



Co-op Academy  
Broadhurst

# P.S.H.E.

Curriculum Intent, Implementation and  
Impact for P.S.H.E. at Co-op Academy  
Broadhurst

## Why is PSHE an important part of the curriculum at Broadhurst? (Rationale)

At Co-op Academy Broadhurst we have developed a high quality, broad and balanced PSHE curriculum that:

- to assist children and young people to prepare for adult life
- supports children and young people through their physical, emotional and moral development
- Help children and young people to understand themselves, respect others and form and sustain healthy relationships.

PSHE uniquely aims to develop the whole child including their knowledge, understanding, skills, strategies, beliefs, values and attributes. At Co-op Academy Broadhurst, we place a high value on the development of the 'whole child'. The teaching of Personal, Social, Health & Economic (PSHE) education underpins children's development as people and supports their learning capacity. PSHE forms part of our wider, holistic approach to addressing sensitive subjects and protect our pupils.

As part of our whole school approach, PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

This will be implemented through the iMatters curriculum designed by Manchester Healthy Schools.

## What are the key knowledge concepts in PSHE at Broadhurst? (What do the children need to know?)

It is our intent to provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

There are four core themes of our PSHE programme of study focuses on:

- Mental and Emotional Health
- Keeping Safe
- Healthy Lifestyles
- Living in the Wider World

Relationships and Sex Education is an additional integral aspect of our curriculum which is taught discretely. From September 2020, all primary schools are required by the government to teach Relationship and Sex Education. Relationship and Sex Education is designed to help children to have positive and safe relationships with family, friends and online (more information on this can be found in our Relationship and Sex Education Policy).

As a result of our PSHE programme of learning, pupils will:

- Develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens who make a positive contribution to society.
- Understand and respect who they are, to empower them with a voice and to equip them for life and learning.

### What does the delivery of the PSHE curriculum look like at Broadhurst?

#### PSHE Teaching

At Co-op Academy Broadhurst we teach discrete PSHE lessons through the iMatters Curriculum designed by Manchester Healthy Schools Programme, which follows the Department of Education's updated Statutory RSE and Health Education Guidance as well incorporating recommended content from the PSHE Association. In addition to these discrete lessons, we endeavour to embed the knowledge and skills throughout many aspects of school life as well as filtering through other curriculum areas.

#### Extra Curricular Opportunities

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being for all pupils.

#### Curriculum Enhancements

Forest schools/ Daily mile/ Bikeability/ Active week/ Interschool competitions

### How do we plan for progression of knowledge and skills within PSHE at Broadhurst?

At the beginning of each year, every class sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

We promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. PSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, P4C, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extra-curricular activities. These include mental health awareness week, safer internet day and walk to school week. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

The PSHE curriculum links closely to our Rights Respecting work and we teach elements of PSHE through the Articles in the Convention of the Rights of the Child.

## How do we plan for progression of knowledge and skills within PSHE at Broadhurst?

### **Early Years Foundation Stage**

In Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning therefore an integral aspect of daily planning, teaching and learning.

- Making relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. Teachers look at the core themes and take aspects of these to inform their planning. PSED is a fundamental building block in a child's development and underpins the whole curriculum.

### **Key Stage One and Two**

Key Stage One and Two PSHE is embedded into a range of curriculum areas, however a one hour lesson of discrete PSHE is delivered every fortnight, following the iMatters PSHE Curriculum. This follows the four core themes (five when including RSE) which have been adapted specifically for the children of Manchester Schools. Children have the opportunity to form and share opinions, value differences, recognise feelings and emotions as well as identify what makes relationships healthy.

All year groups cover all four areas; mental and emotional health, keeping safe, healthy lifestyles and living in the wider world in an age appropriate way. Each year the skills, knowledge and understanding progresses and builds on the year before.



