



Bentham Community
Primary School

Personal, Social and Health Education at Bentham CP School

Our PSHE Curriculum Aims:

At Bentham Primary School, the PSHE curriculum aims for pupils to develop the knowledge, skills and attributes needed to keep themselves healthy and safe, and prepared for life and work. Pupils will also develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world.

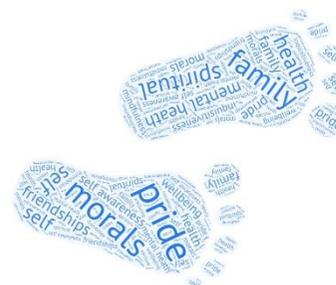
Our Curriculum Drivers:



Our place in our world



Our Voice



Ourselves



Our Ambitions

Characteristics of a self-aware and world-aware individual:

- A strong understanding of how to keep themselves safe in a wide range of contexts.
- The ability to manage risks.
- A secure understanding of how to keep themselves healthy – both physically and mentally.

- The ability to recognise different and positive relationships.
- A wide knowledge and deep understanding of identify, society and equality.
- A thorough engagement with how to manage their lives, now and in the future.
- Significant understanding of economic wellbeing and how to manage finances.
- A wide knowledge of a range of careers.

Implementation

Our children should be able to organise their knowledge, skills and understanding around the following key learning concepts:



Relationships and Sex Education

Drug, Alcohol and Tobacco Education

Keeping Safe and Managing Risk

Mental Health and Wellbeing

Physical Health and Wellbeing

Careers, Financial Capability and Economic Wellbeing

Identify, Society and Equality

This key learning concept underpins learning in each milestone. This enables children to reinforce and build upon prior learning, make connections and develop subject specific language.

The vertical accumulation of knowledge and skills from Years 1 to 6 is mapped as follows:

Key Learning Concept	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Relationships and Sex Education	<p>Y2 - To recognise and respect the differences and similarities between people.</p> <p>To recognise the biological differences between male and female animals and their role in the life cycle.</p> <p>To explain the biological differences between male and female children.</p> <p>To describe growing from young to old and that they are growing and changing.</p> <p>To recognise that everybody needs to be cared for and ways in which they care for others.</p> <p>To recognise and describe different types of family and how their home-life is special.</p>	<p>Y4 – To describe way we grow and change throughout the human lifecycle.</p> <p>To explain the physical changes associated with Puberty.</p> <p>To recognise what happens in menstruation and wet dreams.</p> <p>To explain the impact of puberty on physical hygiene and strategies for managing this.</p> <p>To recognise how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.</p> <p>To describe strategies to deal with feelings in the context of relationships.</p> <p>To answer each other’s questions about puberty with confidence, to seek support and advice when they need it.</p>	<p>Y6- To explain the changes that occur during puberty.</p> <p>To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</p> <p>To examine what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships.</p> <p>To explain human reproduction in the context of the human lifecycle.</p> <p>To explain how a baby is made and grows (conception and pregnancy).</p> <p>To explain the roles and responsibilities of carers and Parents.</p> <p>To answer each other’s questions about sex and relationships with confidence, where to find support and advice when they need it.</p>
Drug, Alcohol and Tobacco education	<p>To describe what can go into bodies and how it can make people feel.</p> <p>To recognise why medicines are taken and where they come from.</p> <p>To explain how to stay safe around medicines.</p> <p>To explain how medicines can be used to manage and treat medical conditions-asthma.</p>	<p>To define what drugs are and that drugs can be harmful.</p> <p>To recognise why people take drugs.</p> <p>To recognise different patterns of behaviour related to drug use.</p> <p>To explain the effects and risks of smoking tobacco, second hand smoke and alcohol.</p>	<p>To explain the risks associated with smoking drugs and using different drugs.</p> <p>To recognise different influences on drug use.</p> <p>To explain strategies to resist pressure to use drugs.</p> <p>To assess and manage the level of risk in different situations involving drug use.</p>

