

PSHE Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

Our Vision




Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our Personal, Social, Health and Economic Aims

The ultimate goal of our PSHE curriculum is to prepare children for bright and promising futures, where they can thrive, make a positive impact on the world, and pursue their dreams with confidence.

HeartSmart is a resource to enrich our delivery of PSHE. Its aim is to build resilience, strengthen emotional intelligence and develop active empathy in the hearts of our children. Fundamentally, it is about loving and accepting ourselves as well as loving and responding to others.



Happy Hearts	Open Minds	Bright Futures
		
<p>In today's fast-paced and interconnected world, it is essential to equip our children with the knowledge and skills needed to lead not only healthy but also emotionally fulfilling lives. Through our Christian lens of joy, our PSHE curriculum places a significant emphasis on nurturing emotional well-being, building resilience, and fostering positive relationships. In doing so, we aim to develop "happy hearts" in our children, providing them with the tools and understanding to navigate life's challenges while maintaining a strong sense of emotional well-being and contentment. This is achieved through a comprehensive and age-appropriate PSHE program that addresses various aspects of emotional health, relationships, mental well-being, and more, all with the ultimate goal of helping our students cultivate happiness and a positive outlook on life.</p>	<p>In today's diverse and interconnected world, cultivating an open mind is a crucial skill for our students. Our PSHE curriculum is designed to foster open-mindedness by exploring diverse perspectives, promoting empathy, and encouraging critical thinking. Through a wide range of topics such as inclusivity, diversity, and global awareness, we aim to develop open-minded individuals who can adapt to change, respect differing viewpoints, and embrace new ideas. PSHE not only equips our children with practical life skills but also encourages them to be more receptive to new experiences, people, and ways of thinking, ultimately contributing to their personal growth and the betterment of society.</p>	<p>PSHE plays a vital role in nurturing bright futures for our children. Through a holistic approach, PSHE equips children with essential life skills, empowers them to make informed decisions, and promotes emotional and social well-being. PSHE is like a special toolbox full of skills and knowledge that will help you as you grow up. We'll talk about how to be a good friend, stay healthy, and understand money, just like the grown-ups do. The ultimate goal of our PSHE curriculum is to prepare children for bright and promising futures, where they can thrive, make a positive impact on the world, and pursue their dreams with confidence.</p>

Spirituality in PSHE

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

PSHE lies at the heart of our spiritual development as we learn more about ourselves, each other and the wider world around us. Our PSHE scheme supports children in becoming emotionally literate which leads to a future life in modern Britain. We give them the skills to find and develop their voice and articulate an idea, opinion or argument.

Intent

Our intention is that when children leave St Paul's, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life.

Implementation

Our PSHE scheme of work is centred around the HeartSmart scheme which is taught in five units, which consist of seven lessons, each with supporting materials. These thematic units are taught to each year group each year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. HeartSmart units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable children to build confidence and resilience. At the end of each unit, children will be encouraged to reflect on the knowledge and skills they have learnt and how they will implement them.

Impact

When children leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

By the time our children leave our school they will be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life, be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society and appreciate difference and diversity. Our children will be able to understand and manage their emotions, have respect for themselves and others, have positive self esteem, be able to look after their mental health and well-being, be able to develop positive, healthy relationships with their peers both now and in the future and understand the physical aspects involved in PSHE at an age appropriate level.

Curriculum

Early Years

Key Stage One

Lower Key Stage Two

PSHE

Three and Four Year Olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

Reception

- See themselves as a valuable individual. Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Know and talk about the different factors that support their overall health and wellbeing.

Personal, social, health and economic (PSHE) education is not a statutory subject. However, we believe that it is an important and necessary part of the education of all children at Fladbury First School.

We have carefully chosen a scheme of work, HeartSmart, which meets the needs of our children while also allowing for flexibility to respond to needs as they arise. It equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions and have a better understanding of themselves and their own feelings and emotions.