# How do we plan for progression of knowledge and skills within PSHE at Broadhurst?

## Curriculum Overview

Year Group	Relationships and Sex Education	Mental and Emotional Health	Keeping Safe	Healthy Lifestyles	Living in the Wider World
<b>Year 1</b>	1) Who are the people in my life who love and care for me? 2) What are the differences and similarities between people? 3) What are the similarities between girls and boys?	1) What makes me happy? What are feelings? 2) What is the difference between good secrets and bad secrets? 3) How does my behaviour affect others?	1) What are the rules for keeping me safe in familiar and unfamiliar environments? 2) What are rules about household substances? 3) What is an emergency and what do I do?	1) Where does food come from? 2) How do I look after my teeth? 3) How do I keep clean?	1) What are class rules? (British Values) 2) Where does our money come from? 3) What is the environment?
<b>Year 2</b>	1) What is private? (body parts) 2) What happens when the body grows young to old? 3) What is fair, unfair, kind and unkind? (friendship)	1) What is the difference between small feelings and big feelings? 2) How can I keep safe online? 3) What makes others happy? What is the different between joking, teasing and bullying?	1) How do medicines help us when we are unwell? 2) How do I keep safe at home? 3) What is my responsibility for keeping myself and others safe?	1) Why do I eat? 2) Why should I be active? 3) How can I prevent diseases spreading?	1) What groups and communities am I a part of? 2) How do we make choices about spending money? 3) How can we look after the environment?
<b>Year 3</b>	1) What is personal space? 2) What does a healthy relationship look like? 3) Why is being equal important in relationships?	1) How do my feelings affect my behaviour? How can I manage my feelings? 2) What are the ways we communicating online? 3) What am I good at?	1) What happens when I breathe smoke in the air? 2) How do I recognise risks in my life? 3) What do I do in an emergency?	1) What is a healthy diet? What is an unhealthy diet? 2) How do I keep safe in the sun? 3) Why is personal and oral hygiene important?	1) How do rules and law protect me? 2) What is the difference between my local British communities and global communities? 3) What are the links between work and money?

## How do we plan for progression of knowledge and skills within PSHE at Broadhurst?

<b>Year 4</b>	<ol style="list-style-type: none"> <li>1) What is diversity?</li> <li>2) Do boys and girls have different roles?</li> <li>3) What changes happen to my body?</li> </ol>	<ol style="list-style-type: none"> <li>1) What is resilience?</li> <li>2) What does it mean to have responsibility over my choices and actions?</li> <li>3) What is discrimination?</li> </ol>	<ol style="list-style-type: none"> <li>1) How do I manage risks in my life?</li> <li>2) What is self-control?</li> <li>3) What is the difference between legal and illegal drugs? Are all drugs harmful?</li> </ol>	<ol style="list-style-type: none"> <li>1) How do I make sure I get good quality sleep?</li> <li>2) What is fuel for the body? Does all food provide the same amount?</li> <li>3) How do I know if I'm physically ill?</li> </ol>	<ol style="list-style-type: none"> <li>1) What are the rights of the child?</li> <li>2) How do we look after our money?</li> <li>3) What is sustainability?</li> </ol>
<b>Year 5</b>	<ol style="list-style-type: none"> <li>1) What is puberty?</li> <li>2) What are the different relationships in my life?</li> <li>3) What is unwanted touch? Understanding FGM</li> </ol>	<ol style="list-style-type: none"> <li>1) What is mental health?</li> <li>2) How do I negotiate and compromise?</li> <li>3) How do I stay safe on a mobile or tablet?</li> <li>4) How can I be happy being me? (body image)</li> </ol>	<ol style="list-style-type: none"> <li>1) How do I respond to dares?</li> <li>2) What are 'habits'?</li> <li>3) Who or what influences me?</li> </ol>	<ol style="list-style-type: none"> <li>1) How can we stop the spread of infection?</li> <li>2) Why are vaccinations important?</li> <li>3) Why is it important to know about nutritional content of food?</li> </ol>	<ol style="list-style-type: none"> <li>1) How and why do we make and change rules?</li> <li>2) What is Fair Trade?</li> <li>3) How can I combine sustainability with fair trade using my enterprise skills?</li> </ol>
<b>Year 6</b>	<ol style="list-style-type: none"> <li>4) What changes happen in my life?</li> <li>5) What happens in a loving relationship and what is forced marriage?</li> <li>6) How is a baby made?</li> </ol>	<ol style="list-style-type: none"> <li>1) How can I challenge negative thoughts and feelings?</li> <li>2) What is stereotyping?</li> <li>3) How can the internet positively and negatively affect our mental health?</li> </ol>	<ol style="list-style-type: none"> <li>1) How do drugs affect the mind and body?</li> <li>2) How do I manage peer pressure?</li> <li>3) What are basic emergency first aid skills?</li> </ol>	<ol style="list-style-type: none"> <li>1) How is my mental and physical wellbeing connected?</li> <li>2) How do I keep physically healthy?</li> <li>3) Can I plan and prepare a healthy meal?</li> </ol>	<ol style="list-style-type: none"> <li>1) Why is it important to be critical of the media online and offline?</li> <li>2) How do people manage money?</li> <li>3) What do I want to be?</li> </ol>



### How do we know that the children have made progress in PSHE?

As a result of our detailed PSHE Curriculum the children will have developed and practiced our Co-op Values:

- Self-help
- Self-responsibility
- Democracy
- Equality
- Equity
- Solidarity

Throughout our whole curriculum we encourage our children to be resilient and be able to persevere; be reflective and take responsibility; be resourceful, question and demonstrate inquisitiveness and creativity; show reciprocity and be able to co-operate, empathise and respect others.

### How do we know that our PSHE Curriculum is successful?

Assessments

AFL

Summative

Pupil Voice

Lesson Observations

Analysis of Learning/work produced