



## **PSHE scheme of work (from Sep 2022)**

**Christian values underpinning learning:** Together we love and respect. We are creative, we are determined, we are confident, we are kind.

This scheme of work has been developed using

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

### **Intent -**

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"><li>● democracy</li><li>● the rule of law</li><li>● individual liberty</li><li>● mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</li></ul> <p>Curriculum activities across the school to include</p> <ul style="list-style-type: none"><li>● Celebrating and marking British occasions and festivals</li><li>● Teaching children to listen to each other and wait before speaking, how to have a conversation</li><li>● Kindness, helpful, respectful of others</li></ul>	<ul style="list-style-type: none"><li>● Concentrate</li><li>● Don't give up</li><li>● Be co-operative</li><li>● Be curious</li><li>● Have a go</li><li>● Use your imagination</li><li>● Keep improving</li><li>● Enjoy learning</li></ul>



<ul style="list-style-type: none"> <li>• Table manners</li> <li>• Learning about our heritage and history</li> <li>• Being polite, saying please and thank you</li> <li>• Teaching empathy and understanding</li> <li>• Appropriate behaviour and learning right from wrong</li> <li>• Taking turns and sharing</li> <li>• Learning British weather and seasons</li> <li>• Being part of local community through outings and partnerships</li> <li>• Making friends and friendship</li> <li>• Tolerating others and mutual respect</li> <li>• Cooking, eating and learning about traditional British food</li> <li>• Celebrating British authors and illustrators</li> </ul>	
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**DFE – RSE requirements (Sex ed is a separate policy)**

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.             <ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> </ul> </li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.             <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> </li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p>



	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>



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|  | <ul style="list-style-type: none"><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul> |
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## Implementation

### Timetable for PSHE

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

### Weekly

Thursday – 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 – it may be split into small sessions

### 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	Beech – Y3	Willow – Y4	Maple – Y5/6
Essential Skills: Self-management	<ul style="list-style-type: none"> <li>-learn from experience</li> <li>-Make decisions</li> <li>-Be resilient – deal with set backs</li> <li>-Self- regulation, understand good and bad feelings</li> </ul> <p>Oak Class use the book <i>The Colour Monster</i> to help them learn and talk about feelings and Emotions. This is introduced in Term 1a.</p>	<ul style="list-style-type: none"> <li>-Resilience including self-motivation and adaptability,</li> </ul>	<ul style="list-style-type: none"> <li>-Learning from experience to seek out and make use of constructive feedback</li> <li>-Making decisions (including knowing when to be flexible)</li> <li>-Resilience (including self-motivation, adaptability, constructively managing change including setbacks)</li> </ul>	<ul style="list-style-type: none"> <li>-Learning from experience to seek out and make use of constructive feedback</li> <li>-Making decisions (including knowing when to be flexible)</li> <li>-Resilience (including self-motivation, adaptability, constructively managing change including setbacks)</li> </ul>	<ul style="list-style-type: none"> <li>-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)</li> <li>-Learning from experience to seek out and make use of constructive feedback</li> <li>-Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>-Making decisions (including knowing when to be flexible)</li> <li>-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)</li> <li>-Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>- Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>-Recognising and managing the need for peer approval</li> <li>-Self-organisation (including time management)</li> </ul>
Essential skills:	-Demonstrate active listening	-Demonstrate active listening	-Demonstrate active listening		-Demonstrate active listening Active listening



<p>positive relationships</p>	<p>-Communication (linked to EYFS) -Team work insport</p> <p><i>Oak Class use the book <b>The Kindness Elves</b> to help them learn about different ways that they can show kindness to others and to the natural world. This is introduced in Term 1b.</i></p> <p><i>Oak Class also use the books <b>Blue Chameleon</b>, <b>The Chimpanzees of Happytown</b> and <b>Giraffes Can't Dance</b> to learn about Difference in Term 1b.</i></p>	<p>-Communicating. Understanding how body language works -Team work in sport and learning activities</p>	<p>-Empathy - Communication (non-verbal and verbal including assertiveness. Communicate thoughts effectively</p>	<p>- 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</p>	<p>- Empathy - 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</p>
<p>Essential skills: Enquiry</p>	<p>- Formulating questions -Planning and deciding  -Identification, assessment (including</p>	<p>- Formulating questions -Planning and deciding -Identification, assessment (including prediction) and management of risk</p>	<p>- Formulating questions -Planning and deciding - Analysis (including separating fact from opinion)</p>	<p>- Formulating questions -Planning and deciding - Analysis (including separating fact from opinion)</p>	<p>- 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</p>



