

Buxton School – PSHE Whole School Overview



	Autumn 1 3/9 – 23/10	Autumn 2 28/10 – 20/12	Spring 1 6/1 – 17/2	Spring 2 23/2 – 3/4	Summer 1 20/4-25/5	Summer 2 1/6 – 20/7
Celebration weeks and days ALL subjects – to be covered in tutor time sessions and assemblies for secondary within curriculum time for primary		Black History Month			April World Book Day 23 rd	
Celebration weeks and days PSHE – to be covered in tutor time sessions and assemblies for secondary within curriculum time for primary		November Anti - Bullying week – Kindness day Children in Need Road Safety Week December Christmas Jumper Day Human Rights Day	February Safer internet Day LGBT History Month	March International Women’s Day 8 th Red Nose Day 15 th	May Mental Health awareness Week 11 th	June Healthy Eating Week 10 th Empathy Day (1 lesson and school wide activities) World Well Being week 22 nd LGBT Pride 27 th
Topics	Recovery curriculum We meet again	Valuing Difference	Keeping safe	Feelings and Emotions	Living in the Wider World + Mental Health Awareness Week 3	Healthy Lifestyles + Empathy Day
Year 1	See separate table below for primary recovery curriculum, self-efficacy, hope, gratitude, connectedness Transition to Year 1. What’s different? What’s the same? Routines	What makes us special? What makes others special?	How do we keep safe? What is online safety?	How do I know how someone else is feeling? How can I share how I am feeling?	What is money? How do we use money? What is saving? Mental Health Awareness Week	How can we be healthy? (Food and exercise, sleep) Empathy Day
Year 2	See separate table below for primary recovery curriculum, self-efficacy, hope, gratitude, connectedness Welcome classroom routines, expectations goal setting	What is bullying? What is the same and different about us? How can we help?	How can we keep safe in different places? How do I keep myself safe online?	How can I deal with feeling / being hurt?	What can we do with money? How do I choose what to do with money? Mental Health Awareness Week	How can we be healthy? (Food exercise and sleep) Empathy Day

Year 3	<p>See separate table below for primary recovery curriculum, self-efficacy, hope, gratitude, connectedness</p> <p>Welcome, what's the same? What's different to KS1? Routines, bonding, goal setting</p>	What can we do about bullying?	<p>What are we responsible for? What are the rules which keep us safe? How can we be responsible online?</p>	How can we describe our feelings? How can I respond to how others are feeling?	What jobs would we like? Mental Health Awareness Week	<p>How can we eat well? Empathy Day</p>
Year 4	<p>See separate table below for primary recovery curriculum, self-efficacy, hope, gratitude, connectedness</p> <p>Welcome, routines, expectations bonding, goal setting. Who am I?</p>	How can we be a good friend? What is diversity?	How can we keep safe in our local area? How can we be safe online?	What is a secret? When can I break a confidence? Recognise and manage dares.	How can money affect us? How can we manage risk? Mental Health Awareness Week	<p>How do we grow healthily? How do we grow and change? Empathy Day</p>
Year 5	<p>See separate table below for primary recovery curriculum, self-efficacy, hope, gratitude, connectedness</p> <p>Welcome, routines, expectations bonding, goal setting. Who am I?</p>	What does discrimination mean?	What strategies can I use to keep safe in my local area? How can we be safe online and using social media?	How can I respond to my own feelings and the feelings of others?	How can we manage our money? What is budgeting, what is meant by interest and loan? Mental Health Awareness Week	<p>What choices help health? (drugs, alcohol and food) Empathy Day SRE</p>
Year 6	<p>See separate table below for primary recovery curriculum, self-efficacy, hope, gratitude, connectedness</p> <p>Welcome, routines, expectations. Addressing year 6 anxieties in the context of Covid 19.</p>	What are human rights?	How can I resist pressure in my local area? How can I make good choices about my personal safety? How can we be safe online? Should I share online? (social media)	What is confidentiality? When is it ok to break a confidence? Do I have to do a dare?	What is the importance of finance in people's lives? What is a critical consumer? What is a loan? What is interest? What is debt? Mental Health Awareness Week	<p>How can we stay healthy? (healthy life choices, drugs alcohol and food) SRE What makes a healthy and happy relationship? Transition work in collaboration with Secondary phase</p>

