



# Personal, Social and Health Education at Medlock Primary School

At Medlock Primary we have the ambition for all our pupils to achieve the highest standard. Our curriculum has been designed to ensure this vision becomes a reality by inspiring all our pupils to become confident, independent and responsible lifelong learners. To do this we have ensured that the backgrounds of our community (which have roots across the globe) are reflected in the curriculum content. The explicit sequencing and teaching of vocabulary and subject specific language is used to provide our children with the highest quality language for learning. Opportunities for reading widely and deeply are central to this as is the development of children's 'voice' (both verbal and written), to enable them to communicate and question confidently and effectively.

Each subject in our curriculum has been designed to always build and link to prior learning and make connections beyond the individual subjects to maximise its impact and ensure the children learn more and remember more.

## Why we teach PSHE - Our Intent

At Medlock Primary School, we put the Personal Development of our school community at the centre of all we do. We believe what we teach in the classroom will help our pupils foster lifelong aspirations and values. During their time at Medlock, our children will acquire the ability to make informed, healthy choices in their lives and recognise how they can play a positive role in their school and community. Spiritual, Moral, Social and Cultural (SMSC) teachings and experiences (enhanced by our school approaches to RE and Philosophy) supplement the curriculum as does the teaching of British Values.

We focus on friendships, emotional wellbeing and change as we believe pupils with better health and wellbeing will be happier and more confident resulting in higher achievement in all areas of their lives.

## Curriculum Implementation in PSHE

Our PSHE curriculum follows that set out by the PSHE Association and the National Curriculum. It has a progressive spiralled approach revisiting topics at a deeper level each time whilst rehearsing, emphasising and embedding the essential skills and attributes young people need.

The PSHE curriculum is split into three key themes: Health and Wellbeing, Relationships and Living in the Wider World. It has learning outcomes for each lesson. Some PSHE topics are taught within other subjects (i.e. E-safety within computing lessons). In EYFS the Statutory Framework is used to plan and deliver the PSED curriculum and weave further learning through each topic. Circle time sessions or philosophy circle times happen daily.

Through PSHE we teach children everything they need to keep themselves healthy, safe and prepared for the wider world.

## Impact in Design PSHE

Our curriculum is designed so the children are taught the knowledge needed and then to apply the knowledge within the subject and beyond. It has been designed to build children's knowledge from lesson to lesson and from one year to another, linking backwards and forwards, embedding knowledge and understanding. Knowledge is therefore purposefully transferable to other areas of the curriculum.

We constantly return to key concepts, as a result children know more and remember more.

### Key Learning

- learning about life skills to be successful in the wider world
- understanding how choices can affect their health and wellbeing.
- making healthy relationships with others.
- contributing to their wider community, supporting charities and understanding global issues.

## PSHE within the Wider Curriculum

Our PSHE is further enhanced through our approach to Philosophy and RE sessions; British Values focus in weekly assemblies, which are followed up with additional class circle times; Pupil Leadership structures; Anti-Bullying week and through staff and pupil voice. There are also strong links to our Relationships and Sex Education curriculum (RSE).

### Links

**DfE information on the PSHE Curriculum.**

[Click here](#)

**PSHE Association Programme of Study**

[Click here](#)

**DfE Statutory Guidance - RSE**

[Click here](#)



'Teaching PSHE creates a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically, and enjoy greater success'. - **PSHE Association**

## What PSHE Looks Like at Medlock

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery 1</b>	Who is special to me?	How do I stay safe?	What is sharing?	How do I keep clean?	Who is your friend?	How do I feel?
<b>Nursery 2</b>	What makes me special?	How am I different?	#How do we share?	How do we stay healthy?	I am proud when...	Who can I talk to about my feelings
<b>Reception</b>	Why am I special and unique?	How do I feel?	Why is it important to work with others?	Why is it important to stay healthy?	What makes a good friend?	What is going to change?
<b>Year 1</b>	What is the same and different about us? What makes a good friend?	Who is special to us?	Who helps to keep us safe?	What helps us stay healthy?	How can we look after each other and the world?	What can we do with money?
<b>Year 2</b>	How can we be a good friend?	What is bullying?	How do we recognise our feelings?	What helps us to stay safe?	What helps us grow and stay healthy?	What jobs do people do?
<b>Year 3</b>	What strengths, skills and interests do we have?	What are families like?	What makes a community?	What keeps us safe?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
<b>Year 4</b>	What makes up a person's identity?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference? (environment)	How can we manage risk in different places?
<b>Year 5</b>	How can we keep healthy as we grow?	How can friends communicate safely?	How can we help in an accident or emergency?	What decisions can people make with money?	What jobs would we like?	How can drugs common to everyday life affect health?
<b>Year 6</b>		How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?	

**Ambition for All**