**PSHE**

**Intent:**

A high-quality PSHE curriculum will enable children to gain knowledge of differences in society. It promotes equality, acceptance and how to not discriminate. Children will appreciate, accept and respect the diversities of societies and gain a rounded view of life with a strong sense of self. Children will have the confidence to question issues such as racism, bullying and online bullying. They will develop skills to equip them for social challenges they will experience growing up, and stand up for what they believe. Children will understand how to lead healthy and independent lives and how to look after their physical and mental health.

**Aims:**

Our aims ensure that all pupils can…..

* Know the features of different types of relationships, genders, cultures, ethnicities, religions, ages, disabilities
* Understand that everyone is different and may have different preferences and opinions to themselves
* Ask questions, express opinions and feel empowered to make their own choices
* Understand that certain behaviours are not to be tolerated such as bullying and discrimination
* Be confident in themselves as individuals
* Know how to deal with social challenges that may arise, including social media
* Know how to get help with mental health issues and how to help others
* Know how to take care of themselves, to be healthy and happy

**Aspects:**

* **Health and Wellbeing:**
* **Relationships and Co-operation:**
* **Living in a Wider World and Community:**

**Projects (year 5/6 = 8 weeks, year 3/4= 4 weeks)**

* **Enterprise (year 5/6)**
* **Wellbeing (year 3/4 )**

Teachers have the discretion to teach the aspects within any of the year group topics as a ‘stand-alone’ lesson, class assembly or combined within other subjects. It should be possible for a single topic within a key aspect to be taught in a single lesson in each year group.

Statutory relationship education is highlighted in yellow. Statutory health and mental wellbeing education is highlighted in green.

**Unit Planner**

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| **Health and Wellbeing** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Emotions (6)**  **Keeping Safe (7)** | **Healthy Lifestyles (6)**  **Hygiene (6)**  **Growing and Changing (6)** | **Physical, Emotional and Mental (3)**  **Healthy Lifestyles (4)**  **E-Safety (6)**  **Growing and Changing (2)** | **Nutrition and Food (4)**  **Aspirations (4)**  **Emotions (6)**  **First Aid (4)** | **Food and Nutrition (3)**  **Aspirations (4)**  **E-safety (5)** | **Emotions (3)**  **Substance Abuse (5)**  **Health (6)** |

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| **Relationships and Co-Operation** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Fairness (6)**  **Family and Friends (6)** | **Communication (7)**  **Bullying (5)** | **Collaboration (3)**  **Bullying (4)** | **Healthy Relationships (4)**  **Communication (4)** | **Communication (3)**  **Collaboration (3)**  **Similarities and Differences (3)** | **Healthy Relationships (5)**  **Sex and Relationships (5)** |

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| **Living in a Wider World and Community** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Rules and Responsibility (6)**  **Communities (5)** | **Economic Awareness (6)** | **Rules and Responsibilities (3)**  **Collaboration (3)** | **Discrimination (4)**  **Economic Awareness (3** | **Rules and Responsibilities (3)**  **Diversity (4)** | **Economic Awareness (3)**  **Being a Responsible Learner (6)** |

**Community Projects**

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 3 | 3 | 6 | 6 |

**Knowledge Tables**

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| **Healthy Lifestyles** | |
| **Year 2** | **Year 3** |
| To learn about where vegetables and fruit grow  To learn to make simple choices that improve their health and well-being e.g. healthy eating | To understand the meaning of the word ‘healthy’ |
| To understand the need for protein as part of a balanced diet  To recognise which types of food are healthy | To know the recommended guidelines for physical activity and understand the reasons for these |
| To apply their knowledge of healthy eating to plan a menu for a themed party  To make positive real-life choices | To recognise the need to take responsibility for actions  To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle |
| To understand the need for physical activity to keep healthy  To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health | Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn |
| To understand how muscles work  To make positive real-life choices |  |
| To understand the importance of physical activity and rest as part of a balanced, healthy lifestyle  To make positive real-life choices |  |

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| **Hygiene** |
| **Year 2** |
| To learn about the importance of effective teeth cleaning and good dental hygiene |
| To learn how to take care of teeth, in addition to brushing  To manage basic personal hygiene |
| To find out which foods are good for us  To understand the importance of a healthy lifestyle, including dental hygiene  To make simple choices that improve their health and well-being e.g. healthy eating |
| To learn to eradicate germs and the spread of diseases by washing hands  To understand how germs spread infections and diseases |
| To learn about the importance of and reasons for bathing and showering  To manage basic personal hygiene |
| To learn about the importance of and reasons for bathing and showering  To understand the importance of maintaining personal hygiene |

