

Programme of Study: PSHE

<p style="text-align: center;"><u>Key Stage 1</u></p> <p>Pupils will develop knowledge health and wellbeing, relationships and living in the wider world.</p>	<p style="text-align: center;"><u>Key Stage 2</u></p> <p>Pupils will extend knowledge health and wellbeing, relationships and living in the wider world.</p>
<p>Pupils should be taught to:</p> <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • What keeping healthy means; foods that support good health and physical activity. • Simple hygiene routines that can stop germs from spreading. • How different feelings can affect humans and how they behave. • Recognise what makes them special and unique; what they like and dislike. • About rules and risks in simple everyday situations and how to keep safe at home. • About dental care; how to brush teeth correctly; the right food and drink. • How to keep safe in the sun and protect skin from sun damage. • About the people who help us to stay physically healthy. • Ways of sharing feelings and how to manage big feelings. • About growing and changing from young to old. • How to get help if there is an emergency. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • About the roles of different people and identify who loves and cares for them. • About different types of families including those that may be different to their own. • How to make friends and what makes a good friendship by listening, playing and working cooperatively. • How to recognise when they or someone feels lonely and what to do. • How people feel if they experience hurtful behaviour (words and actions) and how to respond safely. • Common features of family life and the important of telling someone if something about their family makes them unhappy or 	<p>Pupils should be taught to:</p> <p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> • The wider importance of personal hygiene, how to maintain it and how medicines are used responsibly. • Physical and emotional changes approaching and during puberty and hygiene routines. • How to make informed decisions about health and how to keep a healthy lifestyle. • Risks and effects of legal drugs. • Recognise that feelings can change over time and range in intensity and recognise warning signs about mental health. • Problem-solving strategies for dealing with emotions, challenges and change including the transition to new schools. • How to manage setbacks and re-frame unhelpful thinking. • Change and loss; identifying feeling; ways of managing grief and bereavement. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Recognise and respect there are different types of family structure. • Strategies for recognising and managing peer influence and a desire for approval- online or offline. • Recognise different types of physical contact; what is acceptable and unacceptable and respond safely. • Where to get advice and report concerns if worried about personal safety. • How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. • The impact of bullying and discrimination, including offline and online and the consequences of hurtful behaviour • How to listen and respond respectfully to a wide range of people (traditions, beliefs, lifestyle).

worried.

- Simple strategies to resolve arguments between friends positively.
- That hurtful behaviour is not acceptable and how to respond if they feel unsafe.
- How to talk and share opinions and recognise ways in which they are the same and different to others.

Living in the Wider World

- That not all information seen online is true.
- What money is; forms that money comes in; that money comes from different sources.
- The difference between needs and wants.
- Strengths and interests people need to do different jobs.
- The role of the internet in everyday life and how to be safe online
- What rules are and why they are needed to look after their environment.
- About different groups, roles and responsibilities people have in their community.
- Everyone has different strengths and interests.

Living in the Wider World

- Diversity, stereotypes and prejudice; what it means and how to respond and challenge.
- Recognise what is appropriate to share and not share online; rules around images and social media.
- Recognise a variety of routes into careers.
- About stereotypes in the workplace.
- What influences people's decisions about a job or career (e.g. interests, values, family, qualities)
- To recognise there are human rights, that are there to protect everyone

Progression of Study: PSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Well Being	<p>Recognise what they are good at; setting goals.</p> <p>Understand and discuss what helps keep bodies healthy; hygiene routines.</p> <p>Understand how to keep safe around house. How to ask for help if worried about something.</p>	<p>Recognise how to keep safe in different situations; Road safety; privacy in different contexts.</p> <p>Identify and discuss how to keep safe around house.</p>	<p>Identify and recognise what makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits.</p> <p>Recognise what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings.</p> <p>Identify who helps them stay healthy and safe: school rules on health and safety; basic emergency aid;</p>	<p>Recognise and understand balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs.</p> <p>Share what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings.</p> <p>Understand people who help them stay healthy and safe: how to keep safe in local area and online;</p>	<p>Make informed choices that positively and negatively affects health and well-being; benefits of a balanced diet; different influences on food; skills to make choices.</p> <p>Understand changes at puberty- changes that happen in life and feelings associated with change.</p> <p>Develop skills to deal with change and transition; bereavement and grief.</p> <p>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety.</p>	<p>Critically examine what is presented to them in social media and reality; how this can affect how people feel.</p> <p>Discuss and communicate risks and effects of drugs.</p> <p>Understand what they are good at; setting goals; aspirations.</p> <p>Increase responsibility of keeping safe; influences on behavior.</p> <p>Understand how to resist pressure; rights to protect their body and speaking out.</p>

Relationships

Identify and respect the differences and similarities between people

Identify their special people (family, friends, carers), what makes them special and how special people should care for one another

Identify that they belong to different groups and communities such as family and school.

Recognise that their behaviour can affect other people.

Understand and discuss how to listen to others and play cooperatively.

Understand and discuss positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively.

Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

Develop strategies to resolve disputes and conflict.

Discuss strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

Listen and respond effectively to people; share points of view.

Understand acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.

Understand and discuss that keeping something confidential or secret; when to break a confidence.

Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

Understand that actions have consequences of actions; working collaboratively; negotiation and compromise.

Listen to others; raise concerns and challenge.

Responding to feelings in others.

Recognise different types of relationships, including those between acquaintances, friends, relatives and families.

Recognise and challenge stereotypes.

Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Discuss confidentiality and when to break a confidence.

Understand and discuss acceptable and unacceptable physical touch; personal boundaries and the right to privacy.

Living in the wider world	<p>Discussing group and class rules; everybody is unique in some ways and the same in others.</p> <p>Understand how to look after the local environment.</p> <p>Identify where money comes from; how to use money -saving and spending money.</p>	<p>Discussing group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency.</p> <p>Understand how to look after the local environment.</p> <p>Identify where money comes from; saving and spending money; making choices; keeping track of money spent/saved.</p>	<p>Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community.</p> <p>Discuss responsibilities; rights and duties.</p> <p>Develop skills in enterprise.</p>	<p>Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world.</p> <p>To make real and informed choices about how to look after the environment across the world.</p> <p>Discuss role of money; managing money (saving and budgeting); Understand what is meant by interest and loan.</p>	<p>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving difference.</p> <p>Different rights; responsibilities and duties.</p> <p>Discuss, communicate Importance of finance in people's lives; looking after money; interest; loan; debt management of money; tax.</p>	<p>Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others.</p> <p>Communicate and identify how resources are allocated; effect of this on individuals; communities and environment.</p>
	Please refer to whole school PSHE overview curriculum map.					