



Overview

At New Longton we provide a high-quality PSHE curriculum.

Purpose of study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. PSHE is a non-statutory subject to allow teachers the flexibility as they are best placed to understand the needs of their pupils.

At New Longton we use PSHE education to deliver content on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Aims

Our aims follow the Lancashire PSHE aims which are to ensure that all pupils are offered a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

During key stage 1, pupils will be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well]
- b. feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves]
- c. take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from']
- d. make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly]
- e. meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse]
- f. develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task]
- g. consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues]
- h. ask for help [for example, from family and friends, midday supervisors, older pupils, the police].

During key stage 2, pupils will be taught the knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
- b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
- c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting]

- d. make real choices and decisions [for example, about issues affecting their health and well-being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities]
- e. meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers]
- f. develop relationships through work and play [for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, e-mail or letters]
- g. consider social and moral dilemmas that they come across in life [for example, encouraging respect and understanding between different races and dealing with harassment]
- h. find information and advice [for example, through help lines; by understanding about welfare systems in society]
- i. prepare for change [for example, transferring to secondary school].

Scheme of Work

Each year group covers the following units over the year. The order may change and the content is relevant to the year group being taught.

<u>Term</u>	<u>Units</u>
Aut 1	Unit 3 – Economic well-being & financial capability
Aut 2	Unit 4 – Emotional health and well-being
Spr 1	Unit 5 – Keeping safe Unit 6 – Being a risk taker
Spr 2	Unit 7 – Drug, alcohol and tobacco awareness Unit 8 – Healthy lifestyles
Sum 1	Unit 9 – Taking part
Sum 2	Unit 10 – It's ok to tell Unit 11 – Being different Unit 12 – Anti-bullying

Sex and Relationship Education is taught as per our school SRE policy through science and specific SRE in Y5 & 6 during the summer term.