



PSHE scheme of work (from Sep 2020) -

Christian values underpinning learning - Love, respect, determination, creation, creativity and peace

This scheme of work has been developed using

- PSHE association website
- SEAL and family links materials
- No Outsiders in our School materials
- Christian Values scheme (linking to RE and worship)
- British Values

Intent - This scheme is underpinned by our school Christian values – Love, respect, peace, determination, creation and creativity

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding, acceptance and tolerance.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Concepts

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. Relationships (including different types and in different settings)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)



- 5. Diversity and equality (in all its forms)
- 6. Rights (including the notion of universal human rights), UN convention – Rights of the child, responsibilities (including fairness and justice) and consent (in different contexts)
- 7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- 8. Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and ‘win-win’ outcomes)
- 9. Career (including enterprise, employability and economic understanding)

Additional content and themes

<u>British Values</u>	<u>Learning Powers</u>
<ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. <p>Curriculum activities across the school to include</p> <ul style="list-style-type: none"> • Celebrating and marking British occasions and festivals • Teaching children to listen to each other and wait before speaking, how to have a conversation • Kindness, helpful, respectful of others • Table manners • Learning about our heritage and history • Being polite, saying please and thank you • Teaching empathy and understanding • Appropriate behaviour and learning right from wrong • Taking turns and sharing • Learning British weather and seasons 	<ul style="list-style-type: none"> • Concentrate • Don’t give up • Be co-operative • Be curious • Have a go • Use your imagination • Keep improving • Enjoy learning



<ul style="list-style-type: none">• Being part of local community through outings and partnerships• Making friends and friendship• Tolerating others and mutual respect• Cooking, eating and learning about traditional British food• Celebrating British authors and illustrators	
--	--

Timetable for PSHE

September – every year intense month so that rules/mind-set work can be addressed

Weekly

Wednesday – class assembly will be based around PSHE scheme of work

Friday – school assembly based around PSHE theme (fortnightly)

Classes will need to allow an hour a week for PSHE – this can be incorporated in topic work as it fits

Lesson format

Where possible picture books, clips etc. will be used

Circle time/ self-esteem games/parachute are all to be used as part of the work Teachers to understand the needs of the class and ensure that class/ school and larger issues are discussed.

Lessons may include daily short sessions and a longer unit of work

Links to Collective worship

At Saint Blaise we have a daily act of worship

Monday – Whole school - Christian values/ Church calendar

Tuesday – Singing worship

Wednesday – Class assemblies – based on PSHE/values/What’s in the news?

Thursday –Rev Phil - Bible story related

Friday – Sharing assembly/ Pupil Parliament



PSHE education makes a significant contribution to the development of a wide range of essential skills.

Area	Oak - Recp	Poplar – Y1/2	Willow – Y3/4	Maple – Y5/6
Essential Skills: Self-management	<ul style="list-style-type: none"> -learn from experience -Make decisions -Be resilient – deal with set backs -Self- regulation, understand good and bad feelings 	<ul style="list-style-type: none"> -Resilience including self-motivation and adaptability, 	<ul style="list-style-type: none"> -Learning from experience to seek out and make use of constructive feedback -Making decisions (including knowing when to be flexible) -Resilience (including self-motivation, adaptability, constructively managing change including setbacks) 	<ul style="list-style-type: none"> -Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers’ behaviour) -Learning from experience to seek out and make use of constructive feedback -Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them) -Making decisions (including knowing when to be flexible) -Recognising some of the common ways our brains can ‘trick us’ or ‘trap us’ in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers) -Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress) - Self-regulation (including managing strong emotions e.g. negativity and impulse) -Recognising and managing the need for peer approval -Self-organisation (including time management)
Essential skills: positive	<ul style="list-style-type: none"> -Demonstrate active listening -Communication (linked 	<ul style="list-style-type: none"> -Demonstrate active listening -Communicating. 	<ul style="list-style-type: none"> -Demonstrate active listening -Empathy - Communication (non-verbal and verbal 	<ul style="list-style-type: none"> -Demonstrate active listening Active listening - Empathy



Achieving together

relationships	to EYFS) -Team work insport	Understanding how body language works -Team work in sport and learning activities	including assertiveness. Communicate thoughts effectively - Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) - Respond to the need for positive affirmation	- Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively) 4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience) 5. Negotiation (including flexibility, self-advocacy and compromise) 6. Recognising and utilising strategies for managing pressure, persuasion and coercion 7. Responding to the need for positive affirmation for self and others
Essential skills: Enquiry	- Formulating questions -Planning and deciding -Identification, assessment (including prediction) and management of risk	- Formulating questions -Planning and deciding -Identification, assessment (including prediction) and management of risk	- Formulating questions -Planning and deciding - Analysis (including separating fact from opinion) -Identification, assessment (including prediction) and management of risk	- Formulating questions -. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources) - Analysis (including separating fact from opinion) -Planning and deciding - Recalling and applying knowledge creatively and in novel situations -Drawing and defending conclusions using evidence and not just assertion -Identification, assessment (including prediction) and management of risk - Evaluating social norms reviewing progress against objectives



