

SOCIAL CURRICULUM

Crabtree Junior School aims to provide a broad and balanced social curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Personal, social, health and economic education (PSHE) and Citizenship at Crabtree Junior School allow children to experience a range of learning opportunities and experiences that help them grow and develop as individuals and as members of families and social and economic communities. PSHE education and Citizenship equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education provides a focus on the personal dimension and Citizenship a focus on the public dimension. The social and emotional aspects of learning (SEAL), followed at our school, provides a framework and ideas for teaching key aspects of emotional intelligence. PSHE education, Citizenship and SEAL enables children to reflect on and clarify their own values, attitudes and feelings and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our core values run throughout the school and are introduced within assemblies. These include: **Responsibility, Honesty, Hope, Respect, Appreciation, Wisdom, Kindness, Trust, Friendship, Self-control, Empathy, and Tolerance.** They are central to all aspects of school life.

Throughout all of our social curriculum lessons our overarching Concepts include:

- **Identity** – we focus on their personal qualities, attitudes, skills, attributes and achievements and what influences these
- **Relationships** - these include different types and in different settings
- **A healthy balanced lifestyle** – we look at how to stay healthy physically, emotionally and socially and do this through looking at relationships, work-life, exercise and rest, as well as spending and saving and diet
- **Risk and safety** – looking at identification, assessment and how to manage risk rather than simply the avoidance of risk
- **Diversity and equality** (in all its forms)
- **Rights, responsibilities and consent** - including the notion of universal human rights and fairness and justice
- **Change and resilience** – focussing on the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance
- **Power** - how it is used and encountered in a variety of contexts including persuasion, bullying and negotiation
- **Career** - this includes enterprise, employability and economic understanding

These concepts promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. For further details please see our document explaining how we promote our British values.

	Theme (first half term)	Topics covered	Theme (second half term)	Topics covered
Autumn Term	New Beginnings	<ul style="list-style-type: none"> • Getting to know each other • Rights and responsibilities • The class charter • Creating a community • Joining a new group • Feeling welcome and welcoming others • Belonging • Gifts and Talents 	Getting on and falling out & Say no to bullying (This takes place during Anti Bullying Week in November)	<ul style="list-style-type: none"> • Co-operation • Friendship and working together • Understanding and managing feelings • Conflict resolution and problem solving • Active listening • Making and sustaining friendships • Seeing things from another point of view • What is bullying? (key messages, witnesses/ bystanders, the bully and the bullied) • Creating a safe school • Becoming a 'telling' school
Spring Term	Going for Goals	<ul style="list-style-type: none"> • Motivation • Persistence and perseverance • Dealing with frustrations and boredom • Role models • Overcoming obstacles to success • Excuses, taking responsibility • Understanding/knowing myself • Knowing how I learn best – learning styles • Giving feedback about work and behaviour • Breaking long-term goals down into small steps • New Year Resolutions • Weighing up the consequences • Scaling – as a way of monitoring progress • Making choices and taking risks 	Good to be me	<ul style="list-style-type: none"> • Feeling excited • Calming down: relaxing • Feeling good about myself: feeling proud • Standing up for myself: assertiveness • Our gifts and talents • Impulsive v thoughtful behaviour • Feeling surprised • Fight or flight • Proud v boastful • Agreeing and disagreeing
Summer Term	Relationships	<ul style="list-style-type: none"> • Understanding my uncomfortable feelings – proud, jealous, loved, cared for, fair and unfair, loneliness, guilt, embarrassment • People who are important to us • Dealing with our hurt feelings without hurting others • Loss and bereavement • Leaving home • Dealing with feelings of guilt • Making amends • Sticks and stones • Breaking friendships • Forgiveness 	Changes	<ul style="list-style-type: none"> • Transition and change over time • Welcome and unwelcome changes • Making a plan to bring about change • Understanding individual differences in our responses to change • Saying goodbye and moving on