Topics	We meet again/Recovery return	Rights and Responsibilities/Valuing Difference	Keeping safe	Feelings and Emotions	Living in the Wider World + Mental Health Awareness Week 3	Healthy relationships/Healthy Lifestyles + Empathy Day
Year 7	<p>What's so different about secondary school? Transition to secondary school and personal safety in and outside school, including first aid</p>	<p>How can we respect and value each other? -Making and maintaining friendships -Identifying and challenging bullying -Communicating online</p>	<p>How do we stay safe during our teenage years? Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM SRE</p>	<p>How can we build lasting friendships Building relationships Self-worth, romance and friendships (including online) and relationship boundaries SRE</p>	<p>How can we make wise choices about money? Financial decision making Saving, borrowing, budgeting and making financial choices</p>	<p>How can we live alongside others? Diversity Diversity, prejudice, and bullying Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations</p>
Year 8	<p>Recovery curriculum, settling into a routine, healthy sleep habits, intro to mental, emotional, and physical health</p>	<p>How can we develop respect for each other? -Stereotypes, prejudice and discrimination -Promoting diversity and equality, inc. human rights -developing Advocacy skills</p>	<p>How can we keep ourselves safe from drugs and alcohol? Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p>	<p>How can we achieve emotional health? Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies</p>	<p>What do we want to do when we get older? Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work</p>	<p>Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception SRE Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p>
Year 9	<p>Recovery curriculum + Setting goals Learning strengths, career options and goal setting as part of the GCSE options process</p>	<p>How can we develop the confidence to do the right thing? Developing self-confidence, risk management and strategies to manage influence: <ul style="list-style-type: none"> • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication </p>	<p>How can we stay safe in our relationships with others? Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation SRE</p>	<p>How can we manage our feelings? Large and Small feelings Positive and Negative emotions Mental Health, anxiety, depression</p>	<p>How can we make ourselves ready for the wider world? Employability skills Employability and online presence Career choices Importance of mental health in the workplace</p>	<p>What are intimate relationships and how can we stay healthy in them? Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography SRE Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid</p>
Year 10	<p>Recovery curriculum and getting back into routines Recovery curriculum, settling into a routine, healthy sleep habits, intro to mental, emotional, and physical health Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial</p>	<p>What does respect mean? Developing respect for diversity, risk management and support- seeking skills: <ul style="list-style-type: none"> • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism SRE </p>	<p>How can positive role models help us stay safe? Exploring influence The influence and impact of drugs, gangs, role models and the media Addressing extremism and radicalisation Communities, belonging and challenging extremism</p>	<p>How can we look after our mental health? Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p>	<p>Work experience and careers Preparation for and evaluation of work experience and readiness for work Mental Health and the law in the workplace</p>	<p>How can we build and maintain healthy relationships? Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography SRE</p>

	choices					
Year 11	<p>Recovery curriculum and getting back into routines</p> <p>Recovery curriculum, settling into a routine, healthy sleep habits, intro to mental, emotional, and physical health</p> <p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>How can we prepare ourselves to make the right decisions about our future? Developing confidence, self-worth, adaptability and decision making skills:</p> <ul style="list-style-type: none"> • Recognising and celebrating successes • Transition and new opportunities <p>Aligning actions with goals</p>	<p>How can we stay safe in the big wide world?</p> <p>Independence</p> <p>Responsible health choices, and safety in independent contexts</p> <p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p>	<p>How can we communicate effectively in relationships?</p> <p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>What does it mean to be part of a family?</p> <p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> <p><u>SRE</u></p>	

Recovery Curriculum – To be taught Autumn 1

Place to be the Children’s Mental Health charity has put together a 4 theme plan for supporting children when we return as a whole school. The themes are: Self efficacy, Hope, Gratitude and Connectedness. Below I’ve adapted the activities by place to be and other associations to give a whole class / whole school angle and placed them in a time frame. The activities are easily adapted for all year groups including EYFS so we can share outcomes and thoughts in assemblies and foster that connection. There are also assemblies which relate to each theme.