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| **Growing and Changing** | |
| Year 2 | Year 3 |
| To identify and respect similarities and differences between boys and girls  To learn about the process of growing from young to old | To understand that the rate at which we grow differs from person to person  To show awareness of changes that take place as they grow |
| To learn the names for different parts of the body  To recognise similarities and differences based on gender  To recognise and respect similarities and differences between people | To know and understand how to look after our teeth  To understand what happens when we lose teeth as we grow up and why this happens |
| To learn about the physical changes in their bodies as we grow  To understand emotional changes as they grow up |  |
| To learn about how our needs change and grow as we develop  To recognise the simple physical changes to their bodies experienced since birth |  |
| To learn to take responsibility for their own actions  To recognise how their behaviour and that of others may influence people both positively and negatively  To listen to, reflect on and respect other people’s views and feelings |  |
| To learn about a range of different feelings and emotions  To recognise, name and manage their feelings in a positive way |  |

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| **Emotions** | | |
| **Year 1** | **Year 4** | **Year 6** |
| To learn about making positive choices and how they can lead to happiness  To recognise, name and manage their feelings in a positive way | To listen to and show consideration for other people’s views  To empathise with another viewpoint | To develop strategies for understanding, managing and controlling strong feelings and emotions and  dealing with negative pressures  To manage changing emotions and recognise how they can impact on relationships |
| To recognise how their behaviour affects other people  To recognise how their behaviour and that of others may influence people both positively and negatively | To listen to, reflect on and respect other people’s views and feelings | To know about and understand the cyclic nature of life and how death is an inevitable art of this cycle |
| To learn about the importance of love  To recognise, name and deal with their feelings in a positive way | To develop strategies for managing and controlling strong feelings and emotions | To understand the need for empathy when peers are experiencing conflict at home |
| To understand and be aware of the different ways to show sadness  To understand about coping with change and loss | To understand that family units can be different and can sometimes change |  |
| To understand that all actions have consequences  To learn to take responsibility for our actions  To recognise how their behaviour affects other people  To recognise how their behaviour and that of others may influence people both positively and negatively | To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate |  |
| To think about themselves, learn from experiences and recognise what they are good at  To recognise choices that they can make and value their achievements  To learn how to set simple goals and targets for themselves | To learn about the importance of self-respect and how this links to their own happiness |  |

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| **Keeping Safe** |
| **Year 1** |
| To understand the importance of sun safety  To know how to keep safe in the sun  To recognise and manage risk in everyday activities |
| To learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe  To develop an awareness of the Green Cross Code  To demonstrate basic road safety skills |
| To learn about the importance of medicine safety  To recognise that some substances can help or harm the body |
| To learn about the difference between secrets and surprises  To understand when not to keep adults’ secrets  To seek help from an appropriate adult when necessary |
| To learn about who to go to for help and advice  To recognise that there are people who care for and look after them  To know how to keep safe and how and where to get help  To recognise and respond to issues of safety relating to themselves and others and how to get help |
| To learn about the importance of using the internet  To know how to keep safe and how and where to get help  To use strategies to stay safe when using ICT and the internet  To know the importance of self-respect and how this links to their own happiness |
| To know how to respond safely and appropriately to adults they may encounter (in all contexts,  including online) whom they do not know |

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| **First Aid** |
| **Year 4** |
| Recognise the importance of local organisations in providing for the needs of the local community  Make decisions, giving consideration to the impact they may have on others  Recognise and manage risk |
| Recognise and manage risk in everyday activities  Take responsibility for their own safety and the safety of others and be able to seek help in an emergency |
| Recognise and manage risk in everyday activities  Take responsibility for their own safety and the safety of others and be able to seek help in an emergency |
| Extend strategies to cope with risky situations  Behave safely and responsibly in different situations |

