?</u> <u>How do we make others feel?</u> <u>My special people</u>	<u>Harold's picnic *</u> <u>How safe would you feel?</u> <u>What should Harold say?</u> <u>I don't like that!</u>	<u>You can do it!</u> <u>My day</u> <u>What does my body do? *</u>	<u>A helping hand</u> <u>Sam moves house</u> <u>Haven't you grown!</u>
Bittern	Y3	<u>How can we solve this problem?</u> <u>Dan's dare</u> <u>Thunks</u> <u>Friends are special *</u>	<u>Harold's environment project</u> <u>Can Harold afford it?</u> <u>Earning money</u>	<u>Our friends and neighbours</u> <u>Let's celebrate our differences</u> <u>Zeb</u>	<u>Super Searcher</u> <u>None of your business!</u> <u>Raisin challenge (1)</u> <u>Help or harm? *</u>	<u>Derek cooks dinner! (healthy eating)</u> <u>Poorly Harold</u> <u>Top talents *</u>	<u>Basic first aid</u>
	Y4	<u>An email from Harold!</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>Human machines</u>	<u>Who helps us stay healthy and safe?</u> <u>It's your right</u> <u>How do we make a difference?</u> <u>In the news!</u>	<u>Can you sort it? *</u> <u>Islands</u> <u>Friend or acquaintance?</u>	<u>Danger, risk or hazard?</u> <u>Picture Wise</u> <u>How dare you!</u> <u>Medicines: check the label *</u>	<u>What makes me ME! (formerly Diversity World) *</u> <u>Making choices (formerly Conformatron control) *</u> <u>Basic first aid</u>	<u>Moving house</u> <u>My feelings are all over the place!</u>

Harriers	Y5	<u>Collaboration Challenge!</u> <u>Give and take</u> <u>Our emotional needs</u> ✖	<u>Spending wisely</u> <u>Lend us a fiver!</u> <u>Local councils</u>	<u>The land of the Red People</u> <u>Is it true?</u> <u>It could happen to anyone</u>	<u>Ella's diary dilemma</u> <u>Decision dilemmas</u> <u>Would you...?</u> <u>Would you risk it?</u> ✖	<u>It all adds up!</u> ✖ <u>Independence and responsibility</u> <u>Star qualities?</u>	<u>All change!</u> <u>My changing body</u> <u>It could happen to anyone</u> <u>Help! I'm a teenager - get me out of here!</u> <u>Stop, start, stereotypes</u> Growing up video/talk covers many of these aspects.
	Y6	<u>Working together</u> <u>Let's negotiate</u> <u>Solve the friendship problem</u> <u>It's a puzzle</u>	<u>Two sides to every story</u> <u>Fakebook friends</u> <u>What's it worth?</u> <u>Jobs and taxes</u> <u>Action stations!</u>	<u>OK to be different</u> <u>We have more in common than not</u> <u>Respecting differences</u>	<u>Think before you click!</u> <u>Traffic lights</u> <u>To share or not to share?</u> <u>Rat Park</u> <u>Drugs: it's the law!</u> ✖	<u>Five Ways to Wellbeing project</u> <u>This will be your life!</u> ✖ <u>Basic first aid</u>	<u>Helpful or unhelpful?</u> <u>Managing change</u> <u>I look great!</u> <u>Media manipulation</u> Moving on to high school – everything is changing (not Coram)