

Fox PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE whole school half-termly theme:	Loving Learning (Fox values) <ul style="list-style-type: none"> • Rights and responsibilities (British Values) • Gifts and Talents • Understanding and practising democracy (British Values) • Getting to know each other • Self-awareness • Working together • Communication and participation 	Be friendly, Be wise <ul style="list-style-type: none"> • Making and sustaining friendships • Conflict resolution • Keeping safe at home, school and outdoors • Managing risk • Anti-bullying • Feeling safe • Where to go in an emergency • Drugs education 	Making a Difference (Fox Values) <ul style="list-style-type: none"> • The wider community (British Values) • Rights and responsibilities (British Values) • Local democracy (British Values) • Voluntary groups • Fund-raising events • Environmental awareness • Globalisation • Money/economic understanding 	Living long, living strong <ul style="list-style-type: none"> • How my body works • Healthy eating and exercise • Goal-setting and motivation • SRE: Growing and caring for ourselves, valuing difference, puberty 	Relationships <ul style="list-style-type: none"> • Identity and self-esteem • Comfortable and uncomfortable relationships • Peer influence • Problems in relationships • Where to go for support • Anti-bullying • SRE: positive relationships, types of relationships 	Looking ahead/growing up <ul style="list-style-type: none"> • Managing change • SRE: puberty and reproduction • Preparation for transition • Feelings and emotions
Colour coding:	<p>SEAL - all resources saved in PSHE area/ SEAL</p> <p>Body and Soul: Active learning for relationship education with 9-11s - possible resources and lesson plans are referenced in orange, with page numbers. All saved in Media drive/ PSHE</p> <p>Drugs and Alcohol Education - all lesson plans on system (Media drive/ PSHE) and referenced in red</p> <p>Sex and Relationships Education - all lesson plans on system (Media drive/ PSHE) and referenced in green</p>					
	Learning objectives					
	Loving Learning	Be friendly, Be wise	Making a difference	Living long, Living strong	Relationships	Looking ahead, growing up
Year 1	1. Devising a class contract: rules	1. Making friends/ Falling out with a friend	1. Setting a simple personal goal	1. It's good to be me - being unique -(British	1. Feeling loved and cared for - (My Princess Boy)	1. SRE: growing and changing,

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	<p>&responsibilities (British Values)</p> <ol style="list-style-type: none"> Getting to know each other - understanding others' opinions, valuing oneself (Book link: We all sing with the same voice) Working together - sharing, working in pairs or groups, cooperation Knowing right and wrong (British Values) Happy playtimes 	<p>(Book link: Mr Big Hector and Hummingbird)</p> <ol style="list-style-type: none"> Drugs ed: Identify how to stay healthy Drugs ed: medicines (Book link: Harry and the Robots) Drugs ed: who gives us medicines? Exercise and why it is good for you (covered in Science Autumn term) Online -safety - (Covered in Computing) 	<p>(New Year's Resolutions)</p> <ol style="list-style-type: none"> Communities we belong to, being British (British Values)(Book link: Home) ECO: The environment and how to look after it (Book link: Here we are Oliver Jeffers) ECO: Recycling - take part in class recycling activity (link to science unit - Materials Spring 1) ECO: Developing responsibility; looking after animals/plants (Link to literacy unit - Looking after pets - Spring 1 and plants covered in Science Summer term) 	<p>Values) (Book link: The New Jumper)</p> <ol style="list-style-type: none"> What does it mean to be healthy? Healthy diet, food and water (Book link: All Better Now) SRE: basic hygiene, keeping clean, keeping healthy Looking after our teeth Emergency services- what are they? 	<ol style="list-style-type: none"> SRE: Different kinds of families - P4C LINK - And Tango Makes Three Good and bad feelings and how to cope with different feelings (Book link: Great Big Book of Feelings) Managing uncomfortable feelings (anger, jealousy, pride, worrying, loss) (Book link: Frog is Frightened) What upsets me, what do I do that upsets others? 	<p>babies becoming adults, differences boys and girls</p> <ol style="list-style-type: none"> Managing changes Moving on Special memories
<p>Year 2</p>	<ol style="list-style-type: none"> Devising a class contract: rules &responsibilities (British Values) 	<ol style="list-style-type: none"> Making friends - What is a good friend? (Link to 	<ol style="list-style-type: none"> Expressing opinions (British Values) 	<ol style="list-style-type: none"> Drugs ed: To explore substances and situations that 	<p>People who help us (Book link: The Gigantic turnip)</p>	<ol style="list-style-type: none"> SRE: differences male and females and

