



# PSHE Curriculum Document



## **Intent Statement**

At Hartsfield School, our aim is to prepare children for the wider world and equip them with the essential skills for life now and in the future. We intend to develop children's knowledge, skills and attributes which will protect and enhance their wellbeing. In addition to this, we would like our children to positively develop their identity and self-esteem and encourage a growth mind-set. We want our children to become active citizens of our diverse community by building and maintaining successful relationships, learning how to stay safe and healthy and responsibly participating in society.

Our intention is to support all children, regardless of their background, ability and additional needs. We will do this by using SEND resources provided by both the PSHE Association and Coram Life Education SCARF programmes of study. We will ensure that lessons are developmentally appropriate for pupils with SEND and create a safe learning environment for all pupils.

We will meet the new DfE Relationships Education and Health Education statutory requirements through the lessons provided by the PSHE Association and SCARF.

We will develop children's Spiritual, Moral, Social and Cultural values and promote British Values.

## **Implementation Statement**

**'PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.'** (DfE Guidance 13<sup>th</sup> Sept 2021)

**'Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils.'** (DfE Guidance 13<sup>th</sup> Sept 2021)

As a school therefore, we have subscribed to the PSHE Association and Coram Life Education SCARF programmes of study to ensure that our teaching incorporates the statutory guidance and content as set out by the National Curriculum. SCARF provides a detailed spiral curriculum, including mental health and wellbeing. By using this resource, we can ensure that there is progression in knowledge and skills across all year groups. Please refer to the separate progression statement, which details how knowledge and skills are developed across the Key Stages.

For colleagues, it is easy to follow and deliver the lesson plans with a range of interactive and physical resources provided. SCARF also provide online workshops whereby PSHE professionals deliver lessons to all year groups. Staff training can also be booked through the Coram Life education website

The programme is such that lesson plans are provided as half termly units which can be taught flexibly according to the needs of each year group. Teachers choose the units they would like to teach each half term and record these as their medium term planning. PSHE is taught as a weekly lesson across the school and additionally through other lessons such as science.


# Whole School- PSHE Skills Progression

Learning Theme	EYFS	KS1	LKS2	UKS2
Me and My Relationships	<p>I can recognise and be sensitive to the differences of others.</p> <p>I can name people who help me and describe ways to help others.</p> <p>I can talk about feelings and what can cause them.</p> <p>I can tell you which trusted adults I can ask for help.</p> <p>I can help a friend if they are sad or worried.</p>	<p>I can name different feelings and how they might make me behave.</p> <p>I can suggest ways of dealing with 'not so good' feelings and how to help others.</p> <p>I can recognise when I need help and who to ask.</p> <p>I can listen to others and wait my turn to speak.</p> <p>I can tell you which trusted adults at home and school keep me safe.</p> <p>I understand we have different ways to express our feelings.</p> <p>I can express my feelings in a safe, controlled way.</p> <p>I can tell you some ways that I can get help if I am being bullied and what I can do if someone teases me.</p> <p>I can tell someone how they are making me feel.</p> <p>I can give you lots of ideas about what makes a good friend and tell you how I try to be a good friend.</p>	<p>I can communicate my feelings and use this to try to manage my emotions.</p> <p>I can collaborate with a team to achieve a goal.</p> <p>I can accept I may not always agree with others.</p> <p>I can listen and share my opinions respectfully.</p> <p>I can say why friends may fall out and how they can make up.</p> <p>I know how to look after my friends and stay friends.</p> <p>I can talk about how feelings change and be different for others.</p> <p>I can read different emotions by a person's body language.</p> <p>I can say 'no' in a calm and controlled way.</p> <p>I can name some qualities or strategies that help teamwork.</p> <p>I am aware of others and their needs when working together.</p> <p>I can say what to do if I am, or a friend is, hurt or bullied by another person.</p> <p>I can recognise the qualities of a healthy relationship.</p>	<p>I can be assertive to keep myself happy, healthy and safe.</p> <p>I can use strategies to resolve arguments or disagreements.</p> <p>I can reflect on my behaviour, attitudes and qualities.</p> <p>I am aware of the warning signs that a relationship could be unhealthy or unsafe.</p> <p>I can manage my emotional needs and any risks to them.</p> <p>I can respond to emotions according to the situation and person.</p> <p>I can work through challenges I have with my friends with respect, assertiveness and understanding.</p> <p>I can give examples of negotiation and compromise. I can use these skills in practical situations.</p> <p>I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.</p> <p>I can use assertive behaviours to keep myself safe from peer influence or pressure.</p>

				I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
Valuing Difference	<p>I can celebrate our differences. I can talk about my family life. I can listen and be polite to what others tell me about their lives. I can be kind, caring and helpful to others. I can show good listening.</p>	<p>I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not to me. I can talk about what bullying is. I can say ways to show kindness towards others.</p> <p>I can be respectful of those who are different to me. I can describe how someone can change someone's feelings. I can tell you why it is important to show good listening to people who think differently to me. I can name and suggest strategies to someone who feels left out. I can be kind and use kind words to my friends.</p>	<p>I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about having different groups. I can use respectful language and communication skills when discussing with others. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. I can suggest ways to deal with bullying and prejudice.</p> <p>I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using negotiation and compromise.</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. I can empathise with people who have been, and currently are, subjected to injustice, including through racism. I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) I can reflect on how individual/group actions can impact on others in a positive or negative way.</p>

			<p>I can suggest strategies for dealing with someone who is behaving aggressively.</p> <p>I can demonstrate ways of showing respect to others' differences.</p> <p>I can explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p> <p>I can show respect to others by using verbal and non-verbal communication.</p> <p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.</p> <p>I can recognise how the media can reinforce gender stereotypes and begin to challenge this.</p>
<p>Keeping Myself Safe</p>	<p>I can tell you what my body needs to stay healthy.</p> <p>I can make safe decisions around medicines and things I don't know.</p> <p>I can name some things that can be dangerous inside and outside.</p> <p>I can tell you what is safe to play online and who to talk to if I feel worried.</p>	<p>I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)</p> <p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe.</p> <p>I can say 'no' to unwanted touch and ask for help from a trusted adult.</p> <p>I can say when medicines can be helpful or might be harmful.</p> <p>I can tell you how to stay safe around medicine.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can identify some key risks from and effects of cigarettes and alcohol.</p> <p>I can give examples of strategies for safe browsing online.</p>	<p>I can suggest what someone should do when faced with a risky situation.</p> <p>I can protect my personal information online. I can recognise disrespectful behaviour online.</p> <p>I can identify the risks in a specific situation (including emotional risks).</p> <p>I can discuss social norms relating to cigarettes and what</p>

	<p>I can name the adults who keep me safe and when I might need their help.</p>	<p>I can keep myself safe around medicines. I can explain that they can be helpful or harmful and say how they can be used safely.</p> <p>I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.</p> <p>I can say what I do and don't like and who to ask for help.</p> <p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p>	<p>I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.</p> <p>I can demonstrate strategies for dealing with a risky situation.</p> <p>I can give examples of people or things that might influence me to take risks and make decisions.</p> <p>I can give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can explain what might happen if people take unsafe or inappropriate risks.</p> <p>I can identify images that are safe or unsafe to share online.</p>	<p>may influence a person's decision to not smoke.</p> <p>I can support someone who is being bullied.</p> <p>I can use safe, respectful and responsible behaviours and strategies when using social media.</p> <p>I can give examples of how to safely share images online.</p> <p>I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.</p> <p>I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.</p> <p>I can begin to make decisions independently and responsibly.</p>
<p>Rights and Responsibilities</p>	<p>I can help my family.</p> <p>I can help to clean and tidy my home and classroom.</p> <p>I can tell you some ways to look after our world.</p> <p>I can be kind to friends and others.</p> <p>I can talk about looking after money.</p>	<p>I can wash my hands correctly.</p> <p>I can name ways to look after my home and school.</p> <p>I can look after a special person or thing.</p> <p>I can tell you some things that money is spent on.</p> <p>I can get help if someone has hurt themselves.</p> <p>I can make choices that help me play and work well with others.</p>	<p>I can identify people who help me in different ways.</p> <p>I can spot 'facts' and 'opinions' to help me share ideas.</p> <p>I can make a plan.</p> <p>I can choose a method.</p> <p>I can identify different times and reasons to spend money.</p> <p>I can give examples of how people earn money.</p> <p>I can name some responsibilities and rights that I have.</p>	<p>I can develop ideas and opinions based on a current issue. I can present these with a group.</p> <p>I can identify how the responsibilities of others impact me and my community.</p> <p>I can give examples of barriers that can stop others following their responsibilities.</p> <p>I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the</p>

