

Corpus Christi Catholic Primary School



PSHE HANDBOOK

Personal, Social, Health and Economic (PSHE) Education: All pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work

The Programme of Study sets out learning opportunities for key stages 1 and 2, based on three core themes:

CORE THEMES:

- 1: RELATIONSHIPS**
- 2: LIVING IN THE WIDER WORLD**
- 3: HEALTH AND WELLBEING**

PSHE: CURRICULUM IMPLEMENTATION: POLICY

PSHE Together we DREAM, together we learn

AIMS

The DfE has stated as part of its national curriculum framework that 'All schools should make provision for PSHE education, drawing on good practice'. Our Programme of Study at Corpus Christi identifies the key concepts and skills that underpin PSHE education, makes links with our RE programme 'Come and See' our RSE policy, CAFOD and Science. It aims to:

- equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions
- help pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future
- help children and young people to stay healthy and safe, while preparing them to make the most of life and work
- help pupils to achieve their academic potential

At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our PSHE curriculum:

Encourage children to **DISCOVER** more about themselves, their emotions and the emotions of others.

Build a culture of **RESPECT** for themselves physically and emotionally, other people and the choices they make, living in the wider world

Are **ENTHUSIASTIC** about creating well rounded, knowledgeable and safety aware humans, who are able to live well-rounded, healthy and balanced lives.

Support high **ASPIRATIONS** in all areas of life, encouraging children to look to their futures to build relationships, be as healthy (physically and mentally) as they can be and to make meaningful contributions to life in the wider world.

Inspire children to **MAKE A DIFFERENCE** in this world, by being in touch with their emotions, developing empathy and finding ways to use their skills and knowledge to make a significant impact on the world around them.

STRATEGIES: In order to achieve our aims our school provides:

On-site facilities:

- PSHE Planning
- Outdoor learning environments (e.g. gazebo, outdoor classroom)
- Woodland Area
- Journey in Love
- No Outsiders in our School

Off-site facilities:

- Rainford Library
- St Helens Town Hall
- Christian Education Department

Equipment/Resources

The school maintains a range of resources for PSHE –iPads/computers, photographs, books and interactive resources.

Curriculum Provision

The Core Themes

- Relationships
- Living in the Wider World

- Health and Wellbeing

Additional examples of our commitment to PSHE include:

School trips, talks from visitors – school nurses, whole school initiatives (e-Safety Week, Anti-bullying Week, Parliament Week, Charity fundraising events (CAFOD), Road Safety Awareness, Bikeability)

Continuing Professional Development

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of PSHE in school.

Reporting

Verbal reports to parents take place twice a year at Parents’ Evening.

Written reports are provided annually.

- All staff are continuously trained so as to ensure that PSHE is taught to a high standard
- This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children’s experiences and learning
- Staff plan and deliver high quality PSHE lessons
- Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate
- Staff meet regularly to discuss our children’s PSHE work and achievements and this high quality discussion contributes to improvements in children’s understanding, abilities and applications of the skills and world knowledge learnt.
- Strong parent partnerships and home/school systems contribute the quality of our provision
- All PSHE is taught within the teachings of the Catholic Church and with the best interests of our children and families at its heart.

OUTCOMES

The teaching of all aspects of PSHE are consistently good with much outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in PSHE and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in PSHE.

MONITORING EVALUATION REVIEW

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- assessment and work books
- Lesson Observations
- Learning walks
- Conversations with children
- Consultation with parents

PSHE: CURRICULUM IMPLEMENTATION: PLANNING

Our PSHE **DREAM** curriculum is taught through a variety of resources that work together to provide a wide range of activities covering the many different parts of the PSHE curriculum and Personal Development.

The EYFS Personal, Social and Emotional Development (PSED) area of learning is taught through the strands of Story Time, Singing, Rules, Conflicts, Sharing, Feelings, Relationships, Achievements, Needs, Playing and Behaviour.

The Key Stages 1 and 2 PSHE Curriculum is taught using Twinkl Life. This scheme is split into three areas:

- Relationships
- Health and Wellbeing
- Living in the Wider World

Across the year, each year group works on each strand twice, with the exception of Year 4, who covers Health and Wellbeing once through this scheme.