Whole School Overview

Term 1 (Intense 4 week program – September) Christian values – love, creation and peace	Term 2 Christian values – love, creativity and respect	Term 3 Christian values – love, determination and respect
<p>Core Theme – Relationships</p> <p>Essential skills</p> <p>The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings</p> <ul style="list-style-type: none"> • Restorative approaches – scripts and training for playground leaders • Establish classroom rules • Enforce school rules • Manners • House teams - belonging <p>Key British Value</p> <p>1.Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. (Linked to RE)</p> <p>2.Equality Act work</p> <p>3.Individual liberty</p> <p>Key events for the term –</p> <ul style="list-style-type: none"> • Harvest – linking to annual theme 	<p>Core Theme – Living in the wider World</p> <p>Essential Skills</p> <p>The <u>intrapersonal</u> skills required for self-management</p> <ul style="list-style-type: none"> • Focus on editing • Focus on peer marking • Pupils taking part in parent meetings • Understanding targets and next steps <p>Key British Value</p> <p>1.Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. (Linked to RE)</p> <p>2.Equality Act work</p> <p>3.Democracy – pupil parliament link</p> <p>Key events for the term –</p> <ul style="list-style-type: none"> • Safer Internet day • Fundraising – UK charity • Mothering Sunday 	<p>Core Theme – Health and wellbeing</p> <p>Skills of <u>enquiry</u></p> <ul style="list-style-type: none"> • Independent enquiry sessions • Project based homework – longer pieces <p>Key British Value</p> <p>1.Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. (Linked to RE)</p> <p>2.Equality Act work</p> <p>3.The rule of law</p> <p>Key events for the term –</p> <ul style="list-style-type: none"> • Safer Internet day • Fundraising/event – International charity • Autism awareness week • Inclusion day • St Georges day • Sun awareness • Election based activities (as arises)



<ul style="list-style-type: none"> • Anti-bullying week (theme varies due to national agenda) • Firework and Halloween safety • Fundraising – for a school project • Macmillan / Children in need • Remembrance Sunday and 11/11 • Christmas 	<ul style="list-style-type: none"> • Easter • Fairtrade fortnight • Comic relief/Sports relief 	
--	---	--

Reception

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<p><u>Link to families/homes/‘all about me’ topics</u></p> <ul style="list-style-type: none"> • What is a healthy lifestyle – including – physical activity, rest, healthy eating and dental health • To recognise what they like and dislike – making good, informed choices • Good and not so good feelings, vocab to describe their feelings to others and simple strategies for managing and dealing with their feelings. • The importance of and how to maintain personal hygiene • Create class rules/agreement (how to contribute to the life of the classroom) • to help construct, and agree to follow, group 	<p><u>Links to food and animals type topics</u></p> <ul style="list-style-type: none"> • Benefits of physical exercise • Likes and dislikes – food topic • Healthy lunchboxes - food topic • Good and not so good feelings, vocab to describe their feelings to others and simple strategies for managing and dealing with their feelings. • The importance of and how to maintain personal hygiene <p><u>Safer Internet day</u> Rules for keeping physically and emotionally safe on line – linked to Computing curriculum</p> <ul style="list-style-type: none"> • Revisit class rules/agreement • Revisit school rules 	<p><u>Links to?????topics</u></p> <ul style="list-style-type: none"> • Benefits of physical excersize • Likes and dislikes – food topic • Healthy lunchboxes - food topic • Good and not so good feelings, vocab to describe their feelings to others and simple strategies for managing and dealing with their feelings. • The importance of and how to maintain personal hygiene <p><u>Online safety Topic</u> Focus on online safety for half a term, staying physically and emotionally safe on line – linked to Computing curriculum</p> <ul style="list-style-type: none"> • Revisit class rules/agreement



and class rules and to understand how these rules help them (school behaviour code)

- that they belong to various groups and communities such as family and school

National Anti-bullying week (Annual theme)

- Who to go to if you are worried
- How to resist teasing and bullying (including online bullying), if they experience or witness it, whom to go to and how to get help
- That people’s bodies and feelings can be hurt(comfortable and uncomfortable)
- That there are different types of teasing and bullying, that these are wrong and unacceptable
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation – restorative scripts)
- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people

THIS WORK IS DIRECTLY LINKED TO INTERPERSONAL SKILLS

VISIT – School nurse/dentist

- Revisit restorative project –scripts
- that they belong to various groups and communities such as family and school
- Responsibility – for nature and the environment
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- Learning how to show empathy and tolerance of pupils in their class and school. Understand basic feelings.