		To explain what support is available to stop smoking or remain smoke free.	
Keeping safe and managing risk	<p>To describe how to stay safe in familiar situations, outside (road safety) and the home. (fire safety)</p> <p>To explain what personal safety means.</p> <p>To explain who helps to keep them safe outside the home.</p>	<p>To explain what bullying is and how it makes people feel.</p> <p>To recognise different types of bullying and how to respond to it.</p> <p>To describe how to stay safe when computer gaming.</p> <p>To explain how to stay safe near roads, rail, water, building sites and fireworks.</p> <p>To recognise what to do in an emergency and use basic first aid.</p>	<p>To explain how to stay safe online.</p> <p>To explain that violence in relationships is not acceptable.</p> <p>To recognise problems that can occur when someone goes missing from home.</p> <p>To describe feelings of being out in the local area with increasing independence.</p> <p>To describe how to recognise and respond to peer pressure.</p> <p>To explain the consequences of anti-social behaviour.</p> <p>To explain the importance for girls to be protected against FGM.</p>
Mental health and wellbeing	<p>To name and describe different feelings.</p> <p>To explain how to manage different feelings.</p> <p>To recognise how change and loss can make you feel.</p> <p>To recognise the importance of special people in their lives.</p> <p>To explain how to make friends and who can help with friendships if problems arise.</p>	<p>To celebrate achievements and set personal goals.</p> <p>To describe how to deal with put-downs.</p> <p>To explain positive ways to deal with set-backs.</p>	<p>To describe a wide range of emotions and how they are experienced in the body.</p> <p>To explain how times of change can make people feel.</p> <p>To describe feelings associated with loss, grief and bereavement.</p> <p>To explain what mental health is, how it can be affected and how to look after their mental health.</p> <p>To recognise that stigma and discrimination can surround mental health.</p>

<p>Physical health and wellbeing</p>	<p>To describe food that is associated with special times in different cultures.</p> <p>To describe active playground games from around the world.</p> <p>To explain how to stay safe in the sun.</p> <p>To explain how to eat well.</p> <p>To explain the importance of physical activity, sleep and rest.</p> <p>To recognise who helps us to stay healthy and well.</p> <p>To describe basic health and hygiene routines.</p>	<p>To describe healthy choices about food and drinks.</p> <p>To recognise how branding can affect what foods people chose to buy.</p> <p>To explain how to keep active and some of the challenges of this.</p> <p>To recognise why people may eat or avoid certain foods.</p> <p>To describe other factors that contribute to people's food choices.</p> <p>To explain the importance of getting enough sleep.</p>	<p>To recognise that messages given on food adverts can be misleading.</p> <p>To explore role models.</p> <p>To describe and explain how the media manipulate images and this may not reflect reality.</p>
<p>Careers, financial capability and economic wellbeing</p>	<p>To explain where money comes from and making choices when spending money.</p> <p>To explain how to save money and how to keep it safe.</p> <p>To describe the different jobs that people do.</p>	<p>To explain what influences people's choices about spending and saving money.</p> <p>To explain how people can keep track of their money.</p> <p>To explore the world of work.</p>	<p>To recognise that money can be borrowed but there are risks associated with this.</p> <p>To be involved in enterprise.</p> <p>To recognise what influences peoples' decisions about careers.</p>
<p>Identify, society and equality</p>	<p>To explain what makes themselves and others special.</p> <p>To explain roles and responsibilities at home and at school.</p> <p>To describe how to be cooperative with others.</p>	<p>To explain the importance of valuing the similarities and differences between themselves and others.</p> <p>To explore what is meant by community.</p> <p>To describe how to belong to different groups.</p> <p>To explain how Britain is a democratic society.</p> <p>To explain how laws are made.</p>	<p>To describe stereotyping including gender stereotyping.</p> <p>To explore what it means to be LGBTQ.</p> <p>To describe what prejudice and discrimination are and how this can make people feel.</p> <p>To recognise who has moved to Bentham from different places and examine the experience of refugees.</p>

		To explain the role of the local council.	To describe what human rights are and the UN Convention on the Rights of the Child. To explore homelessness.
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Aspirations for the Future

Children develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future:

- Social worker
- Health practitioner
- Advice worker
- Careers advisor
- Youth worker
- Risk assessor
- Counsellor

Impact

Assessment

Through the explicit teaching of the PSHE skills, both the teachers and the children assess their learning continuously throughout the lesson. Throughout and at the end of a unit of work, children will reflect on their learning alongside their peers and their teacher. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Subject Leader Portfolios will collate evidence of learning across the year. This will include pupil and parent voice, photographs and examples of children's learning both within and beyond the school day.