*As a Catholic School, our Relationship and Sex Education is taught in line with Catholic Teaching and the voice of the church. As the Twinkl Life scheme is not based on Catholic Teaching, the Year 4 unit 'Growing Up' has been removed from our **DREAM** Curriculum offer and the content is covered in our RSE lessons.*

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Relationships	Health and Wellbeing	Living in the Wider World	Relationships	Y1, 3+5 – Health and Wellbeing Y2, 4+6 – Living in the Wider World	Y1, 3, 4+5 – Living in the Wider World Y2 +6 Health and Wellbeing
EYFS	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 					

	Building Relationships <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 					
Years 1, 3 and 5	TEAM	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
Years 2, 4 and 6	VIPs	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
Year 4						Money Matters (continued)

PSHE CURRICULUM IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of PSHE.

EYFS

	Minimum Expectations for Reception			Minimum Expectations for Nursery		
Confidence	Children to have confidence to speak with others in the class asking questions. A2 SP1 SU2	Children to have confidence to put hand up during class discussion. A2 SP1 SU2	Children to put hand up and answer challenging questions during carpet time. A2 SP1 SU2	Select and use activities and resources with help when needed. A2 SP1 SU2	Able to make a comment during circle time. E.g. what is your favourite food. Answer in context. A2 SP1 SU2	Able to put hand up and answer a question confidently during carpet time. A2 SP1 SU2
Responsibility	Children to be responsible for their environment. Children to decide what to put out in provision. E.g. making a post office for role play – children to make the resources and signs. A2 SP2 SU2	Children to have responsibilities in the class. E.g. line leader, giving out milk and snack, tidying up different areas etc. A2 SP2 SU2	Children to be aware that they are responsible for their own actions. Sp1 SP2 SU2	Ensure children know that they are responsible for looking after their own coat and bag etc. Give children jobs to do in the classroom. "Put all the empty milk cartons in the bin." A2 SP2 SU2		
Rules	Children to think of the rules that we need to follow and write them as a class in Reception. A1 SP1 SU2	Children to remind other children of the rules if they are seen to not be following them. A1 SP1 SU2	Children to decide what will happen if a child doesn't follow the rules. E.g. having to sit with the timer. A1 SP1 SU2	Children to know why we have rules. A1 SP1 SU2	Children to think of the rules that we need to follow and write them as a class in Nursery. A1 SP1 SU2	

Conflicts	Children to be able to solve conflicts. Listen to their peer and agree a compromise. SP1 SU1 SU2	When children are reading stories, children to comment on what they would do to make the situation better. SP1 SU1 SU2	Children to explain to others how they thought about a problem or an emotion and how they dealt with it. SP1 SU1 SU2	Children to know to say sorry when they have not followed the rules to the adult and the child if needed. SP1 SU1 SU2	Children to know to ask for help if they need an adult to help them with their problem. SP1 SU1 SU2	
Sharing	If another child asks for a turn of a resource, child to say yes in 5 minutes if they are not ready straight away to hand their activity over. A2 SP1 SP2	Children to problem solve and talk about how they are going to come to a solution if lots of children want to play with the same thing. SP1 SP2 SU1	Children to deal with their own problems before asking an adult for help. SP1 SP2 SU1	Children to say yes when another child asks if they can have a turn of an activity. SP1 SP2 SU1	Children to be able to ask if they would like a turn of a resource. SP1 SP2 SU1	
Feelings	Encourage children to express their feeling if they feel hurt or upset using descriptive vocabulary. A2 SP2 SU1	Children to openly talk about their feelings and opinions. A2 SP2 SU1	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better? A2 SP2 SU1	Children to explain why they are feeling happy or sad. What has made them feel like it? If another child sees someone feeling sad, do they know how they can make it better? A2 SP2 SU1	Children to talk about how they are feeling daily using happy and sad. A2 SP2 SU1	Children to talk about how characters are feeling in books using word such as happy and sad. A2 SP2 SU1
Relationships	Children to gain friendships with children and adults in other year groups. E.g. at dinner time,	Children to gain good relationships with all of the children in the	Children to gain special friendships with children in the	Children to have 2 or 3 special friend in the class that they choose	Children to have one special friend in the class that they	Children to gain good relationships with adults in the class. A1 SP1 SU1 SU2

