

WITTON CHURCH WALK C E PRIMARY SCHOOL



‘Where Every Door is Opened and Every Gift is Unlocked’

Jesus said ‘I have come that you may have life in all its fullness’ (John 10:10).

He calls us to a full life in mind, body, heart and spirit.

At Witton Church Walk the purpose of our curriculum including our PSHCE coverage is to nurture and enable every child to thrive and to be the person they are fully capable of being. It is designed to equip children to become healthier, more responsible, self-aware, resilient and caring citizens in their community. We teach the HeartSmart principles, which are based on love; loving and accepting ourselves as well as loving and responding well to others. It teaches the children that they are all worthy of loving relational connection.

We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach children both about their rights and how to respect other’s rights. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and living.

Our curriculum works within the recommendations of The Equality Act (2010), Race Relations (Amendment) Act (2000) and Disability Equality Duty (2005) and ensures the protected characteristics are explicitly included and taught. The social, moral, spiritual, cultural and our Christian values will be strengthened as our PSHCE curriculum enables the children to understand the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Cycle B: Autumn Term – Don't Rub it in, Rub it Out! (8 weeks)

Year Group	HEART SMART	Rights of the Child	Diversity and Inclusion	Themed weeks
	Content		<i>Life in all its fullness: community</i>	TO BE TAUGHT BY CLASS TEACHERS <i>Life in all its fullness: hope, dignity, wisdom</i>
Year 1/2	Follow Year 1 and 2 planning as appropriate for your class Key messages: -Motives behind behaviour -How our behaviour affects others -The importance of forgiveness -How to deal with negative emotions -Managing our emotions -Effects of bullying	Create Class Charter (To be covered and taught by class teacher)	To be covered in Rainbow Week by class teachers To explore and identify their own family make-up and sense of identity To know there are different types of families	Anti-Bullying Week -that there are different types of teasing and bullying, that these are wrong and unacceptable -how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help -to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' -about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them (potential visit from police officer)
Year 3/4	Follow Year 3 and 4 planning as appropriate for your class Key messages: -The importance of forgiveness and its effects -How to manage emotions and react appropriately to different situations -To understand what stress is and how to manage it -How trust is built and can be damaged -How to rebuild trust and friendships -How to bounce back -Recognising and challenging stereotypes -How to deal with peer pressure	Suggested links to articles: 1,2, 3, 6, 7, 8, 9, 12, 20, 28, 29, 30, 31	To be covered in Rainbow Week by class teachers What makes the perfect family? To explore family diversity	Anti-Bullying Week -to recognise and challenge stereotypes -to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves -to understand the role of a bystander and how to stand up, speak out safely
Year 5/6	Follow Year 5 and 6 planning as appropriate for your class Key messages: -Develop strategies to resolve conflict -To understand the importance of forgiveness and 'letting go' -How to handle our emotions -Understand how we can communicate with others -Understand how to build trust -How to manage and deal with failure and mistakes -To recognise bullying in all its forms and how to deal with it -Understand the impact of bullying		To be covered in Rainbow Week by class teachers To explore family diversity and sexual orientation (linked to families- use term gay, lesbian, bisexual)	Anti-Bullying Week -that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) To define homophobia and racism -to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) -to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities

