

## PSHE at Tanners Brook Primary School

### **EYFS – The foundations of PSHE**

The foundations of PSHE learning and understanding starts in the Early Years under the area of learning Personal, Social and Emotional Development (PSED). This is explored through the Early Learning Goals (ELG) Self-Regulation, Managing Self and Building Relationships. Reaching these goals can be demonstrated in many learning opportunities and experiences but it is likely to see:

- Talking about ways we keep healthy, such as healthy eating, brushing our teeth, sleep, etc
- Exploration of their family
- Understanding that all families are valuable and special
- A growing awareness that rules help to keep us safe and make our space fair and enjoyable for everyone
- The naming of different feelings and an understanding of how others might be feeling
- Learning around what makes them special and unique and what their personal best looks like
- Exploration and trialling of strategies to regulate emotions
- Discussions around what makes a good friend

This learning helps our young children begin to make sense of the world around them and these foundations will support them as they start to learn the National Curriculum for PSHE in KS1.

### **KS1 and KS2 PSHE Curriculum:**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

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.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

As a result, we follow a curriculum from the PSHE Association, adapted to suit the needs of our children and locality. This learning is organised under three key themes:

**CORE THEME 1: Health and Wellbeing**

**CORE THEME 2: Living in the Wider World**

**CORE THEME 3: Relationships**

We aim for our children to acquire these key skills from our PSHE curriculum:

