



BEECHWOOD
Sacred Heart School

Preparatory School

PSHCE
**(Personal, Social, Health &
Citizenship Education)**

Policy

A Scheme of Work for PSHE and Citizenship in the Preparatory School

Personal, Social and Health Education (PSHE) is a very important aspect of education in our school. It has been clearly shown that the ability to perform well in all aspects of life can be closely linked to self-esteem. Where self-esteem is high, learning and the social perspective of life become much easier. PSHE supports and develops self-esteem.

Like any scheme of work, this is a working document. It is envisaged that the teachers in the Preparatory School will use, modify and amend the document to gain ownership of it and adapt it for a specific reason or issue not included in the scheme (e.g. a significant national or international event or something that effects the school community) that may arise during the course of a year.

Using the scheme of work

School will organise the time devoted to PSHE in various ways; for example a cross-curricular approach, as a discrete lesson, or a combination of the two. In this SOW at Key Stage 1, one lesson and in Key Stage 2, two lessons of 30 minutes, on a weekly basis have been allocated on the timetable.

The form Tutor may need to modify the activities to suit the time that they have available.

Structure

The scheme of work shows the **main areas of study**:

1. Developing confidence and responsibility and making use of abilities
2. Preparing to play an active role as citizens
3. Developing a healthy lifestyle
4. Developing good relationships and respecting the differences between people

This is covered through the following topics:

1. Good to be me
2. Relationships
3. Citizenship
4. Personal health
5. Me and My World

Within these areas of study there are a varying range of topics for different year groups.

Teaching strategies

The teaching strategies used are those which make **learning active**. In particular the teaching strategy of **circle time** is seen as very important. Many primary schools have developed circle time across the key stages, starting in year R. **Circle Time is a powerful strategy for improving the social and academic profile of the most challenging children we teach, it also helps**

significantly in maintaining high self-esteem for all children. Other teaching strategies can be used to cover the topic areas.

Cross curricular- links

- **Sex Education**

Year 5

Pupils follow the 'All that I Am' programme in RE lessons – see RE Scheme of Work – Year 5 Summer Term.

Year 6

Pupils in Year 6 cover *Sex and Relationship Education* in such a way that 'sex' and 'relationships' are linked firmly together. Pupils are encouraged to understand why their bodies are changing in preparation for adulthood and possible parenthood in the future.

- **Safe Physical contact**
- **Substance abuse/drugs**

Teachers' notes

This PSHE scheme of work is based upon the teaching strategy of circle time. It is important therefore for teachers to develop their own circle time skills, in particular those of being a facilitator.

Circle time is a challenging teaching strategy, both for children and for teachers. Where circle time has been in place for an extended period of time, it has been shown to have a major moderating effect on children with the most challenging behaviour.

Self-esteem is a life element that can and does fluctuate day by day and week by week. Even where self-esteem is high, we need a strategy for keeping it high. Since the ability to learn and to function as a balanced human being is closely linked to self-esteem, the teaching strategy of circle time is an important factor in improving standards in our schools.

At Key Stage 1, circle time can be used at morning registration, on the carpet, in a circle using rounds such as "*The news I have this morning is.....*". In this way children become familiar with the circle and how it works.

While children have the right to pass, it is as well to allow them to pass only once, then encourage them to say something.

What the scheme does not do is outline the lesson plan. It is the responsibility of the form teacher to plan the lessons to cover all the areas. Recommended resources and activities are available from the PSHE co-ordinators at each Key Stage. Clearly therefore the quality of the lesson will be governed by the teacher having read and understood the area and lesson content, having a clear and definable structure to the lesson, and delivering it in an interesting and formative way.

**EYFS – See separate EYFS scheme of work document where PSHE and Citizenship is covered through the EY areas of learning*

PSHE and CITIZENSHIP SCHEME OF WORK

KEY STAGE 1

Year 1

1. Developing confidence and responsibility and making use of my abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy lifestyle.
4. Developing good relationships and respecting the differences between people.

	Autumn Term
TOPIC	MAIN AREAS OF STUDY
Citizenship	<ul style="list-style-type: none"> • Class and school rules • Groups in our community • Looking after our environment • Being responsible for animals
Personal Health	<ul style="list-style-type: none"> • Names of body parts • Hygiene • Healthy eating • Exercise
	Spring Term
TOPIC	MAIN AREAS OF STUDY
Good to be me	<ul style="list-style-type: none"> • What I can do • Recognising mistakes • Setting goals • To know likes, dislikes and preferences • Recognise, name and communicate feelings
Relationships	<ul style="list-style-type: none"> • Identify and respect differences in others • Co-operating and sharing with one another
	SummerTerm
TOPIC	MAIN AREAS OF STUDY
Me and My World	<ul style="list-style-type: none"> • Caring for others-family and peers • Charity • Community • Money
	<ul style="list-style-type: none"> • Keeping safe • Sources of help (nurses, dentist etc)

PSHE and CITIZENSHIP SCHEME OF WORK
KEY STAGE 1

Year 2

1. Developing confidence and responsibility and making use of my abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy lifestyle.
4. Developing good relationships and respecting the differences between people.