Secondary to be developed once more materials are released, to follow the same themes with adapted activities and whole school approaches.

Self-Efficacy- Week 1 and 2	Hope Week 3	Gratitude Week 4/5	Connectedness –Week 6 But team bonding activities could be once a week
Invite each child to draw or write about an ability or strength (note this is not necessarily about being the best at something but about enjoyment, using their skills and persevering)	Make an individual, small group or class dream catcher. Students can put their hopes and dreams into words or draw a small picture or make a small charm that captures their hopes, and attach it to the dream catcher.	Ask children to interview a classmate about the things they are grateful for, and the different ways they and their family show gratitude. If possible ask children interview someone in their family about the things they are thankful for, and the ways they like to show their thanks Encourage children to share stories and to consider the different way we show thanks and the things we can be thankful for. Make a display of the different way we show gratitude and frame the display with the words ‘thank you’ in many different languages.	Ask children what they missed most about being apart and what they like most about being together again at school (if some children are overwhelmed by being together again then acknowledge that this is ok, too). Write these down on paper gingerbread shapes and display them, with hands connected.

<p>Make a 'we can' classroom collage of all the 'I can' statements. As a class discuss what are common themes, what are we good at as a team? Use this to write a class vision / statement</p>	<p>Find or create images of hope and make a group or class collage, in the shape of the word HOPE, for example, images of sunrises, birds flying, flowers blooming etc.</p>	<p>Gratitude walk Take a gratitude walk around school/ neighbourhood. Try to observe using all of our different senses, for example; what can we hear, see, smell, and feel. Try to think of the things we might take for granted or not typically notice or appreciate. In the classroom write some of the things they noticed on cardboard 'petals' which can be linked together to make a flower display.</p>	<p>Ask your pupils to research songs about connectedness and belonging e.g. Lean on Me – Bill Withers He Ain't Heavy, He's My Brother – The Hollies Learn the words together and sing to other classes or year groups. Sing songs in rounds or harmonies and discuss how the whole is greater than the sum of its parts.</p>
<p>Link the 'I can' statements into a paper chain to display around school. This can then link to an assembly. Make a whole school video showing the chains, each class to contribute a sentence which sums up our school as a team (a bit like writing a vision)</p>	<p>Research songs about hope and sing or dance to them together. Some examples might include: Moving on Up – Primal Scream Don't Stop Believin' –Journey Things can only get better – D:Ream Choose a song of Hope to learn as a class. Each class to share in an assembly? Or in a video?</p>	<p>Send a postcard of thanks to someone you are grateful to in school that week. Postcards can be delivered to each class at the end of the week.</p>	<p>Get each member of the school community to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph, make clay figures etc. Then combine individual efforts to make a whole class, year group or whole school display.</p>
<p>Put the names of each child on a card in a box. In a safe space, encourage children to take a name from the box and write down something that they admire about that child.</p>		<p>A circle time game to explore the range of things we can be thankful for. In a circle ask children to think of the things they are thankful for. Beginning with "A" take turns and work around the circle all the way through the alphabet to "Z." Have fun and help each other if anyone gets stuck on a letter!</p>	<p>Class bonding ideas - Create a simple dance or action song that everyone can join in. Team games and fun team challenges may be a nice way for your pupils to reconnect. Create a class or school garden where each member of the school community (or each class) plants a seedling to tend and watch grow. Plan a fun 'golden time' activity to mark being back together as a group. This could be a mini talent show, for example.</p>
<p>Encourage children to set some new goals which can use some of their skills and strengths, as well as developing new ones. Encourage children to: • Think of a goal • Who can help them achieve it • What they will do to stick to their goal. Encourage children to work together to set their goal. Encourage them to recognise their own and others' unique strengths and to think of ways to encourage each other when the going gets tough.</p>			
<p>Encourage children to write a cartoon strip 'how to' guide for something they can do, but which others might find difficult. E.g. How to ride a bike, make a cake, speak in assembly, ask someone to play etc. Display the comic strip guides in a classroom comic book.</p>			