**Self-awareness and Reflection**

**Communication**

**Cooperation and Conflict Resolution**

**Ability to Manage Complexity and Uncertainty**

**Informed and Reflective Action**

|   | Autumn One   | Autumn Two  | Spring One   | Spring Two   | Summer One   | Summer Two  |
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| <b>Early Years</b>                          | <p><b>Area of Learning – Personal, Social and Emotional Development (PSED)</b><br/> <b>Development Matters</b><br/>           Develop their sense of responsibility and membership of a community.<br/>           Become more outgoing with unfamiliar people, in the safe context of their setting.<br/>           Show more confidence in new social situations<br/>           Play with one or more other children, extending and elaborating play ideas.<br/>           Find solutions to conflicts and rivalries.<br/>           Increasingly follow rules, understanding why they are important.<br/>           Remember rules without needing an adult to remind them.<br/>           Develop appropriate ways of being assertive.<br/>           Talk with others to solve conflicts.<br/>           Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.<br/>           Understand gradually how others might be feeling.<br/>           Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.<br/>           Make healthy choices about food, drink, activity and toothbrushing.</p> |   | <p><b>Area of Learning – Personal, Social and Emotional Development (PSED)</b><br/> <b>Development Matters</b><br/>           See themselves as a valuable individual.<br/>           Build constructive and respectful relationships.<br/>           Express their feelings and consider the feelings of others.<br/>           Show resilience and perseverance in the face of challenge.<br/>           Identify and moderate their own feelings socially and emotionally.<br/>           Think about the perspectives of others.<br/>           Manage their own needs for personal hygiene.<br/>           Know and talk about the different factors that support their overall health and wellbeing:<br/> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of ‘screen time’</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> </p> |  | <p><b>Area of Learning – Personal, Social and Emotional Development (PSED)</b><br/> <b>Early Learning Goals: Self-Regulation, Managing Self and Building Relationships</b><br/>           Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br/>           Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>           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.<br/>           Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>           Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>           Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.<br/>           Work and play cooperatively and take turns with others.<br/>           Form positive attachments to adults and friendships with peers.<br/>           Show sensitivity to their own and to others’ needs.</p> |   |
| <b>Year One Curriculum Content Criteria</b> | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health</li> <li>• list some people who help children stay safe and healthy,</li> <li>• how to get help in emergency situations and follow instructions to keep safe.</li> </ul> <p><b>Relationship</b></p> <ul style="list-style-type: none"> <li>• recognise that some people behave differently online and say some simple ways to keep online communication safe.</li> <li>• who to tell if a relationship, or the actions of someone I don’t know, has made me feel uncomfortable, upset, or unsafe.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• identify some similarities and differences between people in my school and community.</li> <li>• give some examples of rules in school or at home and say why they are important.</li> </ul>  |   |  |  |  |   |
| <b>Year One Units of Study</b>              | <p><i>Who helps keep us safe?</i><br/> <b>Health and Wellbeing</b><br/> <b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• the people whose job it is to help keep us safe</li> </ul>  | <p><i>What helps us stay healthy?</i><br/> <b>Health and wellbeing</b><br/> <b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> </ul> | <p><i>What can we do with money?</i><br/> <b>Living in the wider world</b><br/> <b>Knowledge and context:</b></p>  | <p><i>Who is special to us?</i><br/> <b>Relationships</b><br/> <b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• about people who care for them, e.g. parents,</li> </ul> | <p><i>What is the same and what is different about us?</i><br/> <b>Relationships</b><br/> <b>Knowledge and context:</b></p>  | <p><i>How can we look after each other in the world?</i><br/> <b>Living in the wider world</b><br/> <b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• about examples of rules in different situations, e.g.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• about what to do if there is an accident and someone is hurt</li> <li>• how to get help in an emergency (how to dial 999 and what to say)</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others</li> <li>• about the different roles and responsibilities people have in their community</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify matters that are important to self and others.</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions about issues that affect self, others and the wider world.</li> </ul> <p><b>Enhancements:</b><br/>Visit from emergency services or members of our community. (police, paramedics, fire service, nurse, doctors, lollipop person).</p> <p>Resources from <a href="#">PSHE Association   Charity and membership body</a></p> | <ul style="list-style-type: none"> <li>• ways to take care of themselves on a daily basis</li> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify matters that are important to self and others</li> <li>• Recognise effects of own behaviours and use this to help make choices</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to others</li> </ul> <p><b>Enhancements:</b><br/>Visit from some people who help us (doctor, nurse, lunchtime supervisor, office/first aid staff)</p> | <ul style="list-style-type: none"> <li>• that everyone has different strengths, in and out of school</li> <li>• about how different strengths and interests are needed to do different jobs</li> <li>• about people whose job it is to help us in the community</li> <li>• about different jobs and the work people do</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify matters that are important to self and others</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• State opinions and start to give reasons for these</li> <li>• Participate in discussions that affect self and others</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>• Visits from different professionals for the children to ask questions to</li> <li>• Research in the computer suite about different job roles</li> </ul> | <p>siblings, grandparents, relatives, friends, teachers</p> <ul style="list-style-type: none"> <li>• the role these different people play in children's lives and how they care for them</li> <li>• what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> <li>• about the importance of telling someone — and how to tell them — if they are worried about something in their family</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify matters that are important to self and others</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• State opinions and start to give reasons for these</li> <li>• Participate in discussions that affect self and others</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>• Describe feelings about changes in own life</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>• Take action when something is unfair</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>• Family photos brought in from home for the children to show and tell</li> </ul> | <ul style="list-style-type: none"> <li>• what kind and unkind behaviour mean in and out school</li> <li>• how kind and unkind behaviour can make people feel</li> <li>• about what respect means</li> <li>• about class rules, being polite to others, sharing and taking turns</li> <li>• about situations when someone's body or feelings might be hurt and whom to go to for help</li> <li>• about what it means to keep something private, including parts of the body that are private</li> <li>• to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>• how to respond if being touched makes them feel uncomfortable or unsafe</li> <li>• when it is important to ask for permission to touch others</li> <li>• how to ask for and give/not give permission</li> </ul> <p><b>Skills</b></p> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Describe feelings about change in own life</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> | <p>class rules, rules at home, rules outside</p> <ul style="list-style-type: none"> <li>• that different people have different needs</li> <li>• how we care for people, animals and other living things in different ways</li> <li>• how they can look after the environment, e.g. recycling</li> </ul> <p><b>Skills</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to others</li> <li>• Participate in discussions about issues that affect self, others and the wider world</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Play and work cooperatively with others</li> <li>• Help to ensure that everyone in own group is included</li> <li>• Begin to show tact and diplomacy</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>• Visit from a vet</li> <li>• Staff member to bring in pet (Mrs Hallet's African snail – and discuss caring for this)</li> <li>• Outdoor learning -0 caring for our environment – litter picking, habitats, bord boxes, allotment</li> </ul> |
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|  | <a href="http://pshe-association.org.uk">for PSHE education (pshe-association.org.uk)</a>   | Take learning outside to identify risks during play and with others   |  | <ul style="list-style-type: none"> <li>• Display of these families so the children can refer back to the important people in their lives</li> </ul>   | <ul style="list-style-type: none"> <li>• Play and work cooperatively</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions that affect self and others in the wider community</li> <li>• Listen carefully to others</li> </ul> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Recognise effect of own behaviour on other and use this to help make choices</li> </ul> <p><b>Enhancements:</b><br/>Outdoor learning – games that include everyone- setting rules and boundaries<br/>Scenarios from PSHE Association website</p> |   |
| <p><b>Year Two Curriculum Content Criteria</b></p> | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings.</li> <li>• suggest ways to help myself and other people feel good, or feel better if not feeling good</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• name different types of relationships, for example, family, friendship, online.</li> <li>• say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.</li> <li>• describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.</li> <li>• talk about things that matter to me and say how to play and work with others.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• give some examples of groups I and other people belong to and the roles and responsibilities in these different groups</li> </ul> |   |  |   |   |   |
| <p><b>Year Two Units of Study</b></p>              | <p><i>What makes a good friend?</i><br/><b>Relationships</b><br/><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• how people make friends and what makes a good friendship</li> </ul>   | <p><i>What helps us stay safe?</i><br/><b>Health and wellbeing</b><br/><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• how rules can help to keep us safe</li> <li>• why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> </ul> | <p><i>What helps us grow and stay healthy?</i><br/><b>Health and wellbeing</b><br/><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• what it means to be healthy and why it is important</li> <li>• ways to take care of themselves on a daily basis</li> </ul> | <p><i>What is bullying?</i><br/><b>Relationships</b><br/><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or</li> </ul> | <p><i>What jobs do people do?</i><br/><b>Living in the wider world</b><br/><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> </ul>   | <p><i>How do we recognise our feelings?</i><br/><b>Health and wellbeing</b><br/><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> </ul> |