The scheme is progressive and children build upon prior knowledge as they move through our school, focussing on units such as:

- Don't Hold on to What's Wrong
- Don't Forget to Let Love In
- Too Much Selfie Isn't Healthy
- Fake is a Mistake
- 'No Way Through' Isn't True

As a first school, we teach the following aspects of PSHE:

- Drug Education
- Relationship Education (However, as a first school, we do not deliver the Sex Education element of this)
- Importance of Physical Activity
- Diet for a Healthy Lifestyle



Our Cycles of Learning

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maple Preschool	Get Heart Smart (Nursery)	Don't Forget to Let Love In! (Nursery)	Too Much Selfie Isn't Healthy (Nursery)	Don't Hold on to What's Wrong! (Nursery)	Fake is a Mistake! (Nursery)	'No Way Through' isn't True! (Nursery)
Maple Reception	Get Heart Smart (Reception)	Don't Forget to Let Love In! (Reception)	Too Much Selfie Isn't Healthy (Reception)	Don't Hold on to What's Wrong! (Reception)	Fake is a Mistake! (Reception)	'No Way Through' isn't True! (Reception)
Elm Year 1/2	Get Heart Smart (Year 1)	Get Heart Smart (Year 2)	Too Much Selfie Isn't Healthy (Year 1)	Too Much Selfie Isn't Healthy (Year 2)	Fake is a Mistake! (Year 1)	Fake is a Mistake! (Year 2)
Oak Year 3/4	Get Heart Smart (Year 3)	Get Heart Smart (Year 4)	Too Much Selfie Isn't Healthy (Year 3)	Too Much Selfie Isn't Healthy (Year 4)	Fake is a Mistake! (Year 3)	Fake is a Mistake! (Year 4)

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maple Preschool	Get Heart Smart (Nursery)	Don't Forget to Let Love In! (Nursery)	Too Much Selfie Isn't Healthy (Nursery)	Don't Hold on to What's Wrong! (Nursery)	Fake is a Mistake! (Nursery)	'No Way Through' isn't True! (Nursery)
Maple Reception	Get Heart Smart (Reception)	Don't Forget to Let Love In! (Reception)	Too Much Selfie Isn't Healthy (Reception)	Don't Hold on to What's Wrong! (Reception)	Fake is a Mistake! (Reception)	'Don't Hold on to What's Wrong! (Reception)
Elm Year 1/2	Don't Forget to Let Love In! (Year 3)	Don't Forget to Let Love In! (Year 4)	Don't Hold on to What's Wrong! (Year 3)	Don't Hold on to What's Wrong! (Year 4)	Don't Hold on to What's Wrong! (Year 3)	Don't Hold on to What's Wrong! (Year 4)
Oak Year 3/4	Don't Forget to Let Love In! (Year 3)	Don't Forget to Let Love In! (Year 4)	Don't Hold on to What's Wrong! (Year 3)	Don't Hold on to What's Wrong! (Year 4)	Don't Hold on to What's Wrong! (Year 3)	Don't Hold on to What's Wrong! (Year 4)

Unit End Points

By the end of Year One units, our children will be able to...

