



PSHE Curriculum Plan



Intent: A coherent and well-planned PSHE curriculum should meet the needs of all pupils and students, preparing them both for life now and for their next steps in the future. At Calder Learning Trust our curriculum is a comprehensive and thoroughly planned programme which in its diversity contributes to all four OFSTED judgement areas. Delivery of content takes place in curriculum time, tutor time, assemblies and drop down days including external providers providing provision of more complex or specialist areas. The programme culminates in the summer term with our annual Calder Carnival. Our Carnival Day celebrates the school's links with numerous external providers, promotes the development of cross-curricular learning and stresses our commitment to topical issues through working with individuals and organisations within our local community. Our Programme of Study for all key stages within the through school is based on that developed by The PSHE Association (2020). In Key Stages 1 and 2 pupils participate in daily assemblies and weekly lessons which reflect a half termly theme. In addition they have planned additional sessions from specialists including the Fire Service, Local Council and Qualified First Aid Trainers. From September 2020, all students in Key Stages 3 and 4 will have a weekly extended registration where curriculum content will be delivered by the form tutor. Secondary students will also participate in one theme based drop down day, known as Learning for Life, at an appropriate time of the year. Through the three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) our Programme of Study gives a breadth of PSHE learning from relationships and sex education (RSE) and health, to economic wellbeing and careers. The aim of the programme of study is to have a positive impact on our pupils and students in terms of their understanding of curriculum content and their ability to make sensible and informed decisions on important life matters both now and in the future.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year R	Class Theme	'Marvellous Me'	'What the Ladybird Heard'	'Food, Glorious Food'	'To infinity and beyond!'	'Once Upon A Time'	'Commotion in the Ocean'
	PSED/UTH/PSHE	Families and Friendships	Safe Relationships Respecting Ourselves and Others	Belonging to a Community	Online Safety Money and Work	Physical Health and Mental Wellbeing Keeping Safe	Growing and Changing
	The EYFS areas of Personal, Social and Emotional Development and Understanding the World, have close links to the PSHE education Programme of Study. Learning and development opportunities for these areas, as well as Communication and Language, can be interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction and reflective discussion to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHE elements of education ahead of Key Stage 1.						
Year 1/2 Cycle A	How do we recognise our feelings?	What is bullying?	Who helps to keep us safe?	What can we do with money?	What is the same and different about us?	What helps us grow and stay healthy?	
	Feelings, mood, times of change, loss and bereavement, Growing Up H11-20, H24, H27	Behaviour, bullying, words and actions, respect for others R10, R11, R12, R16, R17, R21, R22, R24, R25 Odd Socks Event: Anti-Bullying Week	Keeping safe, recognising risk, rules H28-H32, H34, R14, R16, R18-R20, L1, L9 Visit: To the Fire Station	Money, making choices, needs and wants L10-L13 Visitor: Yorkshire Bank	Ourselves and others, similarities and differences, individuality, our bodies H21-23, H25, R13, R23, L6, L14	Being Healthy, hygiene, medicines, people who help us with our health H1, H5, H6, H7, H10, H37	
Year 1/2 Cycle B	What makes a good friend?	What helps us to stay safe including online?	What jobs do people do?	What helps us to stay healthy?	Who is special to us?	How can we look after each other and the world?	
	Friendships, feeling lonely, managing arguments R6-R9, R25	Keeping safe, recognising risks, trust, keeping Secrets, trusted adults. H28-32, H34, R14, R16, R18-20, L1, L9 Visitor: 'Teddy Takes a Tumble' Road Safety Training Odd Socks Event: Anti-Bullying Week	People and jobs, money, strengths and interests, the role of the internet L15-17, L7, L8	Being Healthy, eating, drinking, playing and sleeping H1-H4, H8, H9 Visitor: Change 4 life	Ourselves and others, people who care for us, groups we belong to, families	Ourselves and others, the world around us, caring for others. How we are growing and changing and how to show care and value each other. Links to Forest School and our Allotment	
Year 3/4 Cycle A	What helps us to keep safe?	How do we treat each other with respect?	How can our choices make a difference to others and the environment?	Why should we eat well and look after our teeth?	How can we manage our feelings?	Relationships PSHE Medway Scheme	
	Keeping safe at home and school, our bodies, recognising hazards. H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29 Visitor: Calderdale Council Road Safety Team	Respect for self and others, courteous behaviour, safety, human rights R19, R20, R21, R22, R25, R27, R29, R30, H45, L2, L3, L10 Odd Socks Event: Anti-Bullying Week	Caring for others, the environment, people and animals, shared responsibilities, making choices and decisions L4, L5, L19, R34	Being healthy, eating well, dental care H1-H6, H11, H14 Visitor: Change 4 Life	Feelings and Emotions, expression of feelings, behaviour H17-H20, H23 Links to Forest School and our Allotment	Learning about different relationships and friendships. Recognise the different types of relationships that might be important to people. How we show we care for and value each other.	