	prediction) and management of risk		-Identification, assessment (including prediction) and management of risk	-Identification, assessment (including prediction) and management of risk	-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
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### Whole School Overview

Term 1 (Intense 4 week program – September) <b>Christian values – love, creativity, kindness</b>	Term 2 <b>Christian values – love, confidence and respect</b>	Term 3 <b>Christian values – love, determination and respect</b>
<p><b>Core Theme – Relationships</b></p> <p><b>Essential skills</b></p> <p>The <u>interpersonal</u> skills required for positive relationships in a wide variety of settings</p> <ul style="list-style-type: none"> <li>● Restorative approaches – scripts and training for playground leaders</li> <li>● Establish classroom rules</li> <li>● Enforce school rules</li> <li>● Manners</li> <li>● House teams - belonging</li> </ul> <p><b>Key British Value</b></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><b>Core Theme – Living in the wider World</b></p> <p><b>Essential Skills</b></p> <p>The <u>intrapersonal</u> skills required for self-management</p> <ul style="list-style-type: none"> <li>● Focus on editing</li> <li>● Focus on peer marking</li> <li>● Pupils taking part in parent meetings</li> <li>● Understanding targets and next steps</li> </ul> <p><b>Key British Value</b></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><b>Core Theme – Health and wellbeing</b></p> <p>Skills of <u>enquiry</u></p> <ul style="list-style-type: none"> <li>● Independent enquiry sessions</li> <li>● Project based homework – longer pieces</li> </ul> <p><b>Key British Value</b></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><b>Key events for the term –</b></p> <ul style="list-style-type: none"> <li>● Safer Internet day</li> <li>● Fundraising/event – International charity</li> <li>● Autism awareness week</li> <li>● Inclusion day</li> </ul>





<p><b>3. Individual liberty</b></p> <p><b>Key events for the term –</b></p> <ul style="list-style-type: none"> <li>● Harvest – linking to annual theme</li> <li>● Anti-bullying week (theme varies due to national agenda)</li> <li>● Firework and Halloween safety</li> <li>● Fundraising – for a school project</li> <li>● Macmillan / Children in need</li> <li>● Remembrance Sunday and 11/11</li> <li>● Christmas</li> </ul>	<p><b>Key events for the term –</b></p> <ul style="list-style-type: none"> <li>● Safer Internet day</li> <li>● Fundraising – UK charity</li> <li>● Mothering Sunday</li> <li>● Easter</li> <li>● Fairtrade fortnight</li> <li>● Comic relief/Sports relief</li> </ul>	<ul style="list-style-type: none"> <li>● St Georges day</li> <li>● Sun awareness</li> <li>● Election based activities (as arises)</li> </ul>
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## 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"> <li>● What is a healthy lifestyle – including – physical activity, rest, healthy eating and dental health</li> <li>● To recognise what they like and dislike – making good, informed choices</li> <li>● Good and not so good feelings, vocab to describe their feelings to others and simple strategies for managing and dealing with their feelings.</li> <li>● The importance of and how to maintain personal hygiene</li> </ul>	<p><u>Links to food and animals type topics</u></p> <ul style="list-style-type: none"> <li>● Benefits of physical exercise</li> <li>● Likes and dislikes – food topic</li> <li>● Healthy lunchboxes - food topic</li> <li>● Good and not so good feelings, vocab to describe their feelings to others and simple strategies for managing and dealing with their feelings.</li> <li>● The importance of and how to maintain personal hygiene</li> </ul> <p><u>Safer Internet day</u></p>	<p><u>Links to topics all about me/my home</u></p> <ul style="list-style-type: none"> <li>● Benefits of physical exercise</li> <li>● Likes and dislikes – food topic</li> <li>● Healthy lunchboxes - food topic</li> <li>● Good and not so good feelings, vocab to describe their feelings to others and simple strategies for managing and dealing with their feelings.</li> <li>● The importance of and how to maintain personal hygiene</li> </ul> <p><u>Online safety Topic</u></p>