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	<ol style="list-style-type: none"> Being an effective learner - start of term Right and wrong (link to Dish and Spoon literacy unit) (British Values) Gifts and talents - we are all different, what I like about me Working cooperatively (Book link: Two Monsters) 	<ol style="list-style-type: none"> Traction Man literacy unit) Valuing difference (British Values) (Book link: 10000 dresses, We're all wonders, The new jumper, This is our house, Giraffes cant dance) (Link to 'Otherwise vis lit unti) Dealing with bullying Online-safety RE link: Diversity - learn about a range of festivals (British Values) 	<ol style="list-style-type: none"> Voting and debating (British Values) ECO: Saving energy around the school ECO: Pollution, litter around school Money: why do we have money? Spending (Book link: The magic paintbrush) 	<p>are safe or unsafe</p> <ol style="list-style-type: none"> Drugs ed: To identify hazardous substances Drugs ed: safety rules at home and at school Food types/healthy eating- design a healthy lunch box (link to DT unit Autumn) Keeping healthy - what exercise do people take, what do I like 	<ol style="list-style-type: none"> Different types of friends, including grown-ups - (link to Lucky Dip Literacy unit) Different types of feelings - anger, fear, love, jealousy (Book link: ' Feeling jealous) Truth and lies Secrets- understanding not to keep adults secrets, good and bad secrets and distinguishing between 	<p>gender stereotypes (Book link: Red Rocket and rainbow jelly)</p> <ol style="list-style-type: none"> SRE: Differences between boys and girls and lifecycle SRE: sexual difference and naming body parts Managing change Moving on - feelings and goals (Book link: The Emperors egg, One tiny turtle)
<p>Year 3</p>	<ol style="list-style-type: none"> Devising a class contract (British Values) What are values? Exploring personal values (Book link: We are all born free) 	<ol style="list-style-type: none"> The importance of friends/ loneliness (link to Man on the Moon literacy unit) Managing anger Drugs ed: Why people smoke and the effect it 	<ol style="list-style-type: none"> Rules and laws - why they are needed (British Values) Representation- school council and local council (British Values) 	<ol style="list-style-type: none"> SRE: Differences male and female and naming body parts SRE: to explore touch and personal space and acceptable physical contact 	<p>-20 mins per week mindfulness (whole term)</p> <ol style="list-style-type: none"> Similarities and differences - (British Values) Link to Jacqueline 	<ol style="list-style-type: none"> How my body works -body systems, circulation, breathing and digestion Growing and changing

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	<p>3. What are British Values and why are they important?</p> <p>4. It's good to be me - Gifts and talents (Book link: Goodnight stories for rebel girls)</p> <p>(British Values)</p> <p>5. Having opinions, and respecting others' opinions (British Values)</p>	<p>has on the lifestyle</p> <p>4. Drugs ed: Physical effects of smoking</p> <p>5. Drugs ed: Smoking and how society responds</p> <p>6. Online-safety Covered in Computing</p>	<p>3. Voting and debating (British Values)</p> <p>4. Money: Keeping track of my money- saving and spending (Link to numeracy lessons)</p> <p>5. Money: What is fair trade? - sources and products/ ethics</p>	<p>3. SRE: Different types of families and who to go to for support (Book link: Perfect Nicola Daris?)</p> <p>4. Physical contact and what is acceptable, keeping things 'private'</p>	<p>Wilson Lit unit - diff families (Book link: Picnic in the Park)</p> <p>2. Self-awareness (British Values) DON'T CALL ME SPECIAL</p> <p>3. Managing uncomfortable feelings- when do I get angry, embarrassed, scared, upset</p> <p>4. Standing up for myself, incl peer pressure and how to deal with it (British Values) (Book link: Goodnight stories for rebel girls)</p> <p>5. Recognising and challenging stereotypes (Book link: The Three little wolves and the Big Bad Pig)</p>	<p>3. Managing loss - BADGERS PARTING GIFTS</p> <p>4. Moving on - dealing with change (Book link: Here I am)</p> <p>5. Link to Jacqueline Wilson Lit unit - diff families</p> <p>6. Setting achievable goals and overcoming barriers</p>
<p>Year 4</p>	<p>1. Devising a class contract (British Values)</p>	<p>1. Keeping safe in my local area-gangs etc</p>	<p>1. Money: Keeping track of my</p>	<p>-30 mins per week mindfulness</p>	<p>1. Different types of relationships (friends, families, civil</p>	<p>1. SRE: the human lifecycle</p> <p>2. SRE: learn basic facts about</p>