Year 3/4 Cycle B	How can we be a good friend?	What are families like?	What makes a community?	Why should we keep active and sleep well?	How can we manage our money?	What are good relationships? How do these change as we get older? PSHE Medway Scheme
	Friendships, positive relationships, managing loneliness, dealing with arguments R10-R14, R17, R18	Families, family life, caring for each other R5-R9 Odd Socks Event: Anti-Bullying Week	Community, belonging to groups, similarities and differences, respect for others R32, R33, L6, L7, L8 Junior Wardens Training with Calderdale Council	Being healthy, keeping active, taking rest, mental health H1-H8, H13, H14 Visitor: Change 4 Life	Unit of work from Yorkshire Bank L10-L13 Visitor: Yorkshire Bank	Learning about different relationships and friendships. Recognise the different types of relationships that might be important to people. How we show we care for and value each other as we get older.
Year 5/6 Cycle A	How is our community fostered and developed?	How can we help in an accident or emergency?	What decisions can people make with money?	What choices help our health?	How can friends communicate safely, including online?	How is a baby made? PSHE Medway Scheme
	Community including the wider community, respect for others, R32, R33, L6, L7, L8	First Aid, accidents, dealing with emergencies H43, H44 Visitor: The Fire Service Odd Socks Event: Anti-Bullying Week	Money, making decisions about spending and saving, recognising how money can affect mood. R34, L17, L18, L20, L21, L22, L24 Visitor: Yorkshire Bank	Looking after ourselves mentally and physically, hygiene for puberty, good sleep, how to seek help. H1-H8, H13, H14 Visitor: Change 4 Life	Friendships, relationships, online safety, recognising risk R18, R24, R26, R29, L11, L15	Identify some physical changes that happen to bodies during puberty. Understand how a baby is made, explain what pregnancy means, how long it lasts, and where it occurs.
Year 5/6 Cycle B	What makes up our identity?	How can we keep healthy as we grow?	What jobs would we like?	How can drugs and alcohol affect health?	How can the media influence people?	What happens to our bodies during puberty? PSHE Medway Scheme
	Identity, personal attributes and qualities, similarities and differences, individuality, stereotypes H25-27, H32, L9	Looking after ourselves mentally and physically, growing up, becoming more independent H1-H8, H11-16, H21, H22, H40, H46, R10 Visitor: Andy's Man Club Odd Socks Event: Anti-Bullying Week	Careers, Aspirations, role-models, the future L26-L32 Visitor: Careers Advisor	Drugs, alcohol, tobacco, healthy habits H1, H3, H4, H46, H47, H48, H50 Visitor: Branching Out	Media literacy and digital resilience, influences and decision making, online safety H49, R34, L11-16, L23	The physical changes that happen during puberty. What puberty is, including when and why it happens. Identify some physical changes that happen to bodies during puberty.

Additional Opportunities for PSHE in Calder Primary:

Regular School Council meetings, Taking part in Hebden Bridge Rotary Schools Quiz and Decorated Duck competition, Working in partnership with the Railway Station Partnership and local businesses for community projects, Singing for local residents, Taking part in local Remembrance events, Harvest Festival fundraising for Calderdale Smartmove, Fundraising for Children in Need and Comic Relief.

Year 7	Transition Health and Wellbeing	Everybody is different Relationships	Challenging Stereotypes Living in the Wider World	Puberty and Changes Health and Wellbeing	Building relationships Relationships	Financial Decision Making Living in the Wider Word
	Transition to secondary school and personal safety in and outside school, including first aid KS3 – H1, H31, H2, H6, H10, H13, H20	Careers, teamwork and enterprise skills, and raising aspirations KS3 – R1, R14, R3, R4, R9, R10, R19, R38	Diversity, prejudice, and Bullying KS3 – L10, L9, L14	Healthy routines, influences on health, puberty, unwanted contact, and FGM KS3 – H34, R24	Self-worth, romance and friendships (including online) and relationship boundaries KS3 H1, R2, R9, R11, R13, R14, R16, R24	Saving, borrowing, budgeting and making financial choices H32, L15, L16, L17, L18

Year 8	Resilience Health and Wellbeing	Feelings Relationships	Career Pathways Living in Wider World	Drugs and Alcohol Health and Wellbeing	Finance Living in Wider World	Sexual Consent Relationships
	KS3 – H3, H4, H9, H11, H15	KS3 – R5, R6, R18,R21, R22, R23, R39, R40	• L11, L12, L26	KS3 – H23, H24, H25, H26, H27, H28	KS3 – L15, L16, L17, L18, L19	KS3 - R25, R35, R36