Get Heart Smart	Don't Hold on to What's Wrong	Don't Forget to Let Love in	Fake is a Mistake	Too Much Selfie Isn't Healthy	'No Way Through' Isn't True
<ul style="list-style-type: none"> • I am beginning to understand that my choices can help or hurt my own and others hearts. • I am beginning to understand that I am a source of power. • I am beginning to understand some different emotions I feel. • I am beginning to understand that I can look after my heart. • I can identify someone that I am grateful for and am beginning to think about a reason why. • I am beginning to understand what healthy choices for my mind and body look like. 	<ul style="list-style-type: none"> • I can identify when Boris is sad. • I am beginning to understand that what I do effects others. • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I am beginning to understand when I am feeling a negative emotion eg. anger, sadness, disappointment. • I am beginning to understand that I can choose kind or unkind words. • I can suggest an example of a positive attribute of the kind of friend I would like to be. • I am beginning to understand something I can do if I feel sad or mad. 	<ul style="list-style-type: none"> • I am starting to describe myself in a positive way. • I am starting to think about some great things about myself. • I can suggest touch that I like and touch that I don't like. • I am beginning to understand the difference between the truth and lies. • I am beginning to understand that not everything is true. • I am beginning to understand what truth sounds like. • I am beginning to make choices based on my preferences. • I am beginning to understand that I am unique. • I am beginning to understand that there is a difference between spending and saving. • I am beginning to understand that I can choose to 'save' or 'spend'. • I am beginning to understand that a reward comes from saving. • I can identify different ways that I can take care of myself and some of the objects I use for this eg toothbrush. • I am beginning to be able to recall a kind word or action from my week. 	<ul style="list-style-type: none"> • I can suggest an amazing fact about myself. • I can explain why we don't need to lie about ourselves. • I am beginning to understand that I don't need to pretend to be anything I am not - I can be myself! • I can describe what being 'see-through' means. • I am beginning to understand some reasons why being 'see-through' in friendship is important. • I can suggest some ways to look after my teeth. • I can name a person I can talk to when I feel upset. • I am beginning to understand that small lies can have a big impact. • I can complete the phrase "I am..." with a positive characteristic. 	<ul style="list-style-type: none"> • I am beginning to think about ways to show love for others. • I am beginning to demonstrate ways to love others. • I am beginning to notice the people around me. • I am beginning to think about ways that I can help others. • I am beginning to think about ways I have been helped by others. • I can think of someone who looks after me. • I am beginning to think about how being looked after makes me feel. • I can suggest ways to show appreciation for others. • I am beginning to understand how to work as a team. • I am beginning to think about some ways to keep safe online. • I can draw a picture to offer advice for keeping safe online. • I can suggest a way that I have shown love for others. • I am beginning to think about how loving others makes me feel. 	<ul style="list-style-type: none"> • I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am starting to explore how I can adapt my strategy and try other things when I feel stuck. • I am beginning to understand the value of having a friend's support when I feel stuck. • I can differentiate between secrets I should and shouldn't keep. • I know what to do if someone asks me to keep a secret that makes me feel uncomfortable. • I am beginning to understand that I have an impact on my class, family and community. • I can choose pictures of things I like (to create a dreamboard). • I can think of a person, pet or toy that I miss. • I can share a memory of that person, pet or toy. • I am starting to be able to recall times where I felt stuck but found a way through!

By the end of Year Two units, our children will be able to...

Get Heart Smart	Don't Hold on to What's Wrong	Don't Forget to Let Love in	Fake is a Mistake	Too Much Selfie Isn't Healthy	'No Way Through' Isn't True
<ul style="list-style-type: none"> • I understand that the choices I make can help or hurt my own and others hearts. • I can describe a way that I can use my power in a positive and negative way. • I am beginning to understand that the decisions I make can affect my reputation. • I am beginning to understand how my heart affects my actions, words and behaviours. • I can describe how different people's families may look. • I can describe a way my family shows me love. • I can list a food from each of the 5 food groups. • I can think of a choice I have made that has helped my heart. • I can think of a choice I have made that has helped someone else's heart. 	<ul style="list-style-type: none"> • I understand that letting the bad feelings out of my heart helps me feel happy again. • I understand that what I do affects others • I am beginning to understand when I need to say sorry. • I am beginning to understand that forgiveness helps my heart. • I can give an example of a person, place or activity that helps my heart when I am sad. • I am beginning to understand ways to help me let go of hurt or disappointment. • I can suggest a way I can protect myself and others from bullying. • I can suggest something I can do if I feel sad or mad 	<ul style="list-style-type: none"> • I can recall a way someone has shown love to me through kind words or actions. • I can describe something I like about myself. • I can say some of my strengths. • I understand that I am unique. • I understand the difference between truths and lies. • I can suggest my own trash and truth statement. • I can use positive adjectives to describe myself. • I can describe a different range of emotions. • I understand that thankfulness changes my attitude. • I can find my pulse. • I can describe how I feel after physical activity. • I can recall a kind word or action from the week. • I can share the best thing about me. 	<ul style="list-style-type: none"> • I can suggest a couple of amazing facts about myself. • I can explain why we don't need to lie about ourselves. • I can name something unique about myself. • I can name an unkind thought that I have about myself. • I can name a kind thought I have about myself. • I can describe how an emotion feels. • I can describe times when I have felt different emotions. • I can suggest some ways to demonstrate good manners. • I can demonstrate different ways to greet another person. • I can describe some ways to stay safe in the sun. • I can use positive words to describe myself and complete the phrase 'I am... 	<ul style="list-style-type: none"> • I can suggest a way to show love for others. • I can suggest a way to demonstrate love to others. • I am learning to suggest ways to 'look out' for other people's needs and the needs of the environment around me. • I am learning to spot and act on opportunities to do something kind for others. • I can list the people working in my local community that look after and protect me. • I am learning to appreciate the important work they do. • I can list ways that we are all different. • I can list ways that we are all the same. • I can suggest some ways to keep safe in real life. • I can suggest some online safety rules. • I understand that online safety rules are similar to safety rules in real life. • I can suggest ways they have shown love for others. • I can describe how loving others makes me feel. 	<ul style="list-style-type: none"> • I am beginning to understand when I feel stuck. • I am beginning to choose to persevere in completing a challenge. • I am beginning to be able to find alternative solutions to a problem. • I can design a map with alternative routes. • I am beginning to think about different ways I can look at situations. • I can suggest a different way I could try to overcome a challenging situation. • I can replace worry phrases with positive "what if" phrases. • I can identify signs of energy being used. • I can suggest some ways to conserve energy. • I can recall a time when I felt stuck but found a way through!