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| **Bullying** | |
| **Year 2** | **Year 3** |
| To learn about bullies and bullying behaviour  To understand the difference between impulsive and considered behaviour | To know how to recognise the difference between isolated hostile incidents and bullying  To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying |
| To understand that name-calling is hurtful and avoidable  To recognise how their behaviour affects other people | To understand what self-esteem is and why it is important |
| To understand what is and what is not bullying behaviour  To understand the difference between impulsive and considered behaviour  To recognise the difference between good and bad choices | To understand the terms ‘resilience’ and ‘persistence’ and why these character traits are important  To face new challenges positively and know when to seek help |
| To recognise how their behaviour affects other people  To recognise how attitude and behaviour, including bullying, may affect others  To recognise how their behaviour and that of others may influence people both positively and negatively | To know how to recognise bullying behaviour  To recognise right and wrong, what is fair and unfair and explain why  To understand the nature and consequences of negative behaviours such as bullying, aggressiveness |
| To understand who can help if someone is affected by bullying  To recognise that there are people who care for and look after them  To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying  To seek help from an appropriate adult when necessary |  |

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| **Fairness** |
| **Year 1** |
| To recognise what is fair and unfair  To learn to take part in discussions with the whole class |
| To learn about others  To reflect on the similarities and differences between people  To recognise and respect similarities and differences between people |
| To understand that family and friends should care for each other  To recognise how their behaviour affects other people  To recognise how their behaviour and that of others may influence people both positively and negatively |
| To understand the difference between right and wrong  To recognise right and wrong, what is fair and unfair and explain why |
| To learn strategies to cope with unfair teasing  To understand that there are different types of teasing and bullying  To consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying |
| To recognise what is kind and unkind behaviour  To understand that family and friends should care for each other  To recognise how their behaviour and that of others may influence people both positively and negatively |

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| **Family and Friends** |
| **Year 1** |
| To learn how to develop positive relationships with peers  To identify different relationships that they have and why these are important |
| To understand the importance of making friends  To identify and respect the differences and similarities between people  To develop positive relationships through work and play |
| To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships |
| To learn about the importance of sharing as part of friendship and kindness  To recognise the difference between right and wrong and what is fair and unfair |
| To learn about the importance of family  To recognise that family and friends should care for each other  To recognise that there are people who care for and look after them |
| To identify their special people and what makes them special  To identify different relationships that they have and why these are important |

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| **Communities** |
| **Year 1** |
| To understand their role in the class community  To know how to contribute to the life of the classroom |
| To understand that they belong to various groups and communities  To work independently and in groups, taking on different roles and collaborating towards common goals |
| To develop a sense of belonging in the wider community |
| To understand the role of the local community  To consider ways of looking after the school or community and how to care for the local environment  To suggest rules that would improve things for the common good |
| To develop a strong relationship with the local community  To understand the importance of shared responsibility within all communities |

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| **Healthy Relationships** | |
| **Year 4** | **Year 6** |
| To know and understand the features of a good friend  To understand why it is important to be positive in relationships with others | To know about and understand the importance of touch in a range of contexts  To know the difference between appropriate and inappropriate touches |
| To know how to communicate their opinions in a group setting  To work co-operatively, showing fairness and consideration to others | To know that relationships can change as a result of growing up |
| To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital  context) | To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong |
| Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  To understand why it is important to be positive in relationships with others | To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing |
|  | To know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous  To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met  To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health |

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| **Food and Nutrition** | |
| **Year 4** | **Year 5** |
| To know where different foods come from  To know about and understand the function of different food groups for a balanced diet | To know about the different food groups and their related importance as part of a balanced diet  To develop an awareness of their own dietary needs |
| To identify the range of jobs carried out by the people they know  To reflect on the range of skills needed in different jobs |
| To work independently and in groups, taking on different roles and collaborating towards common goals  To take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle |
| To learn to prepare and cook a variety of dishes |
| To work co-operatively, showing fairness and consideration to others |
| To know how to cook and apply the principles of nutrition and healthy eating  To prepare and cook with a variety of ingredients, using a range of cooking techniques |
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| **Aspirations** | |
| **Year 4** | **Year 5** |
| To understand that everyone has different strengths and weaknesses | To identify and talk about their own and others’ strengths and weaknesses and how to improve  To self-assess, understanding how this will help their future actions |
| To know how to set realistic targets  To self-assess, understanding how this will help their future actions | To be able to reflect on past achievements  To recognise achievements of others as being worthwhile and important |
| To understand how to break down the steps needed to achieve a goal | To begin to set personal goals |
| To identify and talk about their own and others’ strengths and weaknesses and how to improve  To reflect on the range of skills needed in different jobs | To identify the skills they need to develop to make their contribution in the working world in the future |