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| <ul style="list-style-type: none"> <li>• how to recognise when they or someone else feels lonely and what to do</li> <li>• simple strategies to resolve arguments between friends positively</li> <li>• how to ask for help if a friendship is making them feel unhappy</li> <li>• how to talk about and share their opinions on things that matter to them</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Recognise effects of own behaviour on others and use this to help make choices</li> <li>• Identify matters that are important to self and others</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully to others</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Play and work cooperatively</li> <li>• Help to ensure that everyone in own group is included</li> <li>• Begin to show tact and diplomacy</li> </ul> <p><b>Enhancements:</b></p> <p>Video clips of friendship issues, cartoon based so</p> | <ul style="list-style-type: none"> <li>• basic rules for keeping safe online</li> <li>• whom to tell if they see something online that makes them feel unhappy, worried, or scared</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Recognise effects of own behaviours and use this to help make choices</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Describe feelings about change and in own life</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions about issues that affect self, others and the wider world</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>• visit the computer suite for staying safe online</li> <li>• Ask Micheal to talk to the children about being safe online</li> </ul> | <ul style="list-style-type: none"> <li>• about basic hygiene routines, e.g. hand washing</li> <li>• about healthy and unhealthy foods, including sugar intake</li> <li>• about physical activity and how it keeps people healthy</li> <li>• about different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</li> <li>• how to keep safe in the sun</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify matters that are important to self and others</li> <li>• Learn from mistakes and use feedback</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Play and work cooperatively</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions about issues that affect self, others and the wider world</li> </ul> <p><b>Enhancements:</b></p> <p>Visit from a doctor/nurse</p> | <p>experience hurtful behaviour, including online</p> <ul style="list-style-type: none"> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Recognise effects of own behaviour on others and use this to help make choices</li> <li>• Learn from mistakes and use feedback</li> </ul> <p><b>Communication:</b></p> <p>Listen carefully to others</p> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Play and work cooperatively</li> <li>• Help to ensure that everyone in own group is included</li> </ul> <p>Begin to show tact and diplomacy</p> <p><b>Informed and reflective action:</b></p> | <ul style="list-style-type: none"> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> </ul> <p><b>Skills</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Participate in discussions about issues that affect self, others and the wider world</li> </ul> <p><b>Self-awareness and Reflection</b></p> <ul style="list-style-type: none"> <li>• Recognise effects of own behaviour on others and use this to help make choices</li> </ul> | <ul style="list-style-type: none"> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify matters that are important to self and others</li> </ul> <p><b>Communication:</b></p> <p>Listen carefully to others</p> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Describe feelings about changes in own life and locally</li> </ul> |
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|   | <p>children can see the issue external to them.</p> <p><a href="http://pshe-association.org.uk">PSHE Association   Charity and membership body for PSHE education (pshe-association.org.uk)</a></p>   |  |  | <ul style="list-style-type: none"> <li>Take action when something is unfair</li> </ul>   |  |   |
| <b>Year Three Curriculum Content Criteria</b> | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>recognise signs that I or someone else may need help with their physical health or mental wellbeing</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.</li> <li>name different types of bullying, explain the effects of bullying and hurtful behaviour</li> <li>explain meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.</li> <li>explain the importance of privacy, when privacy is important (including online), and how to respect personal boundaries.</li> <li>Describe when it is right to break a confidence or share a secret, and who to tell</li> <li>online communication is different from face-to-face communication</li> <li>explain when, where and how to get help or support if worried about relationships of any sort.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.</li> <li>explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.</li> </ul> |  |  |  |  |   |
| <b>Year Three Units of Study</b>              | <p><i>How can we be a good friend?</i></p> <p><b>Relationships</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>what constitutes a positive healthy friendship? Same principles apply to online friendships as to face-to-face relationships</li> <li>importance of seeking support if feeling lonely or excluded</li> </ul>  | <p><i>What keeps us safe?</i></p> <p><b>Health and wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or</li> </ul> | <p><i>Why should we eat well and look after our teeth?</i></p> <p><b>Health and wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>what can help people to make healthy choices and what might negatively influence them</li> <li>about habits and that sometimes they can be</li> </ul> | <p><i>What makes a community?</i></p> <p><b>Living in the wider world</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and responsibilities</li> </ul> | <p><i>Why should we keep active and sleep well?</i></p> <p><b>Health and wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</li> <li>about the choices that people make in daily life that could affect their health</li> <li>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</li> </ul> <p><b>Skills</b></p> | <p><i>How do we treat others with respect?</i></p> <p><b>Relationships</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> </ul> |