		<p>I can use some strategies when I feel upset or angry.</p> <p>I can ask for help from a trusted adult.</p> <p>I can name some ways I can look after my environment.</p> <p>I can make choices with money.</p>	<p>I can share ideas and make decisions that affect others.</p> <p>I can give my own opinion based on facts, opinions and other influences.</p> <p>I can give examples of how I can support others as a bystander.</p> <p>I can explain how others have a financial responsibility to their families and community.</p> <p>I can give examples of choices and decisions with money that will affect me.</p>	<p>environment. I can give real examples of each that relate to me.</p> <p>I can suggest ways to spend and save money responsibly.</p> <p>I can explain some things about finance and money. I can name a person who deals with money in my community.</p> <p>I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. I can discuss the reasons why people post online and the positive and negative effects relating to social media.</p> <p>I can talk about how money is earned, the differences in incomes and how public services are supported by taxpayers.</p> <p>I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.</p> <p>I can suggest ways that I can help my environment.</p> <p>I can give examples of why we need a democratic society and how laws keep us safe.</p>
Being My Best	I can keep trying if the way I choose doesn't work.	I can choose a healthy meal with different food groups.	I can choose foods that make a balanced meal.	I can explain how one organ functions and how it

	<p>I can talk about the different types of feelings we have.</p> <p>I can have a go at something new.</p> <p>I can make my own healthy food choices.</p> <p>I can make healthy sleep and exercise choices.</p>	<p>I can be persistent when learning a new skill.</p> <p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can help my friends when they fall out.</p> <p>I can explain why praise helps me to keep trying.</p> <p>I can explain what happens when I learn something new.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p>I can explain how hand hygiene stops viruses and germs from spreading.</p> <p>I can give examples of what I can do and give to my body to stay healthy.</p> <p>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.</p>	<p>I can explain how washing hands can prevent infections spreading.</p> <p>I can describe how food, water and air get into the body and blood.</p> <p>I can set goals and make a plan to develop a new skill.</p> <p>I can say how being unique makes everyone special, different and valuable.</p> <p>I can give examples of choices I make and the choices others make for me.</p> <p>I can plan a healthy, balanced meal.</p> <p>I can give examples of the ways people can look after their physical and mental wellbeing.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>contributes to the health of my body.</p> <p>I can explain how choices relating to smoking and drinking can affect a person's health.</p> <p>I can think of ways to improve a skill and the strategies that will help me do this.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p> <p>I can give examples of how I am independent and manage my own success.</p> <p>I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.</p> <p>I can set goals so that I can achieve an aspiration.</p> <p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can identify risk factors in a given situation.</p> <p>I can assess the level of risk and explain how a risk can be reduced.</p>
--	--	---	---	--



Growing and Changing

I can describe the life cycle of an animal.  
I can describe how a baby grows to an adult and what they might need.  
I can tell you some things about how babies are made.  
I can tell you the scientific names for my body parts.  
I can tell you the PANTS rule.

I can tell you some things that babies need.  
I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.  
I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.  
I can name the body parts girls and boys have that are the same and which body parts are different.  
I can name the adults I can talk to at home and school if I need help.

I can give support to a friend.  
I can describe feelings of loss and suggest what someone can do if a friend moves away.  
I can describe the stages of growth I have been through and what I look forward to in my future.  
I can name the human private parts that are used to make a baby.  
I can talk about keeping private parts private.

I can explain what body space is and how it feels when someone is too close to me.  
I can tell you some of the different relationships I have.  
I can tell you what qualities a healthy positive relationship has.  
I can describe how a girl's and boy's body will change when it reaches puberty.  
I can tell you what happens to a woman's body when the sperm does not meet the egg.

I can describe how change can make a person feel (both negative and positive).  
I can explain why young people can have mixed up feelings when they go through puberty.  
I can explain why puberty happens.  
I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.  
I can explain why some people choose to get married, have a civil ceremony or live together.

I can begin to manage challenging emotions by building my resilience.  
I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.  
I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.  
I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.  
I can give examples of feelings and emotions people have at times of change.  
I can name some of the feelings and emotions people have during change.  
I can give examples of how someone could cope with or get support during puberty.  
I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.  
I can explain how to stay safe when sharing images and information online.

				I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.
--	--	--	--	---



## EYFS PSHE- Learning Objectives and Knowledge Overview

	Autumn term	Spring term	Summer term
<b>Main Topic</b>	<ul style="list-style-type: none"> <li>• Do you want to be my friend?</li> <li>• Let's Celebrate!</li> </ul>	<ul style="list-style-type: none"> <li>• Will you read me a story?</li> <li>• Are we there yet?</li> </ul>	<ul style="list-style-type: none"> <li>• All Creatures Great and Small</li> <li>• Transitions</li> </ul>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Colour Monster</li> <li>• Ruby's Worry</li> <li>• Owl Babies</li> <li>• Kippers Birthday</li> <li>• Rama and Sita Diwali story</li> <li>• Kippers Birthday</li> <li>• The Nativity Story</li> </ul>	<ul style="list-style-type: none"> <li>• The Gingerbread Man</li> <li>• Cinderella</li> <li>• The Three Little Pigs</li> <li>• The Three Billy Goats Gruff</li> <li>• The Chinese New Year Zodiac Story</li> <li>• Man on the Moon</li> <li>• Supertato</li> <li>• The Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Tinga Tinga Tales</li> <li>• What the Ladybird Heard</li> <li>• Farmer Duck</li> <li>• The Very Hungry Caterpillar</li> <li>• What the Ladybird heard on Holiday</li> <li>• Jack and the Beanstalk</li> </ul>
<b>Visits/Walks</b>	<ul style="list-style-type: none"> <li>• Signs of Autumn walk</li> <li>• Visit from fire brigade</li> <li>• Signs of winter Walk</li> </ul>	<ul style="list-style-type: none"> <li>• Library Visit</li> <li>• Signs of Spring walk</li> <li>• Local trip (walking distance)</li> </ul>	<ul style="list-style-type: none"> <li>• Signs of Summer Walk</li> <li>• School Trip</li> </ul>
<b>Weekly Topics</b>	<ul style="list-style-type: none"> <li>• Settling in</li> <li>• Fulltime</li> <li>• Baseline</li> <li>• Autumn</li> <li>• Harvest</li> <li>• Spooky Things</li> <li>• Diwali Fireworks</li> <li>• Potions</li> <li>• Friends</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Three Little Pigs</li> <li>• The Three Billy Goats Gruff</li> <li>• Chinese New Year</li> <li>• The Gingerbread man</li> <li>• The Gruffalo</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Elmer</li> <li>• Handa's Surprise</li> <li>• Going to the Library</li> <li>• Herrings Green</li> <li>• The Queen's Jubilee</li> <li>• Father's Day</li> </ul>

	<ul style="list-style-type: none"> <li>• Light and Dark</li> <li>• Christmas</li> <li>• Panto Week</li> <li>• Our Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Supertato</li> <li>• Superheroes</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Sport's Week</li> </ul>
<p align="center"><b>PSED</b> Personal, Social &amp; Emotional Development.</p>	<p><b>Settling into school-modelling environment and expectations</b></p> <p>Introduce class routines and encourage children's sense of self.</p> <p>Promote and discuss "good friend" behaviours to build positive relationships. Discuss emotions and emotional regulation.</p> <p><b>Introduce characteristics of learning</b></p> <ul style="list-style-type: none"> <li>• See ourselves as valuable individuals.</li> <li>• Build constructive and respectful relationships.</li> <li>• Follow the simple routines of the day.</li> <li>• Access different areas of the learning environment (inside and outside).</li> <li>• Manage our own needs.</li> </ul>	<p><b>Friendships – working together and collaboration how to resolve conflicts and negotiate</b></p> <p>Continue to develop children's use and understanding of classroom environment, developing own ideas/interests</p> <p>Continue to reflect upon characteristics of learning and how children demonstrate these</p> <ul style="list-style-type: none"> <li>• See ourselves as valuable individuals.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Explore and use different areas of the learning environment (inside and outside).</li> <li>• Manage our own needs.</li> </ul>	<p><b>Promoting Independence Transition to year 1</b></p> <p>Reflection and celebrating achievements</p> <p>Continue to develop children's use and understanding of classroom environment – self initiated and adult challenges</p> <p><b>Continue to reflect upon characteristics of learning</b></p> <ul style="list-style-type: none"> <li>• See ourselves as valuable individuals.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Shows resilience and perseverance in the face of challenge.</li> </ul>