- Create class rules/agreement (how to contribute to the life of the classroom)
- to help construct, and agree to follow, group 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**

#### Rules for keeping physically and emotionally safe on line – linked to Computing curriculum

- Revisit class rules/agreement
- Revisit school rules
- 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

#### Focus on online safety for half a term, staying physically and emotionally safe on line – linked to Computing curriculum

- Revisit class rules/agreement
- 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



### VISIT – School nurse/dentist

- 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 (Cleals Wheels)

- Democracy – making choices/ voting for a song/story- they decide – what will class rewards etc. be.
- 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.)
- 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

- Rule of law – link to school/class rules, why we need laws/rules – police and fire service visits
- 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

NSPCC Pants rule is introduced.

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>



**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 and others
<b>Year 1</b>	Roles of different people; families; feeling cared for. Who can keep me safe?	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



Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things 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**

<p><b>KS1</b> Learning opportunities in Relationships</p> <p><i>Pupils learn...</i></p>	<p><b>KS2</b> Learning opportunities in Relationships</p> <p><i>Pupils learn...</i></p>
<p><b>Families and close positive relationships</b></p>	
<p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R4.</b> to identify common features of family life</p> <p><b>R5.</b> that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p><b>National Anti-bullying week (Annual theme)</b></p> <ul style="list-style-type: none"> <li>● Who to go to if you are worried</li> <li>● How to resist teasing and bullying (including online bullying), if they experience or witness it, whom to go to and how to get help</li> <li>● That people’s bodies and feelings can be hurt(comfortable and uncomfortable)</li> </ul>	<p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> 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><b>R3.</b> 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><b>R4.</b> 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><b>R5.</b> 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><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R7.</b> to recognise and respect that there are different types of family structure</p>



- 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

(including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

**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

**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

**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

**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,



<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p>	<p>truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>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</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>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</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>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</p>
<b>Managing hurtful behaviour and bullying</b>	
<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or</p>	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>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</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p>





<p>unsafe</p> <p><b>R17.</b> about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p><b>R18.</b> about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p><b>R19.</b> basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p>	<p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R26.</b> about seeking and giving permission (consent) in different situations</p> <p><b>R27.</b> 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</p> <p><b>R28.</b> how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>
<b>Respecting self and others</b>	
<p><b>R21.</b> about what is kind and unkind behaviour, and how this can affect others</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>R24.</b> how to listen to other people and play and work cooperatively</p> <p><b>R25.</b> how to talk about and share their opinions on things that matter to them</p>	<p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>R33.</b> to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>



**CORE THEME 2: Living in the wider world**

<p><b>KS1</b> Learning opportunities living in the wider world</p> <p><i>Pupils learn...</i></p>	<p><b>KS2</b> Learning opportunities living in the wider world</p> <p><i>Pupils learn...</i></p>
<p><b>Shared responsibilities</b></p>	
<p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> <p><b>L3.</b> about things they can do to help look after their environment</p>	<p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p>
<p><b>Communities</b></p>	
<p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people</p>	<p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L7.</b> to value the different contributions that people and groups make to the community</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>



**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



	<p><b>L22.</b> about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p><b>L23.</b> 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</p> <p><b>L24.</b> to identify the ways that money can impact on people’s feelings and emotions</p>
<p><b>Economic wellbeing: Aspirations, work and career</b></p>	
<p><b>L14.</b> that everyone has different strengths</p> <p><b>L15.</b> that jobs help people to earn money to pay for things</p> <p><b>L16.</b> different jobs that people they know or people who work in the community do</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>	<p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L26.</b> 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</p> <p><b>L27.</b> about stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p><b>L28.</b> 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, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p><b>L29.</b> 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</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p><b>L31.</b> to identify the kind of job that they might like to do when they are older</p> <p><b>L32.</b> to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>