	after school club etc. A1 SP1 SU1	class and the adults in the setting. A1 SP1 SU1	setting. SP1 SU1 SU2	to play with. A1 SP1 SU1	choose to play with. A1 SP1 SU1	
Achievements	Children to show off their achievements to their peers that they have accomplished at home or at school. A2 SP2 SU2	Children to reflect and self-evaluate their work. e.g. What do you like about your painting? What would you change? A2 SP2 SU2	Help children to set own goals and to achieve them. A2 SP2 SU2	Encourage children to bring in achievements And pictures from home. A2 SP2 SU2	Children to reflect on their work. e.g when they have built a model, what is their favourite thing about it? A2 SP2 SU2	
Needs	Children to remind others in the class they need to get a tissue or wash hands. A2 SU1	Children to eat all the vegetables at lunch time. Children to know that sometimes they have to eat things that they don't like as much as other things. SP2 SU1	Children to know to wash hands when they have been outside to play or if they are dirty. SP2 SU1	Children to blow nose independently and know to get a tissue if they need one. A2 SU1	Children to try all of the vegetables at lunch time. SP2 SU1	Able to use the toilet and wash hands confidently. SP2 SU1
Playing	Children to play in a group listening to other children's ideas and using them in their play. A1 A2 SP1 SP2 SU1 SU2	Children to play in a large group for a long period of time sustaining concentration. A1 A2 SP1 SP2 SU1 SU2	Children to play in a group of up to 4 children for 10-15 minutes. A1 A2 SP1 SP2 SU1 SU2	Children to play with two other children interacting with them for 5-10 minutes. A1 A2 SP1 SP2 SU1 SU2	Children to play with one other child interacting with them for a short period of time. A1 A2 SP1 SP2 SU1 SU2	Children to play alongside others. A1 A2 SP1 SP2 SU1 SU2
Behaviour	<p>Children to follow the rules in the class.</p> <p>Children to always display positive behaviour.</p> <p>If children do not follow the rules, children to say sorry to the person they have upset.</p> <p>Children to talk about their negative behaviour and what they need to do next time.</p> <p>Children to rectify their mistakes and make it better.</p> <p>Children to have space to calm down and return to an activity.</p>					

Key Stages 1 and 2

Autumn 1

Relationships

<u>TEAM</u>	<u>Year 1</u>	<u>Year 3</u>	<u>Year 5</u>
	<p><u>Together Everyone Achieves More</u></p> <p>The roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Recognise the ways in which they are the same and different to others</p> <p>The different groups they belong to</p>	<p><u>A New Start</u></p> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>Varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Strategies to manage transitions between classes and key stages</p>	<p><u>Together Everyone Achieves More</u></p> <p>Personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>
	<p><u>Listening</u></p> <p>How to treat themselves and others with respect; how to be polite and courteous</p> <p>How to listen to other people and play and work cooperatively</p>	<p><u>Together Everyone Achieves More</u></p> <p>Personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>The skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p><u>Communicate</u></p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/ or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>

		<p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>
<p><u>Being Kind</u></p> <p>How to recognise when they or someone else feels lonely and what to do</p> <p>What is kind and unkind behaviour, and how this can affect others</p> <p>How to treat themselves and others with respect; how to be polite and courteous</p>	<p><u>Being Considerate</u></p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p><u>Care</u></p> <p>Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>
<p><u>Bullying and Teasing</u></p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>Bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>How people may feel if they experience hurtful behaviour or bullying</p> <p>Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p>	<p><u>When Things Go Wrong</u></p> <p>The importance of seeking support if feeling lonely or excluded</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><u>Unkind Behaviour</u></p> <p>The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Discrimination: what it means and how to challenge it</p>

			Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/ or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
<u>VIPs</u>	<p><u>Year 2</u></p> <p><u>Who are your VIPs?</u> The people whose job it is to help keep us safe</p> <p>The roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p>	<p><u>Year 4</u></p> <p><u>Families and Friends</u></p> <p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>A feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<p><u>Year 6</u></p> <p><u>People We Love</u></p> <p>People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>A feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>
	<p><u>Families</u></p> <p>The people whose job it is to help keep us safe</p>	<p><u>Fabulous Friends</u></p>	<p><u>It's Okay to Disagree</u></p>

<p>The roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Different types of families including those that may be different to their own</p> <p>Identify common features of family life</p> <p>It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>How friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>Personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p><u>Friends</u></p> <p>Recognise what others might be feeling</p> <p>Ways of sharing feelings; a range of words to describe feelings</p> <p>How people make friends and what makes a good friendship</p>	<p><u>Is This a Good Relationship?</u></p> <p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p>	<p><u>Secrets</u></p> <p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p>

		<p><u>Falling Out</u></p> <p>Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p><u>False Friends</u></p> <p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p>
	<p><u>Falling Out</u></p> <p>Identify what they are good at, what they like and dislike</p> <p>Simple strategies to resolve arguments between friends positively</p> <p>How to ask for help if a friendship is making them feel unhappy</p> <p>That bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>About how people may feel if they experience hurtful behaviour or bullying</p> <p>That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>How to listen to other people and play and work cooperatively</p> <p>How to talk about and share their opinions on things that matter to them</p>	<p><u>What is Bullying?</u></p> <p>Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><u>Stand up to Bullying</u></p> <p>Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Discrimination: what it means and how to challenge it</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding</p>	<p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>Seeking and giving permission (consent) in different situations</p>

Autumn 2

Health and Wellbeing

<u>Think Positive</u>	<u>Year 1</u>	<u>Year 3</u>	<u>Year 5</u>
	<u>Think Happy, Feel Happy</u>	<u>Happy Minds, Happy People</u>	<u>The Cognitive Triangle</u>
	Recognise and name different feelings		

<p>Feelings can affect people's bodies and how they behave</p> <p>Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p>	<p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>	<p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>A varied vocabulary to use when talking about feelings; about</p>
<p><u>It's Your Choice</u></p> <p>What keeping healthy means; different ways to keep healthy</p> <p>How feelings can affect people's bodies and how they behave</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p><u>Changes</u></p> <p>Recognise that feelings can change over time and range in intensity</p> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>	<p><u>Thoughts are not Facts</u></p> <p>The elements of a balanced, healthy lifestyle</p> <p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>

		<p>Strategies to manage transitions between classes and key stages</p> <p>Importance of seeking support if feeling lonely or excluded</p>	<p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>Varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>
	<p><u>Go-Getters</u></p> <p>Different feelings that humans can experience</p> <p>How feelings can affect people's bodies and how they behave</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p><u>You're the Boss</u></p> <p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p><u>Being Present</u></p> <p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>
	<p><u>Be Mindful</u></p> <p>How feelings can affect people's bodies and how they behave</p> <p>Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p><u>Always Learning</u></p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</p>	<p><u>Yes I Can!</u></p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>
<u>Safety First</u>	<p><u>Year 2</u></p> <p><u>Keeping Safe</u></p> <p>About rules and age restrictions that keep us safe</p>	<p><u>Year 4</u></p> <p><u>New Responsibilities</u></p>	<p><u>Year 6</u></p> <p><u>You Are Responsible</u></p>