Year 9	Physical & Mental Health Health and Wellbeing	Intimacy and Sex Relationships	Social Action Living in the Wider World	Social Action Living in the Wider World	Sexual Intimacy Relationships	Risk Health and Wellbeing Relationships
	KS3 – H5. H12, H16, H19, H21, H22	KS3 – R7, R8, R11, R12, R42, R43, R44	• First Give • Options	KS3 – L8, L3, L6, L13, L11	KS3 – R20, R37, R26, R27, R28, R33, R32, R34	KS3 – H32, R36, R37

Year 10	Resilience & Self Esteem Health and Wellbeing	Sex Education Health and Wellbeing Relationships	Support in Relationships Health and Wellbeing Relationships	Responsibilities Relationships	Awareness Health and Wellbeing Relationships	Handling Difficult Situations Relationships
	Intimacy and Influences Relationships			Influence Living in the Wider World		
	H1, H2, H3, H4 R20, R21, H26, R31 (KS3)			KS4 – R14, 15, 16, 17, 18, 25, 26 KS4 – L28, L29, L24, L26		
	KS4 - H29, H35 (KS3), H36 (KS3), H27, H28, R6, R7, R10	KS4 – R11, R12, H8, H9, H10, L22		KS4 – H32, R27, H33, H30, R36, R35, R37, R38	KS4 – R31, R32, L9	

Year 11	Control Relationships	Types of Relationships Relationships	Negative Experiences Relationships	Responsible Lifestyle Health and Wellbeing	Revsion Living in the Wider World	
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	KS4 - H7, R1, R28, R29, R23, R24 College Decisions	KS4 - R4, R2, R3, R19 Mocks	KS4 – R8, R22, R30, H19, H18, H21, H20 Applications	KS4 – H11, H15, H23, H24, H17, H16	GCSE Revision	
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Learning for Life		Calder Edge		Curriculum		Form time		Assemblies		Off timetable	
KS4 L6	about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	KS3 R15	CALDER EDGE - £10 CHALLENGE to further develop and rehearse the skills of team working	KS3 H14	PE the benefits of physical activity and exercise for physical and mental health and wellbeing	KS3 L1	TRANSITION study, organisational, research and presentation skills	KS3 R29 R30	the impact of sharing sexual images of others without consent how to manage any request or pressure to share an image of themselves or others, and how to get help	KS3 L23	SMSC to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views
KS4 L4	about the range of opportunities available to them for career progression, including in education, training and employment	KS3 R16	CALDER EDGE - £10 CHALLENGE to further develop the skills of active listening, clear communication, negotiation and compromise	KS3 H17	TECH/FOOD the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices	KS3 L2	TRANSITION to review their strengths, interests, skills, qualities and values and how to develop them	KS3 H7	the characteristics of mental and emotional health and strategies for managing these	KS3 H33	RESTART A HEART
KS4 L15	about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it	KS3 L4	the skills and attributes that employers value	KS3 H18	FOOD what might influence decisions about eating a balanced diet and strategies to manage eating choices	KS4 L1	BUILDING MY SKILLS to evaluate and further develop their study and employability skills	KS3 H8	the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns	KS4 R5	the legal rights, responsibilities and protections provided by the Equality Act 2010
KS4 L5	about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	KS3 L5	the skills and qualities required to engage in enterprise	KS3 H30	IT how to identify risk and manage personal safety in increasingly independent situations, including online	KS4 L2	BUILDING MY SKILLS to evaluate their own personal strengths and areas for development and use this to inform goal setting	KS3 H29	the impact of sharing sexual images of others without consent	KS4 H5	MENTAL HEALTH the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
KS4 L13	the skills and attributes to manage rights and responsibilities at work including health and safety procedures			KS3 R13	IT how to safely and responsibly form, maintain and manage positive relationships, including online	KS4 L3	BUILDING MY SKILLS how their strengths, interests, skills and qualities are changing and how these relate to future career	KS3 R2	indicators of positive, healthy relationships and unhealthy relationships, including online	KS4 H6	MENTAL HEALTH about change and its impact on mental health and wellbeing and to recognise the need for emotional