By the end of Year Three units, our children will be able to...

Get Heart Smart	Don't Hold on to What's Wrong	Don't Forget to Let Love in	Fake is a Mistake	Too Much Selfie Isn't Healthy	'No Way Through' Isn't True
<ul style="list-style-type: none"> • I can suggest a way that I can show love to myself. • I can suggest a way that I can show love to others. • I can list ways to be kind to one another. • I can describe some ways that others are 'meant to be treated'. • I can recall a memory and associate a feeling with it. • I am beginning to understand that my heart needs protecting. • I can list some things that my heart needs protecting from. • I can list some people that I am grateful for in my life and give some reasons for why I am grateful for them. • I can identify some benefits of a healthy lifestyle. • I can identify some risks of an unhealthy lifestyle. • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people's hearts. 	<ul style="list-style-type: none"> • I am beginning to understand what 'forgiveness' means. • I can describe how saying sorry can help a situation. • I can describe the effects of choosing to forgive or not. • I can describe a way that holding on to hurt can make us sad. • I can list a ways to build trust between friends. • I can think of someone that I trust. • I can give an example of a stereotype. • I can suggest a couple of things I can do if I feel sad or mad. 	<ul style="list-style-type: none"> • I can recall some ways that people have shown love to me through kind words or actions. • I am starting to describe myself in a positive way. • I can think of words to encourage others. • I can accept encouragement from others. • I can sort words into what love is and what love isn't. • I can list some things that I am grateful for. • I can explain why I am grateful for them. • I am beginning to understand that some choices I make will affect my physical health. • I can recall examples of kind words or actions from the week. • I can share some amazing things about myself 	<ul style="list-style-type: none"> • I can suggest a couple of amazing facts about myself. • I can explain why we don't need to lie about ourselves. • I am beginning to know the real me is the best me. • I can give a simple explanation of what shame is. • I can suggest appropriate and inappropriate types of touch. • I can suggest safe people to talk to if I am concerned. • I can explain why telling the truth is important to build a friendship. • I can explain what an allergy is. • I can list what I have learned about why 'Fake is a Mistake'. 	<ul style="list-style-type: none"> • I can suggest ways to show love for others. • I can suggest ways to demonstrate loving others. • I can suggest something that I can do for another person. • I can describe how the person I helped felt. • I can describe how helping someone else made me feel. • I can explain how to respond in an emergency. • I can recognise and celebrate the impact kindness has on another person. • I can work together with others to complete a task. • I am learning how to listen well to one another and respect each other's views. • I can list some information that identifies me eg name, address. • I know why it is important to keep personal information private. • I can suggest ways I have shown love for others. • I can describe how caring for others makes me feel. • I can suggest ways I have shown love for others. • I can describe how caring for others makes me feel. 	<ul style="list-style-type: none"> • I can identify when I feel stuck. • I can choose to persevere when I feel stuck or in completing a challenge. • I can identify an area of my life where I am doing well. • I can describe what a setback is. • I can give an example of a setback. • I can demonstrate basic first aid skills. • I can identify a dream I have. • I can list some attitudes I need to develop to achieve my dreams. • I can describe what 'change' is and give some examples in my life. • I can suggest something I can do that helps me to manage change. • I can recall a time when I felt stuck but found a way through!