THIS WORK IS DIRECTLY LINKED TO INTRAPERSONAL SKILLS

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. (Linked to RE)
- No Outsiders in our School
- Democracy – making choices/ voting for a song/story- they decide – what will class rewards etc. be.
- British seasons and weather – linked to

- Revisit school rules
- Revisit restorative project –scripts
- that they belong to various groups and communities such as family and school
- Responsibility – looking after each other and our community
- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise how their behaviour affects other people
- Learning how to show empathy and tolerance of pupils in their class and school. Understand basic feelings.

THIS WORK IS DIRECTLY LINKED TO Enquiry SKILLS

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. (Linked to RE)
- No Outsiders in our School
- Rule of law – link to school/class rules, why we need laws/rules – police and fire service visits



- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. (Linked to RE)
- No Outsiders in our School
- Individual liberty- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge. Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others.
- British seasons and weather – linked to science
- British geography

Additional activities

- meal times – using a knife, fork and spoon
- Getting changed and participating in PE lessons (PE). Understanding why we need to be active (Science)
- Learn about people who look after them, their family networks, who to go to when they are worried and how to attract attention (Link to anti-bullying week)
- safety in the environment, road safety – learning to cross the road

science

- British geography

Additional activities

- See themselves as being part of a team – house team and class – team activities (parachute etc.)
- Understand the risks around them – plan for them and reduce the risk by informing each other – posters/ information
- maths creating data to make a change
- Begin to understand verbally their next steps. Through peer activities pupils start to tell other pupils what is good. What could be improved about their work

- British seasons and weather – linked to science
- British geography

Additional activities

- See themselves as being part of a team – house team and class – team activities (parachute etc.)
- Begin to understand verbally their next steps. Through peer activities pupils start to tell other pupils what is good. What could be improved about their work
- Create information booklets/posters etc. for upcoming Reception pupils
- Spend time with upcoming pupils, reading talking to them about the next year
- Write postcards to the new pupils to be sent in the summer holiday

Assessment opportunities (within learning journals and for displays)



Draw and write – draw a healthy lunch box (adult to scribe conversation, The Story so far – tell each other what we have learnt so far.
 Reflection and action – What have we learnt today and who could help us? How?
 End of the year – copy of the postcard sent to new intake

Year one - six

Core theme programme of study

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW

Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Families and friendships	Safe relationships	Respecting ourselves and others	Families and friendships	Safe relationships	Respecting ourselves
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful
	Making friends;	Managing secrets;	Recognising things	Making friends;	Managing secrets;	Recognising things	Making friends;	Managing secrets;	Recognising things



Achieving together

	feeling lonely and getting help	resisting pressure and getting help; recognising hurtful behaviour	in common and differences; playing and working cooperatively; sharing opinions	feeling lonely and getting help	resisting pressure and getting help; recognising hurtful behaviour	in common and differences; playing and working cooperatively; sharing opinions	feeling lonely and getting help	resisting pressure and getting help; recognising hurtful behaviour	in common and differences; playing and working cooperatively; sharing opinions
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues



Core theme 1: Relationships

KS1 Learning opportunities in Relationships <i>Pupils learn...</i>	KS2 Learning opportunities in Relationships <i>Pupils learn...</i>
Families and close positive relationships	
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and</p>



Achieving together

stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

R6. about how people make friends and what makes a good friendship

R7. about how to recognise when they or someone else feels lonely and what to do

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

R13. the importance of seeking support if feeling lonely or excluded

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely



R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

R26. about seeking and giving permission (consent) in different situations

R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Respecting self and others

R21. about what is kind and unkind behaviour, and how this can affect others

R22. about how to treat themselves and others with respect; how to be polite and courteous

R23. to recognise the ways in which they are the same and different to others

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should



Achieving together

- R24.** how to listen to other people and play and work cooperatively
- R25.** how to talk about and share their opinions on things that matter to them

- expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32.** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34.** how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

CORE THEME 2: Living in the wider world

KS1 Learning opportunities living in the wider world

KS2 Learning opportunities living in the wider world

Pupils learn...

Pupils learn...