<p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>The people whose job it is to help keep us safe</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>About the new opportunities and responsibilities that increasing independence may bring</p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>How to predict, assess and manage risk in different situations</p>	<p>New opportunities and responsibilities that increasing independence may bring</p> <p>Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>How to predict, assess and manage risk in different situations</p>
<p><u>Staying Safe at Home</u></p> <p>Rules and age restrictions that keep us safe</p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Household products (including medicines) can be harmful if not used correctly</p>	<p><u>Risks, Hazards and Dangers</u></p> <p>How to predict, assess and manage risk in different situations</p> <p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p><u>What Are the Risks?</u></p> <p>Predict, assess and manage risk in different situations</p> <p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>
<p><u>Staying Safe Outside</u></p> <p>How to keep safe in the sun and protect skin from sun damage</p> <p>Rules and age restrictions that keep us safe</p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre,</p>	<p><u>Safety When Out and About</u></p> <p>The new opportunities and responsibilities that increasing independence may bring</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p><u>Making Your Mind Up</u></p> <p>Predict, assess and manage risk in different situations</p> <p>Recognise pressure from others to do something unsafe or that makes them feel uncomfortable</p> <p><u>In an Emergency</u></p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>

<p>park, swimming pool, on the street) and how to cross the road safely</p> <p>About the people whose job it is to help keep us safe</p> <p>About what to do if there is an accident and someone is hurt</p>		<p>What is meant by first aid; basic techniques for dealing with common injuries</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>
<p><u>Staying Safe Around Strangers</u></p> <p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>The people whose job it is to help keep us safe</p> <p>That sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>How to respond safely to adults they don't know</p>	<p><u>Dangerous Substances</u></p> <p>The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p><u>Injuries and Emergencies</u></p> <p>What is meant by first aid; basic techniques for dealing with common injuries</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p><u>Home – Safe and Sound</u></p> <p>New opportunities and responsibilities that increasing independence may bring</p> <p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><u>Outdoors – Playing it Safe</u></p> <p>How to predict, assess and manage risk in different situations</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>

Spring 1

Living in the Wider World

<u>Diverse Britain</u>	<u>Year 1</u>	<u>Year 3</u>	<u>Year 5</u>
	<p><u>My School</u></p> <p>What rules are, why they are needed, and why different rules are needed for different situations.</p> <p>About the different groups they belong to.</p>	<p><u>Living in the British Isles</u></p> <p>Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>The relationship between rights and responsibilities</p> <p>The different groups that make up their community; what living in a community means</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p><u>Identities</u></p> <p>Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>The relationship between rights and responsibilities</p> <p>The different groups that make up their community; what living in a community means</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
	<p><u>My Community</u></p> <p>What is kind and unkind behaviour, and how this can affect others</p> <p>The different groups they belong to</p> <p>The different roles and responsibilities people have in their community</p>	<p><u>Democracy</u></p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>To value the different contributions that people and groups make to the community.</p>	<p><u>Respecting the Law</u></p> <p>Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding</p>
	<p><u>My Neighbourhood</u></p> <p>People and other living things have different needs; about the responsibilities of caring for them</p> <p>Things they can do to help look after their environment</p>	<p><u>Rules, Laws and Responsibilities</u></p> <p>Recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>The relationship between rights and responsibilities</p>	<p><u>Local Government</u></p> <p>Discrimination: what it means and how to challenge it</p> <p>Recognise there are human rights, that are there to protect everyone</p>

			<p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
	<p><u>My Country</u></p> <p>How to talk about and share their opinions on things that matter to them</p> <p>Recognise the ways they are the same as, and different to, other people</p>	<p><u>Liberty</u></p> <p>Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><u>Tolerance and Respect</u></p> <p>Discrimination: what it means and how to challenge it</p> <p>Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p><u>National Government</u></p> <p>Discrimination: what it means and how to challenge it</p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
<u>One World</u>	<p><u>Year 2 Families</u></p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p> <p>Different types of families including those that may be different to their own</p> <p>Identify common features of family life</p> <p>Recognise the ways they are the same as, and different to, other people</p>	<p><u>Year 4 Chiwa and Kwende</u></p> <p>Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p><u>Year 6 Global Citizens</u></p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>The relationship between rights and responsibilities</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at</p>

			home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<p><u>Homes</u></p> <p>Different types of families including those that may be different to their own</p> <p>Identify common features of family life</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p> <p>Recognise the ways they are the same as, and different to, other people</p>	<p><u>Chiwa's Dilemma (1)</u></p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p>	<p><u>Global Warming</u></p> <p>The relationship between rights and responsibilities</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>People's spending decisions can affect others and the environment</p>	
<p><u>Schools</u></p> <p>What rules are, why they are needed, and why different rules are needed for different situations</p> <p>How people and other living things have different needs; about the responsibilities of caring for them</p> <p>Recognise the ways they are the same as, and different to, other people</p>	<p><u>Chiwa's Dilemma (2)</u></p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p><u>Water</u></p> <p>The relationship between rights and responsibilities</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	