	<p><b>SCARF</b> Me and My Relationships Valuing Difference</p>	<p><b>SCARF</b> Keeping Safe Rights and Respect</p>	<ul style="list-style-type: none"><li>• Reflect on our achievements and work towards our transition into year 1.</li></ul> <p><b>SCARF</b> Being My Best Growing and Changing</p>
--	--	---	---



# Year 1 PSHE-Learning Objectives and Knowledge Overview

PSHE – Learning Objectives			
<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"><li>• Understand that classroom rules help everyone to learn and be safe;</li><li>• Explain their classroom rules and be able to contribute to making these.</li><li>• Recognise how others might be feeling by reading body language/facial expressions;</li><li>• Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)</li><li>• Identify a range of feelings;</li><li>• Identify how feelings might make us behave:</li><li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li><li>• Recognise that people's bodies and feelings can be hurt;</li><li>• Suggest ways of dealing with different kinds of hurt.</li><li>• Recognise that they belong to various groups and communities such as their family;</li><li>• Explain how these people help us and we can also help them to help us.</li><li>• Identify simple qualities of friendship;</li><li>• Suggest simple strategies for making up.</li><li>• Demonstrate attentive listening skills;</li><li>• Suggest simple strategies for resolving conflict situations;</li><li>• Give and receive positive feedback, and experience how this makes them feel.</li></ul> <p><b><u>Keeping Myself Safe and Healthy</u></b></p> <ul style="list-style-type: none"><li>• Understand that the body gets energy from food, water and air (oxygen);</li></ul>			

- Recognise that exercise and sleep are important parts of a healthy lifestyle.
- Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;
- Identify simple bedtime routines that promote healthy sleep.
- Recognise emotions and physical feelings associated with feeling unsafe;
- Identify people who can help them when they feel unsafe.
- Recognise the range of feelings that are associated with loss.
- Understand that medicines can sometimes make people feel better when they're ill;
- Explain simple issues of safety and responsibility about medicines and their use.
- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say "no" to unwanted touch;
- Start thinking about who they trust and who they can ask for help.
- Start thinking about how to stay safe online, including safety around sharing images;
- Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.

### **Rights and Responsibilities**

- Recognise the importance of regular hygiene routines;
- Sequence personal hygiene routines into a logical order.
- Demonstrate responsibility in looking after something (e.g. a class pet or plant);
- Explain the importance of looking after things that belong to themselves or to others.

### **Being My Best**

- Recognise the importance of fruit and vegetables in their daily diet;

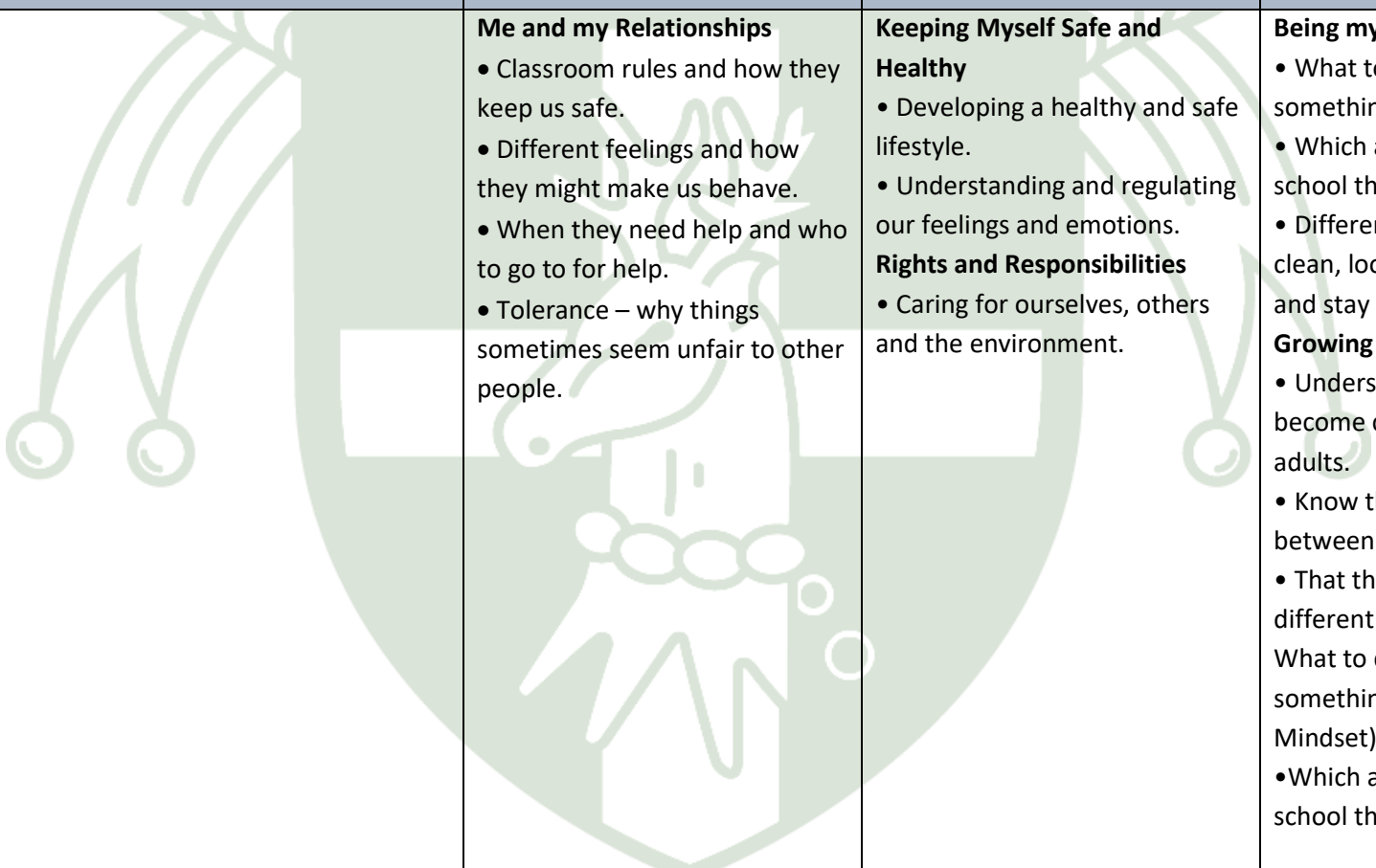
- Know that eating at least five portions of vegetables and fruit a day helps to maintain health.
- Recognise that they may have different tastes in food to others;
- Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;
- Recognise which foods we need to eat more of and which we need to eat less of to be healthy.
- Understand how diseases can spread;
- Recognise and use simple strategies for preventing the spread of diseases.
- Demonstrate attentive listening skills;
- Suggest simple strategies for resolving conflict situations;
- Give and receive positive feedback, and experience how this makes them feel.
- Recognise how a person's behaviour (including their own) can affect other people.