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<ul style="list-style-type: none"> 2. Rights and responsibilities / types of behavior and their consequences (British Values) 3. Gifts and talents 4. Working cooperatively 5. Communication skills, cooperation, working together 	<ul style="list-style-type: none"> 2. Online-safety (covered in Computing) 3. Emotional health- strong feelings and mood swings 4. Helping and getting help- who can you talk to 5. Persuasion and pressure - how to manage peer and other influence, not agree to keeping secrets, when it is ok to break confidence (British Values) 	<p>money, Planning and budgeting</p> <ul style="list-style-type: none"> 2. Voluntary agencies and charity work (link to year group charity event) 3. ECO: Saving energy, the environment, recycling etc - how we can make a difference 4. ECO: Climate change (LINK TO GEO AUT 2) We schools: We create change 5. Media influence and sources of persuasion (British Values) (link to literacy unit - persuasion and GR leaflets) 	<ul style="list-style-type: none"> 1. Keeping healthy- healthy eating - exercise - (Link to DT Unit Aut 2) 2. Drugs ed: To understand the effects alcohol has on the body 3. Drugs ed: Alcohol and the related risks 4. Drugs ed: Limits to drinking alcohol 	<p>partnerships, marriage)</p> <ul style="list-style-type: none"> 2. Gender stereotypes - (Link to Whale Rider Lit unit) - P4C LINK - WILLIAM'S DOLL 3. Recognising and challenging prejudice (British Values) - P4C LINK - THE WHISPERER 4. Equal opportunities - discrimination (British Values) 	<ul style="list-style-type: none"> puberty - HAIR IN FUNNY PLACES 3. SRE: explore how puberty is linked to reproduction 4. Positive vs unwelcome change 5. Moving on - setting goals, wishes hopes and dreams
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<p>Year 5</p>	<ol style="list-style-type: none"> 1. Devising a class contract (British Values) 2. Working cooperatively B&S 1b - TOUCH 3. Exploring values and what are British Values? 4. Rule of Law - British Legal system (British Values) 5. Individual Liberty - exploring fundamental rights all children should have across the world (British Values) (Book link: Women's rights) 	<ol style="list-style-type: none"> 1. Different types of friends- B&S: 3c The Values auction 2. Agreeing and disagreeing- conflict resolution 3. Being assertive (British Values), managing risk 4. Online-safety (cover in Computing) 	<p>-30 mins per week mindfulness (half a term)</p> <ol style="list-style-type: none"> 1. Communities I belong to - identity B&S: 5b Communities of support -Having a say in the school community (British Values) 2. Anti-social behaviour and the consequences of breaking laws (British Values) 3. Class, deprivation, understanding how others live (Link to Oliver literacy unit) (Book link: Meltem's journey - refugee diary) 4. ECO: Environmental awareness and responsibility, climate change <p>We Schools - We bake for change,</p>	<ol style="list-style-type: none"> 1. The concept of well-being - (Link to mindfulness) 2. Managing feelings e.g. anger, embarrassment- staying happy - (Book link: Michael Rosen's Sad book) 3. Drugs ed: To explore a range of legal and illegal drugs 4. Drugs ed: children's attitudes and beliefs to drug takers 5. Drugs ed: To consider strategies to resist drug use - (Link to Human Body Science Unit) 	<ol style="list-style-type: none"> 1. Different types of relationships (Book link: King and King) B&S 1c - love and intimacy 2b - positive and negative relationships 2. Marriage B&S: 3 - wedding words, perfect partners (Book link: 10,000 dresses) 3. Changing relationships e.g. transitions, loss, separation, divorce, bereavement - 4. Forgiveness - (Link to RE Christianity) B&S: 4 Forgiveness 5. Discrimination - what to do if someone is being discriminated against (Book link: Boy in a dress - D. Walliams) 	<ol style="list-style-type: none"> 1. SRE: Talking about puberty - emotional and physical changes 2. SRE: Male and female puberty changes 3. To explore the impact of puberty on the body and the importance of physical hygiene (Book link: Hair in funny places and What is happening? - male and female versions) 4. Unwanted changes/ Dealing with change 5. Moving on
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<p>Year 6</p>	<p>-30 mins per week mindfulness (whole term)</p> <ol style="list-style-type: none"> 1. Devising a class contract (British Values) 2. Identity - communities they belong to and what contributes to our identity (Book link: Unforgotten Coat Tall Story A story like the wind) <p>Individual Liberty (British Values) - basic human rights, fundamental rights all children should have around the world(Book link: Captain Coram)</p> <ol style="list-style-type: none"> 3. B&S: 6b - privilege and responsibility (Book link: We are all born free) 4. Discrimination and our responsibility to 	<ol style="list-style-type: none"> 1. Friendships, supporting each other, valuing others (British Values) B&S: 1a- LOVE:- wedding poetry - link in GR? B&S: 5b Communities of support 2. Risky choices and dealing with pressure (British Values) 3. Being assertive, standing out from the crowd (British Values) 4. Anti-bullying incl. racism, homophobia (British Values) RACISM COVERED IN NELSON MANDELA LIT UNIT LINK 	<p>We create change</p> <ol style="list-style-type: none"> 1. Rich and poor nations incl. poverty 2. Trade across the world (Fairtrade fortnight) <p>We Schools - We bake for change</p> <ol style="list-style-type: none"> 3. ECO: Global footprints - LINK TO GEOG UNIT - ANTARCTICA (Book link: Where forest meets sea) 4. 5. Money: enterprise incl. 'interest', 'loan', 'debt', 'tax' 6. Sustainability issues 	<ol style="list-style-type: none"> 1. Drugs ed: To explore the effects, risks and law related to cannabis 2. Drugs ed: To understand the risk of substance abuse 3. Drugs ed: Getting help, advice and support 4. Keeping safe in my local area - knife crime (British Values) 5. Stereotyping and the media - see 'Prevent' lesson plan saved in Y6 area 	<ol style="list-style-type: none"> 1. Different types of relationships (Book link: Gorilla) 2. B&S 1c - love and intimacy 2b - positive and negative relationships 3. Appropriate physical contact 4. Challenging prejudice (British Values) - P4C LINK - THE WHISPERER - LINK IN RABBIT PROOF FENCE LIT UNIT SPRING 2 5. Put downs and conflict B&S: 5c solving a dilemma together 6. SRE: physical and emotional behaviour in relationships 	<ol style="list-style-type: none"> 1. SRE: puberty and reproduction 2. SRE: conception and pregnancy 3. SRE: positive and negative ways of communicating in a relationship 4. Common responses to change 5. Transition and moving on B&S:6a What makes you feel great to be alive?
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	<p>change it (British Values) (Book link: Amelia to Zora)</p> <p>Understanding democracy- what it is, how it works in our society and why it is important (British Values)(Book link: I am Malala)</p> <p>5.</p>					
<p>WHOLE SCHOOL ON-GOING/ CROSS-CURRICULAR LINKS</p>	<ul style="list-style-type: none"> • British Values - Fox has a duty to actively promote the fundamental British Values of: Democracy, The Rule of Law, Individual Liberty and Mutual respect and celebration of those with different faiths and beliefs. All these British values will be covered through PSHE curriculum, weekly assemblies, as well as through our culturally inclusive curriculum. British Values are being covered throughout the PSHE curriculum and are highlighted on the overview. • Massage in schools programme - this unique, child-centered programme makes a significant contribution to children’s emotional well-being and their constructive social behaviour. The programme lets the children explore the issue of appropriate touch, respect for each other, the differences between each other. Massage can help the children to get ready for learning by being more focused and it creates a calm learning environment. • Mindfulness - This is introduced to all children and provides children with an understanding of how they can train their minds to enable them to notice their thoughts and emotions and identify a difference between impulses and actions. Practicing Mindfulness encourages more careful decision-making. Young people will empathise more, learn from each other and discover how to make the most of relationships, know how to balance ‘doing’ and ‘being’. • Just Enough UK - Workshops for Year 5 and 6 children on Modern Slavery and Radicalisation. • Book club - Each half term Fox holds a book club open to Year 5 and 6 children and their parents. The themes and issues throughout the book are discussed and commented on by children, teachers and parents. Children are encouraged to offer their own thoughts and opinions as well as listening respectfully to those of others. • Debate - In Key Stage 2 children learn debate skills and take part in various debates. Debate helps the children develop many key skills such as respecting others point of views, expressing opinions on given subjects politely etc. Each class across the school will take part in at least 1 debate lesson each year. 					