Cycle B: Spring Term – Fake is a mistake

Year Group	HEART SMART CONTENT	Rights of the Child	Diversity and Inclusion <i>Life in all its fullness: dignity</i>	Themed weeks TAUGHT BY CLASS TEACHERS
Year 1/2	Follow Year 1 and 2 planning as appropriate for your class Key messages: -Celebrating being me -Understanding that our thoughts about ourselves are not always true -How to share our feelings and not mask them -Understanding how different emotions feel -Who we can talk to and who we can trust -The impact of lies	Suggested links to articles: 1,2, 3, 6, 7, 8, 9, 12, 16, 17, 18, 20, 28, 29, 30, 31	To explore stereotypes and gender stereotypes: toys/games/sport	<p align="center">Money Matters Week</p> -that money comes from different sources and can be used for different purposes, including the concepts of spending and saving -about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
Year 3/4	Follow Year 3 and 4 planning as appropriate for your class Key messages: -Celebrating being me -Understanding what shame is and how to replace this with truth -What the voice of love is -Having courage to tell the truth -Understanding how to share your true feelings -The importance of truth in building strong relationships -How feedback can help us to grow -Heartsmart and the law	Others can be taught	To explore and define the term 'stereotype' including gender stereotyping To explore and define assumptions and prejudice, link to protected characteristics	<p align="center">Money Matters Week</p> -about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
Year 5/6	Follow Year 5 and 6 planning as appropriate for your class Key messages: -Being proud of who you are -Understanding shame and how it can stop us from sharing our true feelings -Understanding negative self-talk and how to replace it with positive self-talk -That media/news/internet doesn't always reflect reality -knowing who to trust -How feedback can help us to grow -How to set boundaries to build respectful relationships -How to listen to different view points in order to understand -How to respect others rights		To recognise stereotyping and prejudiced including phrases such as 'like a girl, man up' Discuss gender orientation, including 'trans' (<i>use stonewall guidance</i>)	<p align="center">Money Matters Week</p> -to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) -that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment

Cycle B: Summer Term – No way through isn't true

Year Group	HEART SMART	Rights of the Child	Diversity and Inclusion	Themed weeks TAUGHT BY CLASS TEACHERS
	Content			
Year 1/2	Follow Year 1 and 2 planning as appropriate for your class Key messages: -How to help others and how do others help us -How to show appreciation -Team work -Find alternative solutions to a problem -Overcome challenges and difficulties -learning how to bounce back -What is grief	Suggested links to articles: 24, 27 1,2, 3, 6, 7, 8, 9, 12, 20, 28, 29, 30, 31	TO BE TAUGHT BY CLASS TEACHERS <u>Year 1</u> Keeping clean Growing and changing Families and care <u>Year 2</u> Differences: Boys and Girls Differences: Male and Female Naming the body parts	Healthy Schools Week -rules for and ways of keeping physically and emotionally safe (including road and car safety, stranger danger, safety in the environment and the difference between secrets and surprises) -what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
Year 3/4	Follow Year 3 and 4 planning as appropriate for your class Key messages: -Discuss progress and setbacks -imagining a bright future -Overcoming challenges and difficulties -Developing positive attitudes to achieve goals -How to deal with change -How to develop skills and habits to achieve dreams -How to preserve and have hope -Dealing with grief and loss		<u>Year 3</u> Differences: Male and Female Personal Space Family differences <u>Year 4</u> Growing and changing What is puberty? Puberty changes and reproduction	Healthy Schools Week -to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people - to begin to understand the concept of a 'balanced lifestyle' -to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet -that bacteria and viruses can affect health and that following simple routines can reduce their spread -strategies for keeping physically and emotionally safe including road safety, safety in the environment -about people who are responsible for helping them stay healthy and safe and ways that they can help these people
Year 5/6	Follow Year 5 and 6 planning as appropriate for your class Key messages: -How to change our attitude to help us to believe 'No way through, isn't true' -Understand the power of hope -Risk vs danger, how to pursue our dreams safely -Understanding pride -To develop self-awareness -Discuss role models and how they can inspire us -Learn how to step put of our comfort zone		<u>Year 5 content only</u> Talking about puberty Male and Female Changes Puberty and hygiene	Healthy Schools Week -what is meant by the term 'habit' and why habits can be hard to change -which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

(recommend you do this summer B if you do full half terms of PSHCE-more weeks)

Diversity and Inclusion

Resources and book suggestions for LGBT+

Autumn Term	Spring Term	Summer Term
<p>Different Families, Same Love-Stonewall The Family Book The Picnic in the Park And Tango makes Three This is my family...a first look at same sex families You are Special I am Living in Two Homes Mister Seahorse Together Worms Love Worms If I had a hundred Mummies Jack and Jim Hello, Sailor Our Twitchy King and King One Dad, Two Dads, Brown Dad, Blue Dad Tadpole's Promise</p>	<p>The Princesses Have Ball Be Who You Are Oliver Button Is A Sissy When Kayla was Kyle The Sissy Ducking Bill's New Flock I am Jazz Jacob's New Dress Jump Tough Chicks The Paper Bag Princess Free to Be...You and Me Priscilla and the Pink Rabbit It's Okay to Be Different The Princess Boy</p>	<p>To be confirmed</p>