By the end of Year Four units, our children will be able to...

Get Heart Smart	Don't Hold on to What's Wrong	Don't Forget to Let Love in	Fake is a Mistake	Too Much Selfie Isn't Healthy	'No Way Through' Isn't True
<ul style="list-style-type: none"> • I can suggest several ways that I can show love to myself. • I can suggest several ways that I can show love to others. • I am beginning to think about the consequences of the words we use. • I can describe some consequences of using kind and unkind words. • I can suggest some characteristics that I would like to see in my classroom. • I can suggest some ways I can cultivate some of those characteristics. • I can name someone that I trust and I can give one reason for why I trust them. • I can list some characteristics of a healthy family life. • I can explain what "mental wellbeing" means. • I can list something that positively affects my mental wellbeing. • I can list something that negatively affects my mental wellbeing. • I can suggest some ways that I can care for my heart. • I can suggest some ways that I can care for other people's hearts. 	<ul style="list-style-type: none"> • I can suggest a way to fix a broken friendship. • I can describe some benefits of forgiveness. • I can sort scenarios into positive and negative stress. • I can suggest ways to manage negative stress. • I can suggest some healthy boundaries I can use both in life and online. • I can recognise online abuse and know who to report it to. • I can suggest positive uses of the internet. • I can list several things I can do if I feel sad, or mad. 	<ul style="list-style-type: none"> • I can recall different ways someone has shown me love through kind words or actions. • I can describe myself in a positive way. • I can identify some ways that I most feel love. • I can give an example of a time when I have been loved. • I can identify some of my strengths and achievements. • I can record and list some unique facts and figures about me. • I can highlight five things about my body that I am grateful for. • I can explain I am grateful. • I understand that love sometimes looks like stopping the spread of bacteria. • I can suggest some ways that bacteria spreads. • I can recall examples of kind words or actions from the week. • I can share several amazing things about myself. 	<ul style="list-style-type: none"> • I can explain why we don't need to lie about ourselves. • I can list 3 great things about myself. • I can explain that I am not what I 'do'. • I can identify some important voices in my life. • I can recognise the difference between kind and unkind voices in my life. • I am growing in courage to always tell the truth. • I can give examples of when I have been afraid to tell the truth. • I can explain when dares are no longer fun. • I can explain the consequences of dares. • I can list some of the risks associated with smoking. • I can list what I have learned about why 'Fake is a Mistake'. 	<ul style="list-style-type: none"> • I can suggest ways to show love for others. • I can demonstrate ways to love others. • I am becoming more aware of my surroundings and the people around me by noticing differences. • I can make the link about being observant and being aware of those around us. • I can suggest how a person is feeling from their expression and body language. • I can suggest who the unseen heroes of my community are. • I can honour those heroes by writing a thank you note. • I can suggest times when I need help from others. • I can demonstrate good teamwork skills (clear communication, listening and negotiating). • I can suggest ways to use my technology devices responsibly. • I can suggest ways that I have shown love for others. • I can describe how caring for others makes people feel. 	<ul style="list-style-type: none"> • I can describe a situation where I felt stuck. • I can suggest some ways I can persevere when I feel stuck. • I can list some skills and attitudes needed to meet the challenges. • I can identify habits I need to develop or lose in order to achieve my goals. • I can think of someone who encourages me. • I can think of someone I can encourage. • I can choose pictures of things that inspire me. • I can create 'A Dream of my Heart is...' statement. • I can define what puberty is. • I can describe key physical changes that take place as puberty begins. • I can recall a time when I felt stuck but found a way through!