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	<ul style="list-style-type: none"> • P4C - P4C is an enquiry-based approach to open up children’s learning through the exploration of ideas. Children are given the possibility of seeing that their ideas have value, and that others have different ideas that have value too. They have the confidence to ask questions and learn through discussion. All classes at Fox will have at least one P4C lesson per half term, often linked in to another curriculum area. • Growth Mindset - Throughout the year and as a whole-school approach, teachers encourage and support children to develop a ‘growth mindset’ - the belief that with hard work and effort, all children can be successful. • Charity days - Each year group decides on a charity to support and holds one event in the year to raise awareness/ money for them. 					
PHASE ASSEMBLIES						
<ul style="list-style-type: none"> • Behaviour and expectations • Fox values • Being an effective learner • Gifts and talents • Online-safety • Eid-ul-alha • Yom Kippur • Harvest festival 	<ul style="list-style-type: none"> • Diwali • Fire/firework safety • Anti-bullying week • Black history week • Playground buddies • Mindfulness • Manners • Christianity (Christmas) 	<ul style="list-style-type: none"> • New year resolutions • Going for Goals • Similarities and differences • Manners - being grateful • Online-safety week • Mental Health Week 	<ul style="list-style-type: none"> • Purim festival (Judaism) • World book week • Commonwealth day • World story-telling and poetry day • Fairtrade fortnight • Easter (Christian) • Charity 	<ul style="list-style-type: none"> • Wesak / Buddha Day • Walk to school week 7. Being a good friend 	<ul style="list-style-type: none"> • Eco - World Environment • Child Safety Week- NSPCC • Science Week • The Box of happiness 6. SEAL - moving on 	
WHOLE SCHOOL ASSEMBLIES						
	<p>Theme: Democracy</p> <ul style="list-style-type: none"> • Welcome back. New beginnings • Explain the purpose of school rules and laws • Good citizenship - How can we contribute 	<p>Theme: Caring for self and others</p> <ul style="list-style-type: none"> • Remembrance link to Anne Frank • Student to share poem with school • Anti-bullying week: All 	<p>Theme: We are special: talents</p> <ul style="list-style-type: none"> • New Year’s Resolutions • A child from each year group to share their resolution • Do activity in class that week 	<p>Theme: Brave people</p> <ul style="list-style-type: none"> • Brave people today. Who is your hero? - Chn to share their heroes. • World Book week - invite author to school to speak 	<p>Theme: Caring for our environment</p> <ul style="list-style-type: none"> • Save our world - Recycling • Mention: Earth Day 22nd April • Pollution - air and water 	<p>Theme: Reflection</p> <ul style="list-style-type: none"> • The importance of mindfulness • Celebration of good manners across the school • Eco-committee to share