Shared responsibilities

- L1.** about what rules are, why they are needed, and why different rules are needed for different situations
- L2.** how people and other living things have different needs; about the responsibilities of caring for them
- L3.** about things they can do to help look after their environment

- L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2.** to recognise there are human rights, that are there to protect everyone
- L3.** about the relationship between rights and responsibilities
- L4.** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Communities



Achieving together

- L4.** about the different groups they belong to
- L5.** about the different roles and responsibilities people have in their community
- L6.** to recognise the ways they are the same as, and different to, other people

- L6.** about the different groups that make up their community; what living in a community means
- L7.** to value the different contributions that people and groups make to the community
- L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
- L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

- L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8.** about the role of the internet in everyday life
- L9.** that not all information seen online is true

- L11.** recognise ways in which the internet and social media can be used both positively and negatively
- L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13.** about some of the different ways information and data is shared and used online, including for commercial purposes
- L14.** about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
- L16.** about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation



Economic wellbeing: Money

L10. what money is; forms that money comes in; that money comes from different sources

L11. that people make different choices about how to save and spend money

L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

L13. that money needs to be looked after; different ways of doing this

L17. about the different ways to pay for things and the choices people have about this

L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

L20. to recognise that people make spending decisions based on priorities, needs and wants

L21. different ways to keep track of money

L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

L24. to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses,



Achieving together

strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. to identify the kind of job that they might like to do when they are older

L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

CORE THEME 3: HEALTH AND WELLBEING

KS1 Learning opportunities Health and wellbeing
Pupils learn...

KS2 Learning opportunities Health and wellbeing
Pupils learn...

Healthy lifestyles (physical wellbeing)

H1. about what keeping healthy means; different ways to keep healthy

H2. about foods that support good health and the risks of eating too much sugar

H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

H4. about why sleep is important and different ways to rest and relax

H5. simple hygiene routines that can stop germs from spreading

H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy

H1. how to make informed decisions about health

H2. about the elements of a balanced, healthy lifestyle

H3. about choices that support a healthy lifestyle, and recognise what might influence these

H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle

H5. about what good physical health means; how to recognise early signs of physical illness

H6. about what constitutes a healthy diet; how to plan healthy meals; benefits



Achieving together

H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health

H8. how to keep safe in the sun and protect skin from sun damage

H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

H10. about the people who help us to stay physically healthy

to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Mental health



Achieving together

- H11.** about different feelings that humans can experience
- H12.** how to recognise and name different feelings
- H13.** how feelings can affect people’s bodies and how they behave
- H14.** how to recognise what others might be feeling
- H15.** to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H16.** about ways of sharing feelings; a range of words to describe feelings
- H17.** about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H18.** different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good
- H19.** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20.** about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

- H15.** that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16.** about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H17.** to recognise that feelings can change over time and range in intensity
- H18.** about everyday things that affect feelings and the importance of expressing feelings
- H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20.** strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H21.** to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22.** to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult
- H23.** about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24.** problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

Ourselves, growing and changing

H21. to recognise what makes them special

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)



- H22.** to recognise the ways in which we are all unique
- H23.** to identify what they are good at, what they like and dislike
- H24.** how to manage when finding things difficult
- H25.** to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26.** about growing and changing from young to old and how people’s needs change
- H27.** about preparing to move to a new class/year group

- H26.** that for some people gender identity does not correspond with their biological sex
- H27.** to recognise their individuality and personal qualities
- H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H30.** to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
- H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹
- H34.** about where to get more information, help and advice about growing and changing, especially about puberty
- H35.** about the new opportunities and responsibilities that increasing independence may bring
- H36.** strategies to manage transitions between classes and key stages

Keeping safe

- H28.** about rules and age restrictions that keep us safe

- H37.** reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with



Achieving together

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely

H33. about the people whose job it is to help keep us safe

H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

H35. about what to do if there is an accident and someone is hurt

H36. how to get help in an emergency (how to dial 999 and what to say)

reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

H43. about what is meant by first aid; basic techniques for dealing with common injuries

H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

Drugs, alcohol and tobacco

H37. about things that people can put into their body or on their skin; how these can affect how people feel

H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others



- | | |
|--|---|
| | <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> |
|--|---|

All themes link to SMSC – (see policy)

- This scheme must be used with caution as the developmental stage/diversity of your class is an essential consideration.
- Issues affecting the individuals in the class (separation of parents/ death)
- the class dynamic (problems with relationships)
- local issues (Didcot Power station collapse) – address as they occur
- National issues (Terrorism – things in the news) – address as they occur

Impact

Short term:

Long term:

- That children’s experiences will support the acquisition of historical knowledge
- That children will be able to communicate effectively to others – imparting their knowledge and enthusiasm
- That children will make decisions in life that will be underpinned by a knowledge of the past
- That children will understand the timelines of their personal histories, local history, British history and world history
- That children will be able to build on their knowledge throughout their education then adult life – creating lifelong learners
- That most children will have an on-going interest and in some cases a passion for history



Assessment in PSHE:

Whole school

- QCA documents will be used to understand a child's attitudes to learning and behaviour. Classes will use this information to inform planning and areas that need to be explored for individuals or small groups
- Pupil voice and surveys will be used to understand what pupils have learnt

Specific groups

- PQSM may be used for specific children – they are often used for EHCP or SEND pupils
- Boxhall may be used for pupils with specific behaviour needs – they will be used to plan for these pupils – they are usually conducted by and analysed by an expert