#### **Growing and Changing**

- Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
- Understand and explain the simple bodily processes associated with them.
- Understand some of the tasks required to look after a baby;
- Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
- Identify things they could do as a baby, a toddler and can do now;
- Identify the people who help/helped them at those different stages.
- Explain the difference between teasing and bullying;
- Give examples of what they can do if they experience or witness bullying;
- Say who they could get help from in a bullying situation.
- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;



- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

PSHE - Curriculum	Autumn	Spring	Summer
	<p><b>Me and my Relationships</b></p> <ul style="list-style-type: none"> <li>• Classroom rules and how they keep us safe.</li> <li>• Different feelings and how they might make us behave.</li> <li>• When they need help and who to go to for help.</li> <li>• Tolerance – why things sometimes seem unfair to other people.</li> </ul>	<p><b>Keeping Myself Safe and Healthy</b></p> <ul style="list-style-type: none"> <li>• Developing a healthy and safe lifestyle.</li> <li>• Understanding and regulating our feelings and emotions.</li> </ul> <p><b>Rights and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Caring for ourselves, others and the environment.</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>• What to do when they find something difficult.</li> <li>• Which adults at home and school they can ask for help.</li> <li>• Different ways to keep clean, look after themselves and stay healthy.</li> </ul> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Understand that babies become children and then adults.</li> <li>• Know the differences between girl and boy babies.</li> <li>• That there are many different types of families.</li> </ul> <p>What to do when they find something difficult. (Growth Mindset)</p> <ul style="list-style-type: none"> <li>• Which adults at home and school they can ask for help.</li> </ul>

## Year 2 PSHE- Learning Objectives and Knowledge Overview

PSHE – Learning Objectives	Autumn	Spring	Summer
<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"> <li>•Suggest actions that will contribute positively to the life of the classroom;</li> <li>•Make and undertake pledges based on those actions.</li> <li>•The conventions of courtesy and manners.</li> <li>•Use a range of words to describe feelings;</li> <li>•Recognise that people have different ways of expressing their feelings;</li> <li>•Identify helpful ways of responding to other's feelings.</li> <li>•Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>•Identify situations as to whether they are incidents of teasing or bullying.</li> <li>•Understand and describe strategies for dealing with bullying:</li> <li>•Rehearse and demonstrate some of these strategies.</li> <li>•Explain the difference between bullying and isolated unkind behaviour;</li> <li>•Recognise that that there are different types of bullying and unkind behaviour;</li> <li>•Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>•Recognise that friendship is a special kind of relationship;</li> <li>•Identify some of the ways that good friends care for each other.</li> <li>•Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>•Explain where someone could get help if they were being upset by someone else’s behaviour.</li> </ul>			

### **Valuing Difference**

- Identify some of the physical and non-physical differences and similarities between people;
- Know and use words and phrases that show respect for other people.
- Recognise and explain how a person's behaviour can affect other people.
- Identify people who are special to them;
- Explain some of the ways those people are special to them.
- Explain how it feels to be part of a group;
- Explain how it feels to be left out from a group;
- Identify groups they are part of;
- Suggest and use strategies for helping someone who is feeling left out.
- Recognise and describe acts of kindness and unkindness;
- Explain how these impact on other people's feelings;
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.
- Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

### **Keeping Myself Safe**

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety and responsibility about medicines and their use.
- Identify situations in which they would feel safe or unsafe;
- Suggest actions for dealing with unsafe situations including who they could ask for help.

- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Identify safe secrets (including surprises) and unsafe secrets;
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.
- Identify how inappropriate touch can make someone feel
- Understand that there are unsafe secrets and secrets that are nice surprises
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

### **Rights and Responsibilities**

- Describe and record strategies for getting on with others in the classroom.
- Explain, and be able to use, strategies for dealing with impulsive behaviour.
- Identify special people in the school and community who can keep them safe;
- Know how to ask for help.
- Know the importance of keeping personal information private, when online and only talking to people they know in real life;
- Know that they can tell an adult they trust if anything happens that makes them worried.

### **Being My Best**

- Understand and give examples of things they can choose themselves and things that others choose for them;
- Explain things that they like and dislike, and understand that they have choices about these things;

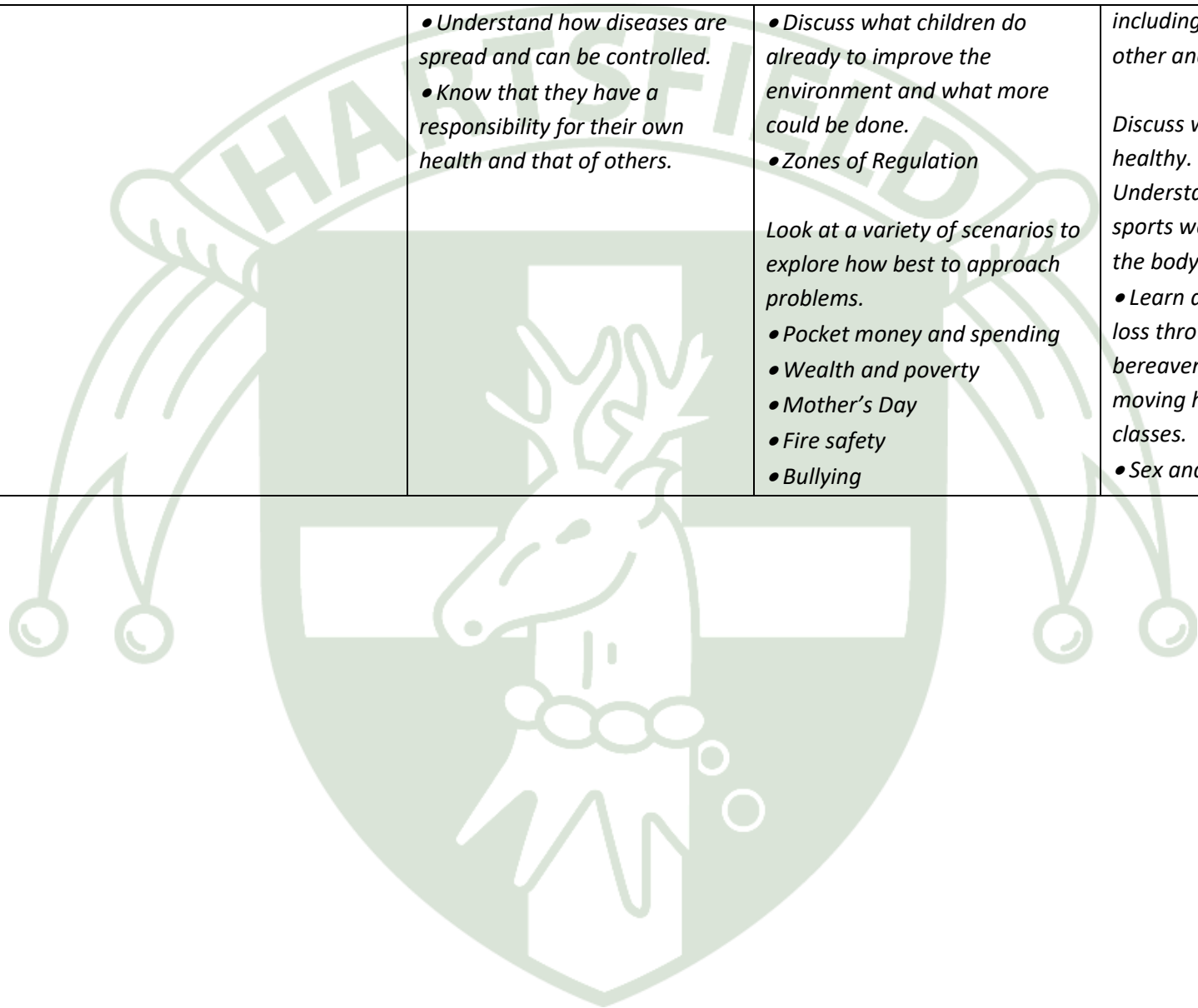
- Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.
- Explain how germs can be spread;
- Describe simple hygiene routines such as hand washing;
- Understand that vaccinations can help to prevent certain illnesses.
- Explain the importance of good dental hygiene;
- Describe simple dental hygiene routines.
- Understand that the body gets energy from food, water and oxygen;
- Recognise that exercise and sleep are important to health.