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	<p>positively to our school and wider community.</p> <ul style="list-style-type: none"> • International week: Celebration of our diversity - cultural and religious • Invite members of the local community • Fox values (Part 1) • Fox values (Part 2) • Democracy: school committee, council and parliamentary elections <p>6. British parliament - debate- learning to respect others viewpoints.</p>	<p>Different, All Equal</p> <ul style="list-style-type: none"> • Road safety week: • Year 5 to share what they have learnt. • Caring for our school and local community • Being thankful - giving and receiving gifts • Reflection: Looking back on our achievements this term. <p>5. Staff panto</p>	<ul style="list-style-type: none"> • Good to be me. We are all special - celebration of uniqueness • Talent show week: We are all talented. • Children and staff to share a talent. • Perseverance and growth mind-set - link sportspeople and musicians with disabilities. • Visitor with talent to speak to children • Online-safety week: <p>7. Year 4 to share what they have learnt that week.</p>	<ul style="list-style-type: none"> • Explorers - space and land • Science/Technology week: Children to share their learning with whole school • Emergency services • Reflection: Looking back on our achievements this term. <p>6. House event's week</p>	<ul style="list-style-type: none"> • Waste not, want not - link to food and gardening • New green technologies - present and future • Insects in danger - bees • Green school: What can we do? <p>8. Eco-committee to share work</p>	<p>achievements this year</p> <ul style="list-style-type: none"> • School-committee to share achievements this year. • Reception and Year 1 to reflect and share what they have learnt in Forest school • Reflection: Looking back on our achievements this year. 7. Sports week - celebration of achievements
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Fundamental British values

Fox school promotes the fundamental British values of **democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;

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- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to ‘promote’ teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Examples of actions that a school can take

The following is not designed to be exhaustive, but provides a list of different actions that schools can take, such as:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.