	<p><u>Environments</u></p> <p>People and other living things have different needs; about the responsibilities of caring for them</p> <p>Recognise the ways they are the same as, and different to, other people</p>	<p><u>Chiwa's Sugar</u></p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><u>Biodiversity</u></p> <p>The relationship between rights and responsibilities</p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>
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Spring 2

Relationships

<u>Be Yourself</u>	<u>Year 1</u> <u>Marvellous Me</u>	<u>Year 3</u> <u>Pride</u>	<u>Year 5</u> <u>You Are Unique</u>
	<p>Recognise what makes them special</p> <p>Recognise the ways in which we are all unique</p>	<p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>For some people gender identity does not correspond with their biological sex</p> <p>Recognise their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
	<u>Things I Like</u> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Recognise the ways in which we are all unique</p> <p>Identify what they are good at, what they like and dislike</p>	<u>Know Your Mind</u> <p>Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>	<u>Let It Out</u> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>

		Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)	That a feature of positive family life is caring relationships; about the different ways in which people care for one another What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
<u>Changes</u>	How to recognise and name different feelings Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	<u>Media-Wise</u> Importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others Recognise ways in which the internet and social media can be used both positively and negatively How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	<u>Do the Right Thing</u> Choices that support a healthy lifestyle, and recognise what might influence these Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
<u>Speak Up</u>	Identify what they are good at, what they like and dislike How to talk about and share their opinions on things that matter to them	<u>Making It Right</u> Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking Personal behaviour can affect other people; to recognise	<u>Making Amends</u> Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth About how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking

<u>Digital Wellbeing</u>	<u>Year 2</u> <u>The Internet and Me</u>	<u>Year 4</u> <u>Digital Kindness</u>	<u>Year 6</u> <u>My Digital Life</u>
	<p>How the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>The role of the internet in everyday life</p>	<p>The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Discrimination: what it means and how to challenge it</p>	<p>The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p>
	<u>Staying Safe Online</u>	<u>Do I Know You?</u>	<u>Online Relationships</u>
	<p>Rules and age restrictions that keep us safe</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>Sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>How to respond safely to adults they don't know</p>	<p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>	<p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>

			Recognise ways in which the internet and social media can be used both positively and negatively
	<p><u>Personal Information</u></p> <p>Rules and age restrictions that keep us safe</p> <p>Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>Not all information seen online is true</p>	<p><u>Online Information</u></p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p><u>Social Media</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
	<p><u>Communicating Online</u></p> <p>Bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>How people may feel if they experience hurtful behaviour or bullying</p> <p>Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Sometimes people may behave differently online, including by pretending</p>	<p><u>Keep It Private</u></p> <p>The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Some of the different ways information and data is shared and used online, including for commercial purposes</p>	<p><u>Saying No to Bullying</u></p> <p>The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Discrimination: what it means and how to challenge it</p>

Summer 1

Year 1, 3 and 5 – Health and Wellbeing

Year 2, 4 and 6 – Living in the Wider World

<u>It's My Body</u>	<u>Year 1</u>	<u>Year 3</u>	<u>Year 5</u>
	<p><u>My Body, My Business</u></p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>How to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>The people who help us to stay physically healthy</p>	<p><u>Good Night, Good Day</u></p> <p>How to make informed decisions about health</p> <p>The elements of a balanced, healthy lifestyle</p> <p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p><u>Exercise Right, Sleep Tight</u></p> <p>The elements of a balanced, healthy lifestyle</p> <p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>
	<p><u>Active and Asleep</u></p> <p>How physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Why sleep is important and different ways to rest and relax</p> <p>Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p><u>Cough, Splutter, Sneeze!</u></p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>What good physical health means; how to recognise early signs of physical illness</p> <p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p>	<p><u>Taking Care of Our Bodies</u></p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread</p>