### **Growing and Changing**

- Demonstrate simple ways of giving positive feedback to others.
- Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Identify which parts of our body are private
- Explain that our genitals help us make babies when we are older
- Understand that we mostly have the same body parts but how they look is different from person to person.
- Explain what privacy means
- Know that you are not allowed to touch someone's private belongings without their permission
- Give examples of different types of private information

PSHE - Curriculum	Autumn	Spring	Summer
	<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Our ideal classroom</li> <li>• How are you feeling today?</li> <li>• Let's all be happy!</li> <li>• Types of bullying</li> <li>• Don't do that</li> <li>• Bullying or teasing? (Optional)</li> </ul> <p><b><u>Valuing Difference</u></b></p> <ul style="list-style-type: none"> <li>• What makes us who we are?</li> <li>• My special people</li> <li>• How do we make others feel?</li> <li>• When someone is feeling left out</li> <li>• An act of kindness</li> <li>• Solve the problem</li> </ul> <p><i>Recognise the importance of dental care to our health</i></p> <ul style="list-style-type: none"> <li>• <i>Understand that being clean is important to our health.</i></li> <li>• <i>How to take care with medicines.</i></li> </ul>	<p><b><u>Keeping Safe</u></b></p> <ul style="list-style-type: none"> <li>• Harold's Picnic</li> <li>• How safe would you feel?</li> <li>• What should Harold say?</li> <li>• I don't like that!</li> <li>• Fun or not?</li> <li>• Should I tell?</li> </ul> <p><b><u>Rights and Respect</u></b></p> <ul style="list-style-type: none"> <li>• Getting on with others</li> <li>• When I feel like erupting</li> <li>• Feeling safe</li> <li>• Playing games</li> <li>• Harold saves for something special</li> <li>• Harold goes camping (optional)</li> <li>• How can we look after our environment?</li> </ul> <p><i>To understand what improves and harms the local natural and built environment,</i></p> <ul style="list-style-type: none"> <li>• <i>Learn about some of the ways people look after them.</i></li> </ul>	<p><b><u>Being My Best</u></b></p> <ul style="list-style-type: none"> <li>• You can do it!</li> <li>• My day</li> <li>• Harold's postcard- helping us to keep clean and healthy</li> <li>• Harold's bathroom</li> <li>• What does my body do?</li> <li>• My body needs... (optional)</li> <li>• Basic first aid</li> </ul> <p><b><u>Growing and Changing</u></b></p> <ul style="list-style-type: none"> <li>• A helping hand</li> <li>• Sam moves away</li> <li>• Haven't you grown!</li> <li>• My body, your body</li> <li>• Respecting privacy</li> </ul> <p>Some secrets should never be kept</p> <p><i>To understand when physical contact is acceptable or unacceptable.</i></p> <ul style="list-style-type: none"> <li>• <i>Understand the term 'responsibility' and apply it to different contexts,</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Understand how diseases are spread and can be controlled.</i></li> <li>• <i>Know that they have a responsibility for their own health and that of others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Discuss what children do already to improve the environment and what more could be done.</i></li> <li>• <i>Zones of Regulation</i></li> </ul> <p><i>Look at a variety of scenarios to explore how best to approach problems.</i></p> <ul style="list-style-type: none"> <li>• <i>Pocket money and spending</i></li> <li>• <i>Wealth and poverty</i></li> <li>• <i>Mother's Day</i></li> <li>• <i>Fire safety</i></li> <li>• <i>Bullying</i></li> </ul>	<p><i>including looking after each other and caring for our pets.</i></p> <p><i>Discuss ways to keep healthy.</i></p> <p><i>Understand how different sports work different parts of the body.</i></p> <ul style="list-style-type: none"> <li>• <i>Learn about change and loss through the topics of bereavement, separation, moving home and changing classes.</i></li> <li>• <i>Sex and Relationships week</i></li> </ul>
--	--	--	--



## Year 3 PSHE- Learning Objectives and Knowledge Overview

PSHE – Learning Objectives			
<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"><li>• Explain why we have rules;</li><li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li><li>• Suggest appropriate rules for a range of settings;</li><li>• Consider the possible consequences of breaking the rules.</li><li>• Explain some of the feelings someone might have when they lose something important to them;</li><li>• Understand that these feelings are normal and a way of dealing with the situation.</li><li>• Identify people who they have a special relationship with;</li><li>• Suggest strategies for maintaining a positive relationship with their special people.</li><li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li><li>• Explain what a dare is;</li><li>• Understand that no-one has the right to force them to do a dare;</li><li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li><li>• Express opinions and listen to those of others;</li><li>• Consider others' points of view;</li><li>• Practice explaining the thinking behind their ideas and opinions.</li><li>• Identify qualities of friendship;</li></ul> <p>Suggest reasons why friends sometimes fall out;</p> <p>Rehearse and use, now or in the future, skills for making up again.</p>			



- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
- Define the term 'community';
- Identify the different communities that they belong to;
- Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
- Reflect on listening skills;
- Give examples of respectful language;
- Give examples of how to challenge another's viewpoint, respectfully.
- Explain that people living in the UK have different origins;
- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
- Recognise the factors that make people similar to and different from each other;
- Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).
- Understand and explain some of the reasons why different people are bullied;
- Explore why people have prejudiced views and understand what this is.

### **Keeping Myself Safe**

- Identify situations which are safe or unsafe;
- Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.
- Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.

- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.
- Identify some key risks from and effects of cigarettes and alcohol;
- Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
- Evaluate the validity of statements relating to online safety;
- Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.
- Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

#### **Rights and Responsibilities**

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.

- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.

### **Being My Best**

- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.
- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Develop skills in discussion and debating an issue;
  - Demonstrate their understanding of health and wellbeing issues that are relevant to them;
- Empathise with different viewpoints;
- Make recommendations, based on their research.
- Identify their achievements and areas of development;
- Recognise that people may say kind things to help us feel good about ourselves;
- Explain why some groups of people are not represented as much on television/in the media.

### **Growing and Changing**

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;

- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

PSHE - Curriculum	Autumn	Spring	Summer
	<p><b>Relationships and Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Family and friends</li> <li>• Respect and challenge</li> <li>• Let's celebrate our differences</li> <li>• Living in the Wider World</li> <li>• Rules, Rights and Responsibilities</li> <li>• As a rule</li> <li>• Our friends and neighbours</li> <li>• For or against?</li> <li>• Thanks</li> <li>• Super Searcher</li> <li>• Basic first aid</li> <li>• My community</li> <li>• Our helpful volunteers</li> </ul>	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• Tangram team challenge</li> <li>• Looking after our special people</li> <li>• Danger or risk?</li> <li>• Body space</li> <li>• How can we solve this problem?</li> <li>• Friends are special</li> <li>• Secret or surprise?</li> <li>• Dan's dare</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Can Harold afford it?</li> <li>• Earning money</li> <li>• Let's tidy up</li> </ul>	<p><b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• Derek cooks dinner! (healthy eating)</li> <li>• Poorly Harold</li> <li>• Body team work</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• The Risk Robot</li> <li>• Safe or unsafe?</li> <li>• Helping each other to stay safe</li> <li>• Getting on with your nerves!</li> <li>• Alcohol and cigarettes: the facts</li> <li>• Help or harm?</li> </ul>

## Year 4 PSHE- Learning Objectives and Knowledge Overview

PSHE – Learning Objectives	Autumn	Spring	Summer
<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>• Explain how different words can express the intensity of feelings.</li> <li>• Explain what we mean by a 'positive, healthy relationship';</li> <li>• Describe some of the qualities that they admire in others.</li> <li>• Recognise that there are times when they might need to say 'no' to a friend;</li> <li>• Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>• Demonstrate strategies for working on a collaborative task;</li> <li>• Define successful qualities of teamwork and collaboration.</li> <li>• Identify a wide range of feelings;</li> <li>• Recognise that different people can have different feelings in the same situation;</li> <li>• Explain how feelings can be linked to physical state.</li> <li>• Demonstrate a range of feelings through their facial expressions and body language;</li> <li>• Recognise that their feelings might change towards someone or something once they have further information.</li> <li>• Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>• Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul> <p><b><u>Valuing Difference</u></b></p> <ul style="list-style-type: none"> <li>• Define the terms 'negotiation' and 'compromise';</li> <li>• Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>			


- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word respect and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.

#### **Keeping Myself Safe**

- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
- Identify situations which are either dangerous, risky or hazardous;

Suggest simple strategies for managing risk.

