



# Woodlands Park Primary and Nursery School

## Characteristics of a School Citizen



### Curriculum Intent:

At Woodlands Park we believe that children should be provided with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. They should have the skills and knowledge to keep themselves safe, happy and healthy. We encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will be able to reflect on their experiences and understand how they are developing personally and socially. They will learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We have chosen to deliver the Personal, Social and Health Education using Jigsaw, the mindful approach to PSHE

### Characteristics of our PSHE (including SRE) Curriculum:

Have a sense of purpose; Value self and others; Form relationships; Make and act on informed decisions; Communicate effectively; Work with others; Respond to challenge; Be an active citizen within the local community; Explore issues related to living in a democratic society; Become healthy and fulfilled individuals

Learning Opportunities in EYFS	Learning Opportunities in Key Stage One	Learning Opportunities in Key Stage Two
<p>Children are provided with opportunities to:</p> <ul style="list-style-type: none"> <li>• see themselves as valuable individuals.</li> <li>• recognise, express and moderate their own feelings and to be mindful of those of others.</li> <li>• recognise and understand the importance of listening.</li> <li>• see themselves as valuable individuals.</li> <li>• develop their resilience and perseverance skills, accepting and rising to challenge.</li> <li>• recognise, express and moderate their own feelings and to be mindful of those of others.</li> <li>• recognise and understand the importance of exercise, healthy eating, sleep and personal hygiene in relation to their bodies, managing their own needs.</li> <li>• to see themselves as valuable individuals.</li> <li>• to build constructive and respectful relationships.</li> <li>• to recognise, express and moderate their own feelings and to be mindful of those of others.</li> <li>• to develop the skills to listen to others.</li> <li>• to the develop the skill to think from another's' perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Being part of a group – class, school, family, rights and responsibilities, making good choices</li> <li>• Think about what they are good at and that everyone is different and special. Bullying awareness – when and who to ask for help</li> <li>• Simple goals, overcoming difficulties; perseverance</li> <li>• Healthy and unhealthy choices; keeping safe; feeling stressed and how we can help ourselves.</li> <li>• Different relationships; significant relationship. Kind touch and hurtful touch – safeguarding; being a good friend; solving problems and mending relationships</li> <li>• Changes – life-cycles, changes from baby to adult; correct words for private body parts; coping with changes and how it makes us feel; inappropriate touch</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise self-worth, facing challenges with positivity; roles and responsibilities within school community and democracy; working collectively and considering the feelings of others; United Nations Conventions on Rights of The Child</li> <li>• Falling out with each other and within families and how we can solve it together. Bullying – being a bystander and what we can do about bullying when we see it/know about it. Giving and receiving compliments. Cultural differences, racism. Happiness regardless of material wealth</li> <li>• People who inspire them, overcoming challenges, including learning challenges. How does it feel when things go wrong? What might they want to do when they are an adult; Global issues and where in world people may be suffering and living in difficult situations</li> <li>• Healthy bodies – food, exercise, dangerous places; smoking and drug abuse; exploitation and dangers of gangs to their safety.</li> <li>• Relationships within families; stereotypes; careers; families founded on love, respect and appreciation, trust and co-operation; online relationships and staying safe; jealousy, loss/bereavement; self-image; age-limits and age appropriateness; peer pressure</li> </ul>

		<ul style="list-style-type: none"><li>• <b>Babies – what they need to grow including parenting; outside body changes of girls and boys; self-esteem and body image; responsibilities of parenting; what does it mean to become a teenager.</b></li></ul>
--	--	--