					choices and employability			support during life changes and/or difficult experiences			
KS4 L21	to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts			KS3 R17	IT strategies to identify and reduce risk from people online that they do not already know; when and how to access help	KS4 L12	BUILDING MY SKILLS strategies to manage their online presence and its impact on career opportunities	KS3 R41	the need to promote inclusion and challenge discrimination, and how to do so safely, including online	KS4 H24	RESTART A HEART
KS4 L14	about confidentiality in the workplace, when it should be kept and when it might need to be broken			KS3 L27	IT to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms	KS4 L10	BUILDING MY SKILLS to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities	KS4 L27	strategies to critically assess bias, reliability and accuracy in digital content		
				KS3 L20	IT that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity	KS4 L23	BUILDING MY SKILLS strategies for protecting and enhancing their personal and professional reputation online	KS4 H12	the benefits of having a balanced approach to spending time online		
				KS3 L21	IT to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media			KS4 R33	The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support		
				KS3 L24	IT to understand how the way people present themselves online can have positive and negative impacts on them			KS4 L7	about the labour market, local, national and international employment opportunities		
				KS3 L22	IT the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues			KS4 L8	about employment sectors and types, and changing patterns of employment		
				KS3 L25	IT to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them			KS4 H22	ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online		

				KS4 L20	IT OR L4L the skills to challenge or seek support for financial exploitation in different contexts including online					
				KS4 L25	IT how personal data is generated, collected and shared, including by individuals, and the consequences of this					

	AUTUMN 1 Health & Well being	AUTUMN 2 Living in the Wider World	SPRING 1 Relationships	SPRING 2 Health & Well being	SUMMER 1 Relationships	SUMMER 2 Living in the Wider World
YEAR 7	<u>Transition and safety</u> H1, H2, H30, H33, R13, L1, L2	<u>Developing skills and aspirations</u> R15, R39, L1, L4, L5, L9, L10, L12	<u>Diversity</u> R3, R38, R39, R40, R41	<u>Health and puberty</u> H5, H13, H14, H15, H16, H17, H18, H20, H22, H34		
YEAR 8	<u>Drugs and alcohol</u> Alcohol and drug misuse and pressures relating to drug use H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<u>Community and careers</u> Equality of opportunity in careers and life choices, and different types and patterns of work R39, R41, L3, L8, L9, L10, L11, L12	<u>Discrimination</u> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia R39, R40, R41, R3, R4, R42, R43	<u>Emotional wellbeing</u> Mental health and emotional wellbeing, including body image and coping strategies H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<u>Identity and relationships</u> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, R32	<u>Digital literacy</u> Online safety, digital literacy, media reliability, and gambling hooks H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27
YEAR 9	<u>Peer influence, substance use and gangs</u> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation H24, H25, H27, H28, H29, R1, R20, R37, R42, R44, R45, R46, R47	<u>Setting goals</u> Learning strengths, career options and goal setting as part of the GCSE options Process L2, L3, L6, L7, L8, L9, L11, L12, L13, L14	<u>Respectful relationships</u> Families and parenting, healthy relationships, conflict resolution, and relationship changes H2, R1, R6, R19, R21, R22, R23, R35, R36	<u>Healthy lifestyle</u> Diet, exercise, lifestyle balance and healthy choices, and first aid H3, H14, H15, H16, H17, H18, H19, H21	<u>Intimate relationships</u> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography R7, R8, R11, R12, R18, R24, R26, R27, R28, R29, R30, R31, R32, R33, R34, L21	<u>Employability skills</u> Employability and online Presence R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27
YEAR 10	<u>Mental health</u> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change H2, H5, H6, H7, H8, H9, H10	<u>Financial decision making</u> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices H25, R38, L16, L17, L18, L19, L20,	<u>Healthy relationships</u> Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography R1, R2, R3, R6, R7, R8, R14,	<u>Exploring influence</u> The influence and impact of drugs, gangs, role models and the media H19, H20, H21, R20, R35, R36, R37	<u>Addressing extremism and radicalisation</u> Communities, belonging and challenging extremism R5, R6, R9, R10, R14, R28, R29,	<u>Work experience</u> Preparation for and evaluation of work experience and readiness for work H1, L1, L2, L3, L5, L7, L8, L9

		L25	R15, R18, R19, R22, R28, R29, R30, R31		R30, R31, R34, L24, L26, L27, L28, L29	L10, L11, L12, L13, L14, L15, L23
YEAR 11	<u>Building for the future</u> Self-efficacy, stress management, and future opportunities H2, H3, H4, H8, H12, L22	<u>Next steps</u> Application processes, and skills for further education, employment and career progression L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<u>Communication in relationships</u> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse H26, H27, H28, H29, R16, R17, R21, R23, R32	<u>Independence</u> Responsible health choices, and safety in independent contexts H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<u>Families</u> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships H30, H31, H32, H33, R4, R11, R12, R13, R24, R25, R26, R27, R33	