- Identify images that are safe/unsafe to share online;
- Know and explain strategies for safe online sharing;
- Understand and explain the implications of sharing images online without consent.
- Define what is meant by the word 'dare';
- Identify from given scenarios which are dares and which are not;
- Suggest strategies for managing dares.
- Understand that medicines are drugs;

- 
- Explain safety issues for medicine use;
  - Suggest alternatives to taking a medicine when unwell;
  - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
  - Understand some of the key risks and effects of smoking and drinking alcohol;
  - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
  - Describe stages of identifying and managing risk;
  - Suggest people they can ask for help in managing risk.
  - Understand that we can be influenced both positively and negatively;
  - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.

#### **Rights and Responsibilities**

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible';
- Describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.
- Define the word influence;
- Recognise that reports in the media can influence the way they think about an topic;
- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
- Recognise that they can play a role in influencing outcomes of situations by their actions.

### **Being My Best**

- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- Give examples of choices they make for themselves and choices others make for them;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;
- Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).

### **Growing and Changing**

- Describe some of the changes that happen to people during their lives;
- Explain how the Learning Line can be used as a tool to help them manage change more easily;
- Suggest people who may be able to help them deal with change.
- Name some positive and negative feelings;
- Suggest reasons why young people sometimes fall out with their parents;
- Take part in a role play practising how to compromise.
- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways they can cope better with periods.



- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

PSHE - Curriculum	Autumn	Spring	Summer
	<p><b>Healthy lifestyle:</b> -Making choices</p> <p><b>Keeping safe:</b></p> <ul style="list-style-type: none"> <li>- Danger, risk or hazard?</li> <li>- Who helps us stay healthy and safe?</li> <li>- Picture Wise</li> <li>- Keeping ourselves safe.</li> <li>- Medicines: Check the label.</li> <li>- When feelings change</li> <li>- Under pressure.</li> </ul>	<p><b>Growing and changing :</b></p> <ul style="list-style-type: none"> <li>-An email from Harold.</li> <li>-Moving House</li> <li>-All Change</li> <li>-What makes me ME?</li> </ul> <p><b>Healthy relationships:</b></p> <ul style="list-style-type: none"> <li>-Ok or not ok.</li> <li>-Islands</li> <li>-Human Machine</li> <li>-Can you sort it?</li> <li>-Together.</li> <li>-Different feelings.</li> </ul> <p>Caring for the environment:</p> <ul style="list-style-type: none"> <li>-Logo Quiz.</li> <li>-Volunteering is cool.</li> </ul>	<p><b>Valuing difference:</b> Friend or acquaintance? What would I do?</p> <p><b>Rules, Rights and responsibilities:</b> How do we make a difference? IN the news! The people we share our world with. Safety in numbers. That's such a stereotype. It's your right. Basic first aid.</p> <p><b>RSE week:</b> Growing and changing . Puberty. Puberty changes and reproduction.</p>

# Year 5 PSHE- Learning Objectives and Knowledge Overview

PSHE – Learning Objectives	Autumn	Spring	Summer
<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"><li>• Explain what is meant by the terms negotiation and compromise;</li><li>• Describe strategies for resolving difficult issues or situations.</li><li>• Demonstrate how to respond to a wide range of feelings in others;</li><li>• Give examples of some key qualities of friendship;</li><li>• Reflect on their own friendship qualities.</li><li>• Identify what things make a relationship unhealthy;</li><li>• Identify who they could talk to if they needed help.</li><li>• Identify characteristics of passive, aggressive and assertive behaviours;</li><li>• Understand and rehearse assertiveness skills.</li><li>• Recognise basic emotional needs, understand that they change according to circumstance;</li><li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li><li>• Understand that online communication can be misinterpreted;</li><li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</li></ul> <p><b><u>Valuing Difference</u></b></p> <ul style="list-style-type: none"><li>• Define some key qualities of friendship;</li><li>• Describe ways of making a friendship last;</li></ul>			

- Explain why friendships sometimes end.
- Rehearse active listening skills:
- Demonstrate respectfulness in responding to others;
- Respond appropriately to others.
- Recognise some of the feelings associated with feeling excluded or 'left out';
- Give examples of ways in which people behave when they discriminate against others who are different from them;
- Understand the importance of respecting others, even when they are different from themselves.
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Understand that the information we see online either text or images, is not always true or accurate;
- Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;
- Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

### **Keeping Myself Safe**

- Explain what a habit is, giving examples;
- Describe why and how a habit can be hard to change.
- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Recognise and describe the difference between online and face-to-face bullying.
- Define what is meant by a dare;

- Explain why someone might give a dare;
- Suggest ways of standing up to someone who gives a dare.
- Recognise which situations are risky;
- Explore and share their views about decision making when faced with a risky situation;
- Suggest what someone should do when faced with a risky situation.
- Reflect on what information they share offline and online:
- Recognise that people aren't always who they say they are online;
- Know how to protect personal information online.
- Understand some of the complexities of categorising drugs;
- Know that all medicines are drugs but not all drugs are medicines;
- Understand ways in which medicines can be helpful or harmful and used safely or unsafely.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.

#### **Rights and Responsibilities**

- Identify, write and discuss issues currently in the media concerning health and wellbeing;
- Express their opinions on an issue concerning health and wellbeing;
- Make recommendations on an issue concerning health and wellbeing.
- Understand the difference between a fact and an opinion;
- Understand what biased reporting is and the need to think critically about things we read.

#### **Being My Best**

- Know two harmful effects each of smoking/drinking alcohol.

- Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.
- Understand the actual norms around smoking and the reasons for common misperceptions of these.
- Identify people who are responsible for helping them stay healthy and safe;
- Identify ways that they can help these people.
- Describe 'star' qualities of celebrities as portrayed by the media;
- Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;
- Describe 'star' qualities that 'ordinary' people have.

### **Growing and Changing**

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.
- Identify people who can be trusted;
- Describe strategies for dealing with situations in which they would feel uncomfortable.
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.
- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.

PSHE - Curriculum	Autumn	Spring	Summer
	<p data-bbox="898 427 1285 464"><b>Me and My Relationships</b></p> <div data-bbox="913 531 1292 948" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Collaboration Challenge!</li> <li>• Give and take</li> <li>• How good a friend are you?</li> <li>• Relationship cake recipe</li> <li>• Being assertive</li> <li>• Our emotional needs</li> <li>• Communication</li> </ul> </div> <p data-bbox="898 1015 1285 1051"><b>Being my Best</b></p> <div data-bbox="913 1118 1292 1334" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Getting fit</li> <li>• It all adds up!</li> <li>• Different skills</li> <li>• My school community (2)</li> </ul> </div>	<p data-bbox="1312 427 1700 464"><b>Rights and Responsibilities</b></p> <div data-bbox="1328 531 1706 906" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• What's the story?</li> <li>• Fact or opinion?</li> <li>• Rights, responsibilities and duties</li> <li>• Mo makes a difference</li> <li>• Spending wisely</li> <li>• Lend us a fiver!</li> <li>• Local councils</li> </ul> </div> <p data-bbox="1312 971 1700 1008"><b>Valuing Difference</b></p> <div data-bbox="1328 1075 1706 1334" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• Qualities of friendship</li> <li>• Kind conversations</li> <li>• Happy being me</li> <li>• The land of the Red People</li> <li>• Is it true?</li> </ul> </div>	<p data-bbox="1727 427 2076 464"><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Taught through science curriculum and RSE week</li> </ul> <div data-bbox="1742 576 2060 663" style="border: 1px solid black; height: 55px;"></div> <p data-bbox="1727 691 2076 727"><b>Keeping Myself Safe</b></p> <div data-bbox="1742 794 2060 1289" style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <li>• 'Thinking' about habits</li> <li>• Jay's dilemma</li> <li>• Spot bullying</li> <li>• Ella's diary dilemma</li> <li>• Decision dilemmas</li> <li>• Play, like, share</li> <li>• Drugs: true or false?</li> <li>• Smoking: what is normal?</li> <li>• Would you risk it?</li> </ul> </div>