		<p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p>of infection; the wider importance of personal hygiene and how to maintain it</p> <p>How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>
	<p><u>Happy, Healthy Food</u></p> <p>Foods that support good health and the risks of eating too much sugar</p> <p>Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>People who help us to stay physically healthy</p>	<p><u>Drugs: Healing or Harmful?</u></p> <p>How to predict, assess and manage risk in different situations</p> <p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>Why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	<p><u>Harmful Substances</u></p> <p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>Why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>The mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p>

	<p><u>Clean as a Whistle</u></p> <p>Simple hygiene routines that can stop germs from spreading</p> <p>Medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>The people who help us to stay physically healthy</p>	<p><u>Choices Everywhere</u></p> <p>How to make informed decisions about health</p> <p>The elements of a balanced, healthy lifestyle</p> <p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p><u>Healthy Choices</u></p> <p>How to make informed decisions about health</p> <p>Choices that support a healthy lifestyle, and recognise what might influence these</p> <p>What good physical health means; how to recognise early signs of physical illness</p> <p>What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
<p><u>Money Matters</u></p>	<p><u>Year 2</u></p> <p><u>Money</u></p> <p>What money is; forms that money comes in; that money comes from different sources</p>	<p><u>Year 4</u></p> <p><u>Where Does Money Come From?</u></p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><u>Year 6</u></p> <p><u>Look After It!</u></p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>
	<p><u>Where Money Comes From</u></p> <p>Jobs help people to earn money to pay for things</p>	<p><u>Ways to Pay</u></p> <p>The different ways to pay for things and the choices people have about this</p>	<p><u>Critical Consumers</u></p> <p>The different ways to pay for things and the choices people have about this</p>

	<p>Different jobs that people they know or people who work in the community do</p>	<p>Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p>
	<p><u>Look After It</u></p> <p>That money needs to be looked after; different ways of doing this</p>	<p><u>Reasons to Borrow</u></p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Identify the ways that money can impact on people's feelings and emotions</p>	<p><u>Value for Money and Ethical Spending</u></p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p>
	<p><u>Save or Spend?</u></p> <p>People make different choices about how to save and spend money</p>		<p><u>Budgeting</u></p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Different ways to keep track of money</p>
	<p><u>Want or Need?</u></p> <p>The difference between needs and wants; that sometimes people may not always be able to have the things they want</p>		<p><u>Money and Emotional Wellbeing</u></p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

Summer 2

Year 2 and 6 – Health and Wellbeing

Year 1,3, 4 and 5 – Living in the Wider World

<u>Aiming High</u>	<u>Year 1</u>	<u>Year 3</u>	<u>Year 5</u>
	<p><u>Star Qualities</u></p> <p>Recognise what makes them special</p> <p>How to manage when finding things difficult</p> <p>Everyone has different strengths</p>	<p><u>Goals</u></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><u>You Can Achieve Anything</u></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
		<p><u>Always Learning</u></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><u>Breaking Down Barriers</u></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
	<p><u>Positive Learners</u></p> <p>Recognise what makes them special</p> <p>Identify what they are good at, what they like and dislike</p> <p>How to manage when finding things difficult</p>	<p><u>Jobs and Skills</u></p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>What might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain</p>	<p><u>Future Focus</u></p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>

		trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	What might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
	<p><u>Bright Futures</u></p> <p>Recognise what makes them special</p> <p>How to manage when finding things difficult</p> <p>Everyone has different strengths</p> <p>Some of the strengths and interests someone might need to do different jobs</p>	<p><u>No Limit!</u></p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>What might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p><u>Equal Opportunities</u></p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>
	<p><u>Jobs for All</u></p> <p>Recognise the ways in which they are the same and different to others</p> <p>How to talk about and share their opinions on things that matter to them</p> <p>Different jobs that people they know or people who work in the community do</p>	<p><u>When I Grow Up</u></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p>	<p><u>The World Of Work</u></p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

