

## PSHE at Mount Charles School

We use the SEAL (Social Emotional Aspects of Learning) programme across the school to ensure continuity and progression during a child's journey through our school. Each new topic is introduced in a whole school assembly and each unit is brought to a close in assembly by drawing together key learning and sharing main areas of learning. Each year group has their own programme of study with age appropriate learning resources. As well as this set scheme of work, teachers respond sensitively to need, addressing issues as they arise with matched learning.

### Autumn 1 – **New Beginnings**

This theme focuses on developing children's knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for 'calming down' and 'problem solving'.

#### **Say no to bullying**

This week is scheduled to coincide with the National Anti-bullying week. This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes, through a focus on bullying – what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.

### Autumn 2- **Getting on and Falling out**

This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills. Each colour-coded set is organised around developing the ethos of the classroom – extending the work of 'Theme 1: New beginnings' on cooperation and valuing diversity, and focusing on four key content areas: developing the social skills of friendship, working well together in a group, managing anger and resolving conflict.

### Spring 1-**Going for Goals**

This theme focuses primarily on the key aspect of motivation, with a subsidiary focus on self-awareness. It gives an important opportunity for all children's abilities, qualities and strengths to be valued. The Going for goals theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively. Each set of activities focuses on the underlying prerequisites for successful goal-directed learning and behaviour: for example, taking responsibility and building feelings of confidence and self-efficacy – the belief that what you do makes a difference. Goal-directed behaviour is only valuable if we are able to make wise and balanced choices about our goals, so this theme provides opportunities for children to consider this and to practise problem-solving strategies.

### Spring 2-**Good to be Me**

This theme is the first of two focusing specifically on feelings. It explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be me'. The theme is about understanding our feelings as well as considering our strengths and weaknesses as learners. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. The theme focuses on: ♣ understanding feelings, and why and how they lead us to behave the way we do – excited, proud, surprised, hopeful, disappointed, worried and anxious; ♣ self-awareness – feeling good about myself, taking risks; ♣ managing my feelings – relaxing, coping with anxiety; ♣ standing up for myself – assertiveness, standing up for my views.

### Summer 1-**Relationships**

This theme is the second of two focusing specifically on feelings. It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home or a loved one.

#### Summer 2-**Changes**

This theme tackles the issue of change and aims to equip children with an understanding of different types of change, positive and negative, and common human responses to it. The theme seeks to develop children's ability to understand and manage the feelings associated with change. It aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.

#### Across the year – **Sex and Relationships Education**

A scheme of work published by the Christopher Winter's Project. This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

In Reception we focus on daily routines, keeping clean and families. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

In Year 6 there are additional resources to cover internet safety and communication in relationships.

#### Across the year – **Drugs and Alcohol Education**

Age appropriate lessons to equip children with the skills to make the right choices in their later life. The scheme of work is provided by the Christopher Winter's Project. This resource encourages children to develop the skills of resisting peer pressure, resilience, empathy, self awareness and assertiveness.

From Year 1 they will learn about health and personal safety with a focus on medicines and substances found in most homes. Years 3 and 4 cover smoking and alcohol. This includes understanding why people use these legal drugs, the effects they have on our bodies and how to resist use. From Year 5 onwards the children will focus on legal and illegal substances, with an emphasis on the drugs most commonly used by early teenagers.

Lessons are designed to be adapted depending on the degree of knowledge each class has about drugs. All schemes of work include a focus on recognising unsafe and risky situations and developing the skills to ask for help.