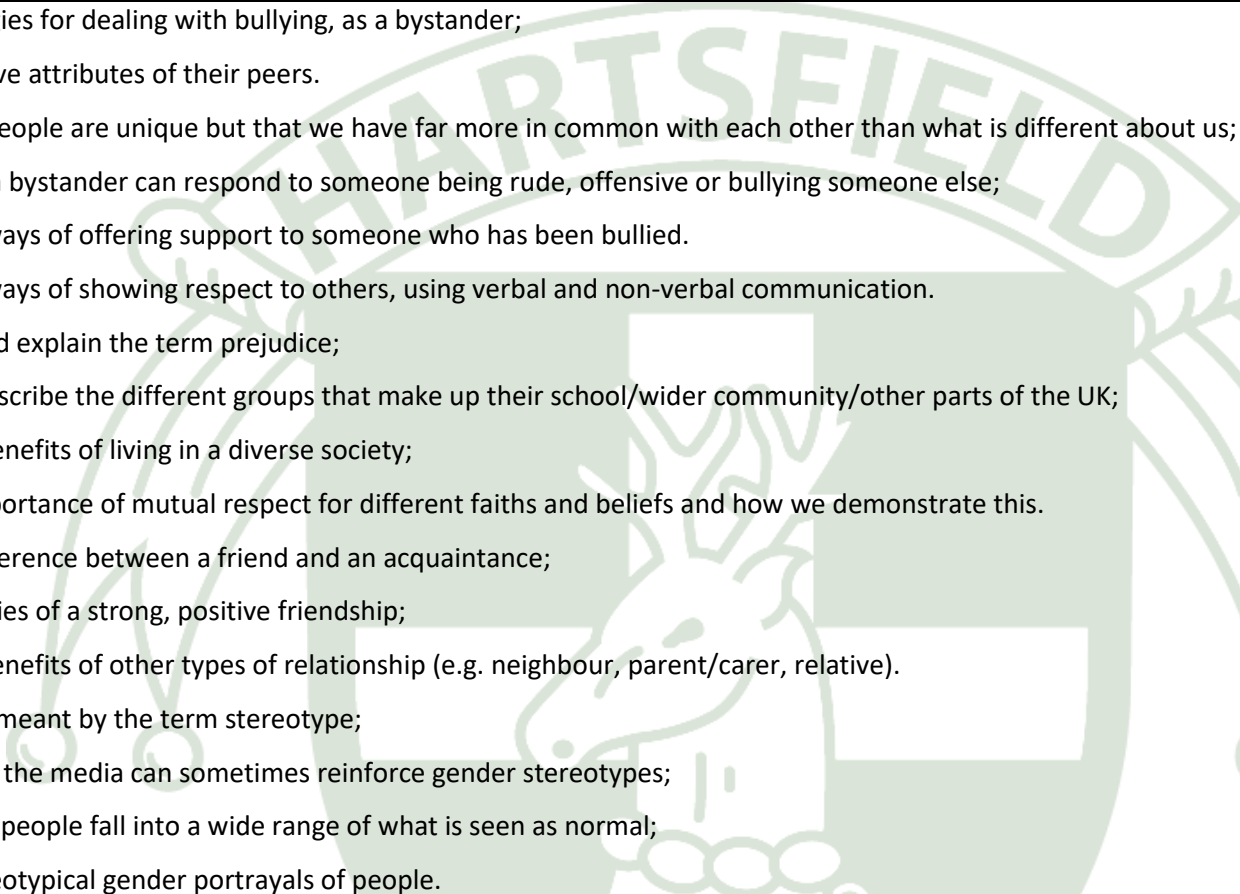
	<ul style="list-style-type: none"><li>• Independence and responsibility</li><li>• Star qualities?</li><li>• Basic first aid, including Sepsis Awareness</li></ul>	<ul style="list-style-type: none"><li>• It could happen to anyone</li></ul>	
--	---	---	--



## Year 6 PSHE- Learning Objectives and Knowledge Overview

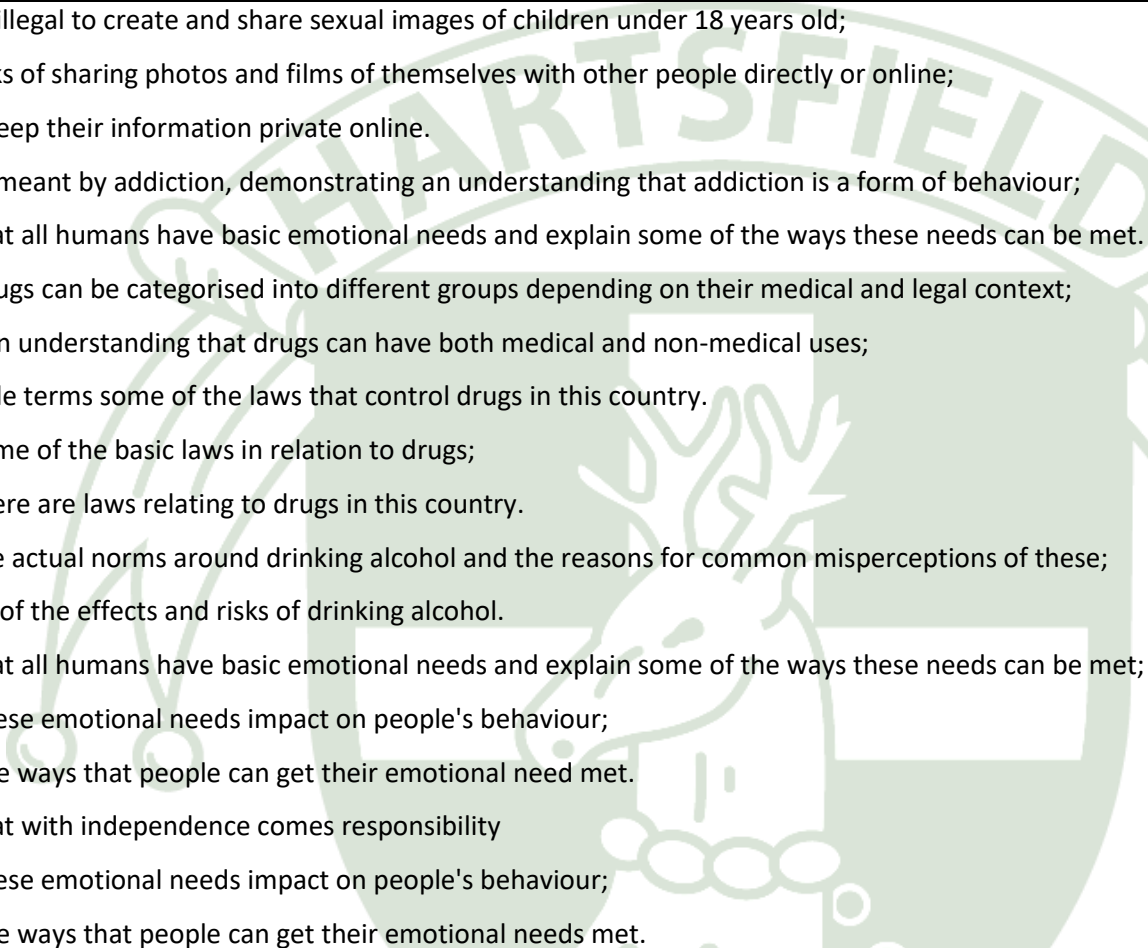
PSHE – Learning Objectives	Autumn	Spring	Summer
<p><b><u>Me and My Relationships</u></b></p> <ul style="list-style-type: none"> <li>•Recognise some of the challenges that arise from friendships;</li> <li>•Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>•List some assertive behaviours;</li> <li>•Recognise peer influence and pressure;</li> <li>•Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</li> <li>•Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>•Recognise basic emotional needs and understand that they change according to circumstance;</li> <li>•Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</li> <li>•Describe the consequences of reacting to others in a positive or negative way;</li> <li>•Suggest ways that people can respond more positively to others.</li> <li>•Describe ways in which people show their commitment to each other;</li> <li>•Know the ages at which a person can marry, depending on whether their parents agree.</li> <li>•Recognise that some types of physical contact can produce strong negative feelings;</li> <li>•Know that some inappropriate touch is also illegal.</li> <li>•Identify strategies for keeping personal information safe online;</li> <li>•Describe safe and respectful behaviours when using communication technology.</li> </ul> <p><b><u>Valuing Difference</u></b></p> <ul style="list-style-type: none"> <li>•Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> </ul>			



- 
- Suggest strategies for dealing with bullying, as a bystander;
  - Describe positive attributes of their peers.
  - Know that all people are unique but that we have far more in common with each other than what is different about us;
  - Consider how a bystander can respond to someone being rude, offensive or bullying someone else;
  - Demonstrate ways of offering support to someone who has been bullied.
  - Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
  - Understand and explain the term prejudice;
  - Identify and describe the different groups that make up their school/wider community/other parts of the UK;
  - Describe the benefits of living in a diverse society;
  - Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
  - Explain the difference between a friend and an acquaintance;
  - Describe qualities of a strong, positive friendship;
  - Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
  - Define what is meant by the term stereotype;
  - Recognise how the media can sometimes reinforce gender stereotypes;
  - Recognise that people fall into a wide range of what is seen as normal;
  - Challenge stereotypical gender portrayals of people.