Autumn Term	
TOPIC	MAIN AREAS OF STUDY
Good to be me	<ul style="list-style-type: none"> • Achievements • Feelings, ideas and opinions • Setting simple goals
Relationships	<ul style="list-style-type: none"> • Listening-formal and informal situations • Sharing and co-operating with others • Bullying • Respecting others
Spring Term	
TOPIC	MAIN AREAS OF STUDY
Citizenship	<ul style="list-style-type: none"> • Rules-class, school code of behaviour • The Community-different groups • Community services (library, museum etc)
Personal Health	<ul style="list-style-type: none"> • Human development from 0-5 • Growth from young to all • Eating, exercise and hygiene
Summer Term	
TOPIC	MAIN AREAS OF STUDY
My World	<ul style="list-style-type: none"> • Local, natural and built environment • News, Events and Topical Issues • Living things • Identifying and respecting differences and diversity

PSHE and CITIZENSHIP SCHEME OF WORK
KEY STAGE 2

Year 3

1. Developing confidence and responsibility and making use of my abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy lifestyle.
4. Developing good relationships and respecting the differences between people.

AUTUMN TERM	YEAR 3
TOPIC	MAIN AREAS OF STUDY
Good to be me	<ul style="list-style-type: none"> • Identifying positive qualities and achievements in themselves and others • Setting personal goals
Relationships	<ul style="list-style-type: none"> • Changing feelings towards family, friends and peers • Helping, caring for others outside of our peer group • Contributing to the school community
SPRING TERM	YEAR 3
TOPIC	MAIN AREAS OF STUDY
Citizenship	<ul style="list-style-type: none"> • Anti-social behaviour (racism, bullying) • Rules and laws in our community
Personal Health	<ul style="list-style-type: none"> • Staying safe - classroom, sun, water and road • Awareness of medication and drugs-dangers • Food and exercise-benefits
SUMMER TERM	YEAR 3
TOPIC	MAIN AREAS OF STUDY
My World	<ul style="list-style-type: none"> • News, Events and Topical Issues • People living in other places and times

PSHE and CITIZENSHIP SCHEME OF WORK
KEY STAGE 2

Year 4

1. Developing confidence and responsibility and making use of my abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy lifestyle.
4. Developing good relationships and respecting the differences between people.

AUTUMN TERM	YEAR 4
TOPIC	MAIN AREAS OF STUDY
Good to be me	<ul style="list-style-type: none"> • Identifying personal strengths • Making mistakes and learning from them • Setting personal and achievable goals
Relationships	<ul style="list-style-type: none"> • Recognising strengths and abilities in others • Celebrating physical differences in others • Group co-operation
SPRING TERM	YEAR 4
TOPIC	MAIN AREAS OF STUDY
Citizenship	<ul style="list-style-type: none"> • Anti-social behaviour and its impact on individuals and the community • Concept of right and wrong
Personal Health	<ul style="list-style-type: none"> • Work and leisure
SUMMER TERM	YEAR 4
TOPIC	MAIN AREAS OF STUDY
My World	<ul style="list-style-type: none"> • The media-impact and influence • Community affairs-knowledge and interest
	<ul style="list-style-type: none"> • Working animals in the community • Pets

PSHE and CITIZENSHIP SCHEME OF WORK
KEY STAGE 2

Year 5

1. Developing confidence and responsibility and making use of my abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy lifestyle.
4. Developing good relationships and respecting the differences between people.

AUTUMN TERM	YEAR 5
TOPIC	MAIN AREAS OF STUDY
Good to be me	<ul style="list-style-type: none"> • Identifying personal strengths • Changing feelings and emotions approaching puberty • Challenges ahead
Relationships	<ul style="list-style-type: none"> • People outside- of school environment • Peer pressure
SPRING TERM	YEAR 5
TOPIC	MAIN AREAS OF STUDY
Study Skills	<ul style="list-style-type: none"> • How we learn • Self-organising & planning • Preferred study methods • Why we learn
Citizenship	<ul style="list-style-type: none"> • Responsibilities at home, school and in the community • Rules- making and changing
Personal Health	<ul style="list-style-type: none"> • Importance of Health and Safety rules
SUMMER TERM	YEAR 5
TOPIC	MAIN AREAS OF STUDY
My World	<ul style="list-style-type: none"> • Recognising the range of national, regional, religious, and ethnic identities in the UK • Protecting the environment-pollution, recycling, conservation, sustainability
Community	<ul style="list-style-type: none"> • Fund-raising - charities • Roles of the voluntary community

PSHE and CITIZENSHIP SCHEME OF WORK
KEY STAGE 2

Year 6

1. Developing confidence and responsibility and making use of my abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy lifestyle.
4. Developing good relationships and respecting the differences between people.

AUTUMN TERM	YEAR 6
TOPIC	MAIN AREAS OF STUDY
Good to be me	<ul style="list-style-type: none"> • Personal attributes and achievements • Taking responsibility
Relationships	<ul style="list-style-type: none"> • Family and friends • Celebrate strengths and abilities in others • Bullying and how to respond as an individual
SPRING TERM	YEAR 6
TOPIC	MAIN AREAS OF STUDY
Study Skills	<ul style="list-style-type: none"> • Strategies for home & school learning • Organising & planning: building routines & targets • Conducive Environments for efficient study • Planning & thinking skills
Personal Health Citizenship	<ul style="list-style-type: none"> • Healthy eating • Exercise • Hygiene • Safety • Topical issues, problems and events • Charities and outside organisations • Cultural diversity • Rules and laws
SUMMER TERM	YEAR 6
TOPIC	MAIN AREAS OF STUDY
Body changes	Sex and Relationships Education <ul style="list-style-type: none"> • Growing Up • Cycle of life • Feelings • Family life • Friendships Resource: BBC Active Sex and Relationship Education
New beginnings	<ul style="list-style-type: none"> • Transition to secondary schools • Staying safe • Peer pressure