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| **Communication** | | |
| **Year 1** | **Year 4** | **Year 5** |
| To recognise and communicate feelings to others | To recognise that there are many ways to communicate  To understand the need to communicate clearly | To recognise that there are many different ways to communicate  To understand the need for confidentiality in certain situations |
| To recognise and communicate feelings to others  To listen to, reflect on and respect other people’s views and feelings | To understand why it is important to listen to others | To know and understand the importance of listening to others  To understand the role of the listener in any relationship |
| To understand that it is important to share their opinions and to be able to explain their views  To learn to listen to other people and play and work co-operatively | To talk about their views on issues that affect themselves and their class | To recognise that there are many ways to communicate  To understand the need to both listen and speak when communicating with others |
| To recognise the importance of listening to other people  To understand the importance of being able to work cooperatively  To understand the concept of negotiation | To know how to communicate their opinions in a group  To listen to and show consideration for other people’s views |  |
| To understand the importance of being able to play and work cooperatively  To work independently and in groups, taking on different roles and collaborating towards common goals |  |  |
| To take part in a simple debate about topical issues  To share opinions and explain their views  To reflect on the similarities and differences between people |  |  |
| To know the conventions of courtesy and manners |  |  |

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| **Collaboration** | |
| **Year 3** | **Year 5** |
| To work co-operatively, showing fairness and consideration to others | Understand that there are many situations in which collaboration is necessary  To understand the need to develop team work skills |
| To understand why it is important to work collaboratively  To take the lead, prioritise actions and work independently and collaboratively towards goals | To recognise that there are many roles within a community  To understand the need to collaborate in a group situation |
| To know how to identify ways to improve the environment  To know how to spot problems and find ways of dealing with them | To recognise that there are many roles within a community  To understand the need to collaborate in a group situation |
| To understand why it is important to be part of a community |  |
| To understand why it is important to be part of a school community |  |

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| **Similarities and differences** | |
| **Year 4** | **Year 5** |
| To understand how we are all connected by our similarities  To recognise and respect similarities and differences between people | To learn about racial discrimination and its impact on societies, past and present |
| To know and understand how the make-up of family units can differ  To empathise with another viewpoint | To learn about gender discrimination and its impact  To challenge stereotyping and discrimination |
| To understand and appreciate the range of different cultures and religions represented within school  To learn about the need for tolerance for those of different faiths and beliefs | To learn about the importance of family in different cultures  To recognise and respect similarities and differences between people |
| To understand the term ’diversity’ and appreciate diversity within school  To recognise and challenge stereotyping and discrimination |  |

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| **Rules and Responsibilities** | | |
| **Year 1** | **Year 3** | **Year 5** |
| To understand the reason why we have rules  To learn about rules as expectations  To understand to agree and follow rules for their group and classroom | To understand why rules are needed in different situations  To recognise that rules may need to be changed | To understand why structure is needed in different situations  To understand the term ‘anarchy’ and understand the implications of living in an anarchic society |
| To understand the why we have rules / expectations  To learn about how they can contribute to the life of the class  To suggest rules that would improve things for the common good | To understand why it is important to plan ahead and think of potential consequences as a result of their  actions | To know and understand the meaning of the following: democracy, sovereignty, dictatorship, government, monarchy |
| To understand why it is important to be able to take turns  To agree and follow rules for a collaborative game  To take turns and share as appropriate | To understand why it is important to behave responsibly  To recognise that actions have consequences | To learn about organisations such as the United Nations  To understand the importance and significance of equal rights |
| To understand the concept of ‘borrowing  To show responsibility to others |  |  |
| To understanding the importance of sharing  To know that everyone has a responsibility to consider the needs of others and meet them |  |  |
| To learn about responsibility to others  To consider ways of looking after the school or community and how to care for the local environment |  |  |