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| <ul style="list-style-type: none"> <li>• healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>• that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>• recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Contribute to the wellbeing of the wider community.</li> <li>• Use strategies to cope with challenging times.</li> <li>• Work cooperatively to solve problems and achieve goals.</li> </ul> <p><b>Enhancements:</b><br/>Scenarios from <a href="#">PSHE Association   Charity and membership body for PSHE education (pshe-association.org.uk)</a></p> | <p>remove themselves from danger</p> <ul style="list-style-type: none"> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt</li> <li>• about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> </ul> <p><b>Skills</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, question and respond to others</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively to solve problems or achieve goals</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Use strategies to cope with challenging times</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>• Contribute to the well-being of the wider community</li> </ul> | <p>maintained, changed or stopped</p> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, questions and respond to others</li> <li>• Express own views and ideas on issues clearly, using a range of appropriate methods</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>• Contribute to the well-being of the wider community</li> </ul> <p><b>Enhancements:</b></p> | <ul style="list-style-type: none"> <li>• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Give reasons, evidence and examples in support of an opinion</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Recognise when there may be no single right or wrong answer</li> <li>• Describe feelings about changed and events in own setting and the wider world</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>• Participate in decision making in school</li> <li>• Contribute to the well-being of the wider community</li> <li>• Share opinions and evidence on issues with others</li> <li>• Including decision-makers and elected representatives</li> </ul> | <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Explore reasons for negative feelings towards others and in new or difficult situations</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, questions and respond to others</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively to solve problems or achieve goals</li> <li>• Use strategies to manage anger, frustration and aggressive feelings</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Use strategies to cope with challenging times</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>• Share opinions and evidence on issues with others</li> <li>• Including decision-makers and elected representatives</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>• Sport coach talk about keeping active</li> <li>• Mental wellbeing resources on PSHE association</li> </ul> | <ul style="list-style-type: none"> <li>• the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>• Explore reasons for negative feelings towards others and in new or difficult situations</li> <li>• Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively to solve problems or achieve goals</li> <li>• Use strategies to manage anger, frustration and aggressive feelings</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively, questions and respond to others</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>• Use strategies to cope with challenging times</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>• Contribute to the well-being of the wider community</li> </ul> |
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|  |   | <b>Enhancements:</b> <ul style="list-style-type: none"> <li>• Visit from emergency services (fire, police, ambulance)</li> <li>• Outdoor learning to identify potential risks during play</li> <li>• Use computer suite for learning about safety online</li> <li>• Role play 999 call</li> </ul>  |  |  |   |  |
| <b>Year Four Curriculum Content Criteria</b> | <b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth.</li> <li>• suggest ways to manage setbacks and unhelpful thinking.</li> </ul> <b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>• identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.</li> </ul>  |  |  |  |   |  |
| <b>Year Four Units of Study</b>              | <b>What strengths, skills and interests do we have?</b><br><b>Health and wellbeing</b><br><b>Knowledge and context:</b> <ul style="list-style-type: none"> <li>• to recognise their individuality and personal qualities</li> <li>• identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>• how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> <li>• recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul> | <b>How can we manage our feelings?</b><br><b>Health and wellbeing</b><br><b>Knowledge and context:</b> <ul style="list-style-type: none"> <li>• about the things that affect feelings both positively and negatively</li> <li>• strategies to identify and talk about their feelings</li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul> <b>Skills</b><br><b>Self-awareness and Reflection:</b> <ul style="list-style-type: none"> <li>• Identify connections between personal decisions and issues</li> </ul> | <b>What are families like?</b><br><b>Relationships</b><br><b>Knowledge and context:</b> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul> <b>Skills</b><br><b>Cooperation and Conflict Resolution:</b><br>Use knowledge of others' viewpoints to resolve problems and compromise | <b>How can drugs common to everyday life affect health?</b><br><b>Health and wellbeing</b><br><b>Knowledge and context:</b> <ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> </ul> | <b>How can we manage risk in different places?</b><br><b>Health and wellbeing</b><br><b>Knowledge and context:</b> <ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul> | <b>How can our choices make a difference to others and the environment?</b><br><b>Knowledge and context:</b> <ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul> <b>Skills</b> |