### **Keeping Myself Safe**

- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;
- Understand and describe the ease with which something posted online can spread.
- Identify strategies for keeping personal information safe online;
- Describe safe behaviours when using communication technology.

- 
- Know that it is illegal to create and share sexual images of children under 18 years old;
  - Explore the risks of sharing photos and films of themselves with other people directly or online;
  - Know how to keep their information private online.
  - Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;
  - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
  - Explain how drugs can be categorised into different groups depending on their medical and legal context;
  - Demonstrate an understanding that drugs can have both medical and non-medical uses;
  - Explain in simple terms some of the laws that control drugs in this country.
  - Understand some of the basic laws in relation to drugs;
  - Explain why there are laws relating to drugs in this country.
  - Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
  - Describe some of the effects and risks of drinking alcohol.
  - Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;
  - Explain how these emotional needs impact on people's behaviour;
  - Suggest positive ways that people can get their emotional need met.
  - Understand that with independence comes responsibility
  - Explain how these emotional needs impact on people's behaviour;
  - Suggest positive ways that people can get their emotional needs met.

### **Rights and Responsibilities**

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Describe the language and techniques that make up a biased report;
- Analyse a report also extract the facts from it.

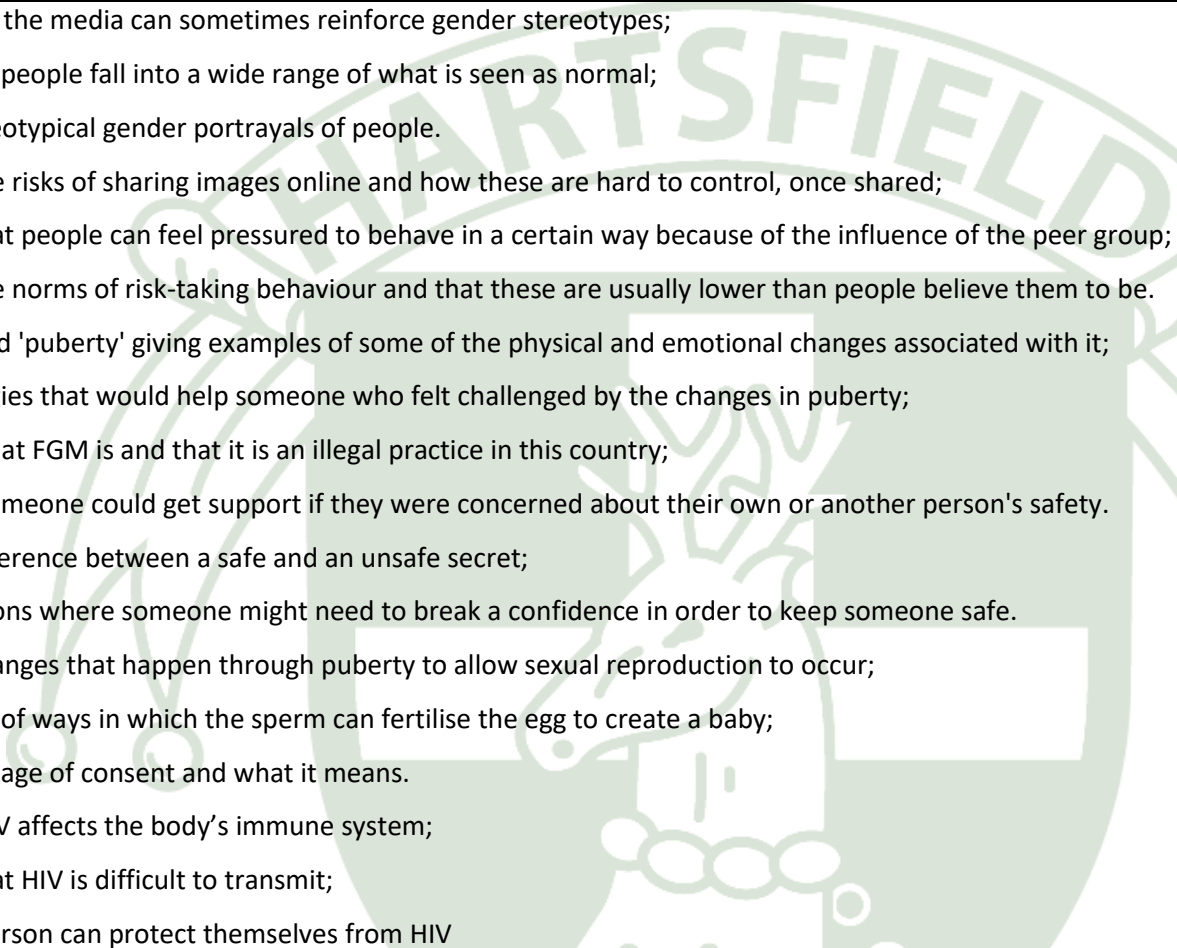
- Know the legal age (and reason behind these) for having a social media account;
- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Recognise that people's lives are much more balanced in real life, with positives and negatives.
- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.

### **Being My Best**

- Explain what the five ways to wellbeing are;
- Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.
- Identify risk factors in a given situation (involving alcohol);
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.
- Identify risk factors in a given situation;
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.

### **Growing and Changing**

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.
- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.
- Define what is meant by the term stereotype;

- 
- The background of the page features a large, light green watermark of the Hartfield School crest. The crest is circular and contains a shield with a figure holding a staff. Above the shield, the word 'HARTSFIELD' is written in a semi-circle. To the right of the shield, there are two crossed flags or banners.
- Recognise how the media can sometimes reinforce gender stereotypes;
  - Recognise that people fall into a wide range of what is seen as normal;
  - Challenge stereotypical gender portrayals of people.
  - Understand the risks of sharing images online and how these are hard to control, once shared;
  - Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
  - Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
  - Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
  - Suggest strategies that would help someone who felt challenged by the changes in puberty;
  - Understand what FGM is and that it is an illegal practice in this country;
  - Know where someone could get support if they were concerned about their own or another person's safety.
  - Explain the difference between a safe and an unsafe secret;
  - Identify situations where someone might need to break a confidence in order to keep someone safe.
  - Identify the changes that happen through puberty to allow sexual reproduction to occur;
  - Know a variety of ways in which the sperm can fertilise the egg to create a baby;
  - Know the legal age of consent and what it means.
  - Explain how HIV affects the body's immune system;
  - Understand that HIV is difficult to transmit;
  - Know how a person can protect themselves from HIV

PSHE - Curriculum	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>•5 Ways to Wellbeing Project</li> <li>•Boys Will be Boys? Challenging Gender Stereotypes</li> <li>•We have more in common than not</li> <li>•Captain Coram – Gin Lane</li> <li>•Captain Coram – the Foundling Hospital</li> <li>•Anti-bullying Week (Positive Words and Receiving Kindness)</li> <li>•UK Parliament Week – understanding the different roles within parliament</li> <li>-what changes would I make and why</li> </ul>	<ul style="list-style-type: none"> <li>•This Will be Your Life</li> <li>•Solve the Friendship Problem</li> <li>•Working Together</li> <li>•Let’s negotiate</li> </ul> <p>Mindfulness sessions provided by the Letchworth Centre for Healthy Living (4 weeks)</p>	<ul style="list-style-type: none"> <li>•RSE Week and relevant objectives</li> <li>•Transition Tasks – friendships, changes, timetables etc.</li> <li>•Drugs and Alcohol (linked to Science)</li> </ul>