	Some of the strengths and interests	Recognise a variety of routes into careers (e.g. college, apprenticeship, university)	<p><u>Onwards and Upwards</u></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>
<u>Growing Up</u>	<p><u>Year 2</u></p> <p><u>Is It Okay?</u></p> <p>Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>How to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>How to treat themselves and others with respect; how to be polite and courteous</p>	<p><u>Year 4 – Continuing Money Matters</u></p> <p><u>Spending Decisions</u></p> <p>People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Different ways to keep track of money</p>	<p><u>Year 6</u></p> <p><u>Changing Bodies</u></p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>Physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p>
	<p><u>Pink and Blue</u></p> <p>Recognise the ways in which we are all unique</p> <p>Recognise the ways in which they are the same and different to others</p>	<p><u>Advertising</u></p> <p>Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p>	<p><u>Changing Emotions</u></p> <p>Recognise that feelings can change over time and range in intensity</p> <p>Everyday things that affect feelings and the importance of expressing feelings</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>

			<p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>
	<p><u>Your Family, My Family</u></p> <p>Different types of families including those that may be different to their own</p> <p>Identify common features of family life</p> <p>It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><u>Keeping Track</u></p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p> <p>Different ways to keep track of money</p>	<p><u>Just the Way You Are</u></p> <p>Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Recognise their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability</p>
	<p><u>Getting Older</u></p> <p>Growing and changing from young to old and how people's needs change</p> <p>Preparing to move to a new class/year group</p>		<p><u>Money and Emotional Wellbeing</u></p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

PSHE: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our PSHE Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • Respect for self and others • Increasing ability to reflect • Empathy, Concern & Compassion • Expressive & creative development • Awareness and understanding of their own and others beliefs • Ability to think in terms of the whole • Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism • Courage and persistence in the defence of their aims, values, principles and beliefs • Appreciation of the intangible • Understanding of feelings and emotions and their likely impact • Respect for insight as well as knowledge and reason 	<ul style="list-style-type: none"> • Ability to distinguish right from wrong • Confidence to act consistently in accordance with their own principles • Respect for others' needs, interests and feelings as well as their own • Desire to explore their own and others' views • A commitment to personal values in areas which are considered right by some and wrong by others • Ability to make responsible and reasoned judgements on moral dilemmas • Ability to think through consequences of their own and others' actions • Considerate style of life • Understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> • Works successfully as a member of a group or team • Appreciates the right and responsibilities of individuals within the wider social setting • Takes advice offered by those in authority or counselling roles • Participates in activities relevant to the community • Exercises responsibility • Resolves conflict • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus • Reflects on their own contribution to society • Relates well to other peoples' social skills and personal qualities • Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> • Appreciation of the diversity and interdependence of cultures • Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • Ability to recognise and understand their own cultural assumptions and values • Understanding of the influences which have shaped their own cultural heritage • Understanding of the dynamic, evolutionary nature of cultures • Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the rights of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience

PSHE CURRICULUM IMPLEMENTATION: EXTRA-CURRICULAR CLUBS

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community. Some of our clubs relating to PSHE are run by external providers and take place after school but we also run clubs at lunchtime. Clubs are available for both KS1 and KS2 children.

The list of opportunities is ever changing but generally includes:

- Eco-Council
- Gardening boxes
- Cookery Club
- After-school Sports Clubs

PSHE CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

PSHE CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

PSHE CURRICULUM IMPACT

PSHE LESSONS

All children have consistent access to high quality, safe and broad PSHE lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of PSHE
- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- Develop their social, moral, spiritual and cultural understanding by linking their understanding and learning to their lives.

PSHE EXTRA CURRICULAR CLUBS

All children have access to:

- Extra-curricular opportunities such as Eco-Council, Gardening boxes, and a range of sports clubs
- Opportunities to socialise with different peer groups
- Opportunities to make a positive contribution to our school and community – walking to school, recycling, litter picking, becoming Junior Road Safety Officers and supporting charities

PROFESSIONAL DEVELOPMENT & RESEARCH

- Continuous Staff development is planned annually
- Staff questionnaires are completed annually to ensure suitable coverage and topic success rate