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| <p><b>Skills</b><br/><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Use strategies to cope with challenging times</li> </ul> <p><b>Enhancements:</b></p> <p><b>Link to applying for the eco-warriors and school council rep roles in school.</b></p> <p>Resources from <a href="http://pshe-association.org.uk">PSHE Association   Charity and membership body for PSHE education (pshe-association.org.uk)</a></p> | <p>affecting people locally and globally</p> <ul style="list-style-type: none"> <li>Explore reasons for negative feelings towards others and in new or difficult situations</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Use strategies to cope with challenging times</li> <li>Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Enhancements:</b></p> <ul style="list-style-type: none"> <li>Outdoor session to promote being outdoors having an impact on positive mental health</li> <li>Role play scenarios</li> </ul> | <p><b>Ability to manage complexity and uncertainty:</b><br/>Recognise when there may be no single right or wrong answer</p> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Contribute to the well-being of the wider community</li> <li>Share opinions and evidence on issues with others</li> </ul> | <ul style="list-style-type: none"> <li>that for some people using drugs can become a habit which is difficult to break</li> <li>how to ask for help or advice</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>Use strategies to manage anger, frustration and aggressive feelings</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Use strategies to cope with challenging times</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Contribute to the well-being of the wider community</li> </ul> | <p><b>Skills</b></p> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>Work cooperatively to solve problems or achieve goals</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Participate in decision making in school</li> <li>Contribute to the well-being of the wider community</li> <li>Share opinions and evidence on issues with others</li> <li>Including decision-makers and elected representatives</li> </ul> <p><b>Enhancements:</b><br/>Visit from safety professional: fireman, paramedic, Andy about safety in school or a fire warden in school</p> | <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Identify connections between personal decisions and issues affecting people locally and globally</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Listen attentively, questions and respond to others</li> <li>Express own views and ideas on issues clearly, using a range of appropriate methods</li> </ul> <p><b>Cooperation and Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>Work cooperatively to solve problems or achieve goals</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Participate in decision making in school</li> <li>Contribute to the well-being of the wider community</li> <li>Share opinions and evidence on issues with others</li> </ul> <p>Including decision-makers and elected representatives</p> <p><b>Enhancements:</b><br/>School council reps and eco-warriors to discuss their roles and what this means for the Tanners Brook Community</p> |
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| <b>Year Five Curriculum Content Criteria</b> | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>benefits of having diversity in our community and ways to promote inclusion in our school and community.</li> <li>explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.</li> </ul>  |   |  |  |   |  |
| <b>Year Five Units of Study</b>              | <p><i>What makes up our identity?</i></p> <p><b>Health and wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>personal identity: what contributes to who we are</li> <li>that for some people gender identity does not correspond with their biological sex</li> <li>to recognise their individuality and personal qualities</li> <li>respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Recognise personal strengths and weaknesses</li> </ul> | <p><i>What decisions can people make with money?</i></p> <p><b>Living in the wider world</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul> <p><b>Skills</b></p> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Adapt to new situation and explore new ways of seeing local and global issues</li> <li>Explore multiple perspectives and alternative visions of the future</li> </ul> <p><b>Enhancements:</b></p> | <p><i>How will we grow and change?</i></p> <p><b>Health and wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing,</li> <li>erectons and wet dreams</li> <li>strategies to manage the changes during puberty including menstruation</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul> <p><b>Skills</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Use active listening skills and adapt behaviour to new cultural environments</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> | <p><i>How can friends communicate safely?</i></p> <p><b>Relationships</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>to recognise that everyone should be treated equally</li> <li>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Communicate effectively through a range of media about issues to suit subject, audience and purpose</li> </ul> | <p><i>How can we help in an accident or emergency?</i></p> <p><b>Health and wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>to identify when situations are becoming risky, unsafe or an emergency</li> <li>to identify occasions where they can help take responsibility for their own safety</li> <li>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>how to deal with common injuries using basic first aid techniques</li> <li>how to respond in an emergency, including when and how to contact different emergency services</li> </ul> <p><b>Skills</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Communicate effectively through a range of media about issues to suit subject, audience and purpose</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate action(s)</li> </ul> | <p><i>What jobs would you like?