**CORE THEME 3: HEALTH AND WELLBEING**

<b>KS1</b> Learning opportunities Health and wellbeing <i>Pupils learn...</i>	<b>KS2</b> Learning opportunities Health and wellbeing <i>Pupils learn...</i>
<b>Healthy lifestyles (physical wellbeing)</b>	
<p><b>H1.</b> about what keeping healthy means; different ways to keep healthy</p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H3.</b> about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p><b>H4.</b> about why sleep is important and different ways to rest and relax</p> <p><b>H5.</b> simple hygiene routines that can stop germs from spreading</p> <p><b>H6.</b> that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>H7.</b> about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p><b>H8.</b> how to keep safe in the sun and protect skin from sun damage</p> <p><b>H9.</b> about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p><b>H10.</b> about the people who help us to stay physically healthy</p>	<p><b>H1.</b> how to make informed decisions about health</p> <p><b>H2.</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H3.</b> about choices that support a healthy lifestyle, and recognise what might influence these</p> <p><b>H4.</b> how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><b>H5.</b> about what good physical health means; how to recognise early signs of physical illness</p> <p><b>H6.</b> about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p><b>H7.</b> 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</p> <p><b>H8.</b> 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</p> <p><b>H9.</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal</p>



	<p>hygiene and how to maintain it</p> <p><b>H10.</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p><b>H11.</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><b>H12.</b> 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</p> <p><b>H13.</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p><b>H14.</b> how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
<b>Mental health</b>	
<p><b>H11.</b> about different feelings that humans can experience</p> <p><b>H12.</b> how to recognise and name different feelings</p> <p><b>H13.</b> how feelings can affect people’s bodies and how they behave</p> <p><b>H14.</b> how to recognise what others might be feeling</p> <p><b>H15.</b> to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p><b>H16.</b> about ways of sharing feelings; a range of words to describe feelings</p> <p><b>H17.</b> about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>	<p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H16.</b> 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</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>



<p><b>H18.</b> different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p><b>H19.</b> to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><b>H20.</b> about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H21.</b> to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><b>H22.</b> 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</p> <p><b>H23.</b> about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
<p><b>Ourselves, growing and changing</b></p>	
<p><b>H21.</b> to recognise what makes them special</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>H23.</b> to identify what they are good at, what they like and dislike</p> <p><b>H24.</b> how to manage when finding things difficult</p> <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>H27.</b> about preparing to move to a new class/year group</p>	<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching</p>



	<p>and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H33.</b> 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 for<sup>1</sup></p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p>
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**Keeping safe**

<p><b>H28.</b> about rules and age restrictions that keep us safe</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>H30.</b> about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p><b>H31.</b> that household products (including medicines) can be harmful if not used correctly</p> <p><b>H32.</b> ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p><b>H33.</b> about the people whose job it is to help keep us safe</p> <p><b>H34.</b> basic rules to keep safe online, including what is meant by personal</p>	<p><b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><b>H38.</b> how to predict, assess and manage risk in different situations</p> <p><b>H39.</b> 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</p> <p><b>H40.</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>
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<p>information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p><b>H35.</b> about what to do if there is an accident and someone is hurt</p> <p><b>H36.</b> how to get help in an emergency (how to dial 999 and what to say)</p>	<p><b>H42.</b> 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</p> <p><b>H43.</b> about what is meant by first aid; basic techniques for dealing with common injuries</p> <p><b>H44.</b> how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><b>H45.</b> 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</p>
<p style="text-align: center;"><b>Drugs, alcohol and tobacco</b></p>	
<p><b>H37.</b> about things that people can put into their body or on their skin; how these can affect how people feel</p>	<p><b>H46.</b> 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</p> <p><b>H47.</b> 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> <p><b>H48.</b> about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p><b>H49.</b> about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p><b>H50.</b> 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***

- SDQ 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