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| **E-Safety** | |
| **Year 3** | **Year 5** |
| To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | Children recognise their own right to be protected from the inappropriate use of technology by others and their responsibility to report concerns.  Children understand that an adult needs to know what they are doing online and understand how to report concerns, including cyberbullying. |
| To begin to make responsible choices and consider consequences | Children understand appropriate and inappropriate use of the Internet including excessive use, ensuring respect for others (even when anonymous) and applying principles of face to face relationships.  Children recognise the need to choose age-appropriate games to play on their devices, and when to limit use and the risks posed by excessive use. |
| To use ICT safely including keeping electronic data secure | Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others. |
| To use ICT safely including using software features and settings  To know how information and data is shared and used online | Children understand how to use social networking websites appropriately, keeping an adult informed about their online activity. They make good choices when they present themselves online. |
| To know why social media, some computer games and online gaming, for example, are age restricted  To know where and how to report concerns and get support with issues online | Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they never met. |

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| **Emotions** | |
| **Year 3** | **Year 6** |
| To listen to and show consideration for other people’s views  To empathise with another viewpoint | To develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures  To manage changing emotions and recognise how they can impact on relationships |
| To listen to, reflect on and respect other people’s views and feelings | To know about and understand the cyclic nature of life and how death is an inevitable part of this cycle |
| To develop strategies for managing and controlling strong feelings and emotions | To understand the need for empathy when peers are experiencing conflict at home |
| To understand that family units can be different and can sometimes change |  |
| To know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate |  |
| To learn about the importance of self-respect and how this links to their own happiness |  |

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| **Being a Responsible Learner** |
| **Year 6** |
| To know that anyone can learn, it just takes practice  To know that you are always responsible for your own learning throughout your whole life, especially for achieving our aspirations  Knowing that taking responsibility for your own learning makes it easier for you to identify your own strengths and weaknesses |
| Be able to organising your time to reach your goals  Be able to develop a personal learning plan and organising your revision |
| To know that checking your work independently, and working out where you have made mistakes, can promote learning  Know strategies for self-assessment |
| To know that revising little and often, and repetition promote better memory recall  To know what strategies, support better memory retention and recall |
| To know how to monitor my own learning and know how well I am doing |
| Know how to be able to challenge myself  Know the power of positive thoughts |

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| **Year 6** |
| **Substance abuse** |
| Understand why it is important to focus on keeping healthy and take appropriate action by making healthy choices |
| Understand the term ‘risk’ and how it links to consequence  Understand what peer pressure is and how this can lead to risky behaviours |
| Understand the term ‘addiction’ and know some of the different forms it can take  Recognise the link between choice and consequence |
| Become familiar with the names of the most common drugs and the dangerous effects they may have  Understand that soft drug abuse can lead to hard drug abuse |
| Understand how advertising influences our choices  Understand that substance abuse can lead to economic and legal problems in the future |

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| **Year 6** |
| **Sex and relationships** |
| Know how and understand why close relationships are formed, especially during adolescence  Understand why friendship is important in the establishment of close relationships |
| Know about and understand the physical, mental and emotional changes that take place during puberty  Learn about sex, how babies are conceived and born |
| Understand why friendship is important in the establishment of close relationships  Know the features of a healthy relationship |
| Understand what an unhealthy relationship is and know how to deal with relationship issues |
| Know about gender identities and have an awareness of transgender issues  Understand the difference between being transgender and transvestite |

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| **Year 5** |
| **Diversity** |
| To understand the benefits of living in a diverse community and learn to celebrate diversity  To talk with a wide range of adults |
| To understand that an inclusive society learns from different cultures and embraces inclusion  Know how to combat stereo types and confront bias |
| Know that equity allows differences to transform the way we think, teach, learn and act such that all experiences and ways of being are handled with fairness and justice. |

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| **Economic awareness** | | |
| **Year 2** | **Year 4** | **Year 6** |
| To understand where money comes from  To recognise notes and coins | To learn about and reflect on their own spending habits / choices  To understand why financial management and planning is important from a young age | To learn about budgeting and what it means to budget  To understand why financial management and planning is important from a young age |
| To understand the role of money in our society  To identify the different types of work people do and learn about different places of work  To recognise where money comes from and the choices people make to spend money on things they want and need | To learn about and reflect on their own spending habits / choices  To understand why financial management and planning is important from a young age | To know and understand financial terms such as loan, interest, tax and discount  To make connections between their learning, the world of work and their future economic wellbeing |
| To understand why it is important to keep money safe |  | To show initiative and take responsibility for activities that develop enterprise capability |
| To understand the importance of managing money carefully  To understand that we cannot always afford the items we want to buy |  |  |
| To understand the importance of choices and spending money wisely |  |  |
| To gain a basic understanding of enterprise  To contribute to enterprise activities |  |  |