</i></p> <p><b>Living in the wider world</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>to identify jobs that they might like to do in the future</li> <li>about the role ambition can play in achieving a future career</li> <li>how or why someone might choose a certain career</li> <li>about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> <li>the importance of diversity and inclusion to promote people's career opportunities</li> <li>about stereotyping in the workplace, its impact and how to challenge it</li> <li>that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Recognise personal strengths and weaknesses</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Explore multiple perspectives and alternative visions of the future</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate action(s) and opportunities to make own voice heard</li> </ul> | <ul style="list-style-type: none"> <li>Visit from bank finance worker (bank, accountant)</li> <li>Use computer suite to make budgets on excel</li> </ul> | <ul style="list-style-type: none"> <li>Explore multiple perspectives and alternative visions of the future</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate action(s) and opportunities to make own voice heard</li> <li>Challenge viewpoints which perpetuate inequality and injustice</li> </ul> <p><b>To include consent</b></p> <ul style="list-style-type: none"> <li>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</li> <li>how to ask for, give and not give permission for physical contact</li> <li>how it feels in a person's mind and body when they are uncomfortable</li> <li>that it is never someone's fault if they have experienced unacceptable contact</li> <li>how to respond to unwanted or unacceptable physical contact</li> <li>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> </ul> | <ul style="list-style-type: none"> <li>Use active listening skills and adapt behaviour to new cultural environments</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>Take on different roles in group work</li> <li>Employ effective strategies for repairing damaged relationships</li> </ul> | <p>and opportunities to make own voice heard</p> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Adapt to new situations and explore new ways of seeing local and global issues</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>Take on different roles in group work</li> </ul> | <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Use active listening skills and adapt behaviour to new cultural environments</li> </ul> <p><b>Cooperation and Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>Take on different roles in group work</li> </ul> <p><b>Enhancements:</b></p> <p>Job fair with different careers on show and visitors from these fields</p> |
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|   |  |  | <ul style="list-style-type: none"> <li>whom to tell if they are concerned about unwanted physical contact</li> </ul>   |  |  |
| <b>Year Six Curriculum Content Criteria</b> | <p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.</li> <li>recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.</li> <li>explain the importance of balancing time online with other activities for physical and mental wellbeing.</li> <li>assess how safe or unsafe different choices for health and wellbeing are</li> </ul> <p><b>Living in the Wider World</b></p> <p>identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.</p>   |  |  |  |  |
| <b>Year Six Units of Study</b>              | <p><b>How can we keep healthy as we grow?</b><br/><b>Health and Wellbeing</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>make informed decisions about health</li> <li>elements of a balanced, healthy lifestyle</li> <li>choices that support a healthy lifestyle, and recognise what might influence these</li> <li>recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>what good physical health means; how to recognise early signs of physical illness</li> <li>what constitutes a healthy diet</li> <li>how regular (daily/weekly) exercise benefits mental and physical health</li> <li>how sleep contributes to a healthy lifestyle;</li> <li>about strategies and behaviours that support mental health</li> <li>that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>the benefits of sun exposure and risks of overexposure</li> <li>benefits of the internet</li> <li>to seek support, including which adults to speak to in and outside school</li> <li>how to maintain good oral hygiene</li> </ul> <p><b>Skills</b></p> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Communicate effectively through a range of media about issues to suit subject, audience and purpose</li> </ul> | <p><b>How can the media influence people?</b><br/><b>Living in the wider world</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>how and why images online might be manipulated, altered, or faked</li> <li>how to recognise when images might have been altered</li> <li>why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>that social media sites have age restrictions and regulations for use</li> <li>the reasons why some media and online content is not appropriate for children</li> <li>how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>about sharing things online, including rules and laws relating to this</li> <li>how to recognise what is appropriate to share online</li> <li>how to report inappropriate online content or contact</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Communicate effectively through a range of media about issues to suit subject, audience and purpose</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> | <p><b>What will change as we become more independent?</b><br/><b>Health and wellbeing</b><br/><b>How do friendships change as we grow?</b><br/><b>Relationships</b></p> <p><b>Knowledge and context:</b></p> <ul style="list-style-type: none"> <li>what it means to be attracted to someone and different kinds of loving relationships</li> <li>that people who love each other can be of any gender, ethnicity or faith</li> <li>the difference between gender identity and sexual orientation and everyone's right to be loved</li> <li>about the qualities of healthy relationships that help individuals flourish</li> <li>ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>that people have the right to choose whom they marry or whether to get married</li> <li>that to force anyone into marriage is illegal</li> <li>how and where to report forced marriage or ask for help if they are worried</li> <li>to recognise some of the changes as they grow up e.g. increasing independence</li> <li>about what being more independent might be like, including how it may feel</li> <li>about the transition to secondary school and how this may affect their feelings</li> </ul> |  |  |

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|  | <ul style="list-style-type: none"> <li>Evaluate how our choices can affect people locally and globally</li> <li>Reflect on learning from taking action</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Explore multiple perspectives and alternative visions of the future</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Reflect on learning from taking action</li> </ul> | <ul style="list-style-type: none"> <li>Adapt to new situations and explore new ways of seeing local and global issues</li> <li>Explore multiple perspectives and alternative visions of the future</li> </ul> <p><b>Informed and reflective action:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate action(s) and opportunities to make own voice heard</li> <li>Challenge viewpoints which perpetuate inequality and injustice</li> <li>Reflect on learning from taking action</li> </ul> <p><b>Enhancements:</b><br/> Lessons in computer suite to apply skills learnt about being safe online<br/> Micheal to talk to the children about online safety</p> | <ul style="list-style-type: none"> <li>about how relationships may change as they grow up or move to secondary school Summer — Health and wellbeing</li> <li>practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>identify the links between love, committed relationships and conception</li> <li>what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> </ul> <p><b>Skills</b></p> <p><b>Self-awareness and Reflection:</b></p> <ul style="list-style-type: none"> <li>Recognise personal strengths and weaknesses</li> <li>Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</li> </ul> <p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>Use active listening skills and adapt behaviour to new cultural environments</li> </ul> <p><b>Cooperation and Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>Employ effective strategies for repairing damaged relationships</li> </ul> <p><b>Ability to manage complexity and uncertainty:</b></p> <ul style="list-style-type: none"> <li>Identify and plan appropriate action(s) and opportunities to make own voice heard</li> <li>Challenge viewpoints which perpetuate inequality and injustice</li> </ul> <p><b>Enhancements:</b><br/> Visits to and from secondary schools<br/> Follow guidance for RSHE on PSHE Association</p> |
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