

# Education

## PSHE

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### Revision Log (last 5 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
September 2020	1.0	Policy written
September 2021	1.1	Policy revised
November 2022	1.2	Policy revised
September 2024	1.3	Policy revised

### **Introductory Statement**

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils are able to develop the required knowledge, skills and attributes to keep healthy and safe. It also begins to prepare them for the opportunities, responsibilities and experiences of adulthood as well. PSHE has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. We believe in high quality, evidence-based and age-appropriate teaching of PSHE. This helps pupils develop a range of skills, as well as giving them the confidence to know who, how and when to ask for help.

The policy should be read in conjunction with other relevant policies:

- Anti-bullying policy
- Behaviour policy
- Safeguarding policy
- RSHE policy
- Science curriculum
- Online safety policy

### **Aims**

At Leigh Academy Dartford we aim to deliver a PSHE curriculum which allows children to play an increasingly positive role in both their local community and the wider world, creating global citizens. Through this, they will also be encouraged to develop their own self-worth and start to recognise their own roles. We intend to offer a cohesive 'whole school' approach, which will prepare our children to become independent, respectful and responsible individuals. They will gain an understanding into how they are developing personally and socially, whilst simultaneously taking into consideration the moral, social and cultural issues that they may face growing up. We will provide children with opportunities to learn about their rights and responsibilities and develop an appreciation of what it means to be a member of such a diverse community. The children will be prepared for life in modern Britain and will be taught the importance of mutual respect, tolerance and democracy. Our curriculum is taught through the IB philosophy and we will deliver this to a high standard, providing our children with the essential life skills, which will later help them to navigate through a variety of real life situations in line with the IB learner profile.

This PSHE Policy has been written to ensure Leigh Academy Dartford meets the requirements of the National Curriculum 2014 for Science and the non-statutory framework for Personal, Social, Health and Economic (PSHE) Education for Key Stages 1 and 2. This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education Guidance. From September 2020, Relationships Education and Health Education are compulsory in all schools providing primary education. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

### **PSHE Content, Delivery and Framework**

The curriculum programme is developed by the PSHE lead in conjunction with teachers, pupils and parents. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

PSHE and RSHE are taught across the school continuously during lessons, assemblies, school clubs, school events and break times. Our well structured approach combines various sources, including that of the PSHE Association, Jigsaw, and the Christopher Winter Project, to enable a thorough model in delivering our curriculum. The six topics which flow throughout the year are Dreams and Goals, Relationships, Keeping Healthy, Celebrating Difference, Keeping Safe and Change. Each of these will correspond to a particular IB learner profile:

Dreams and Goals - Inquirer

Relationships - Caring

Keeping Healthy - Balanced

Celebrating Difference - Open minded

Keeping Safe - Reflective

Change - Knowledgeable

In EYFS, the provision is planned to ensure development in Personal, Social and Emotional Development (PSED), which occurs daily. Within this provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice. In KS1 and KS2, children will delve into our six outlined topics and each year group builds on their previous knowledge. Throughout the year, children will be presented with a range of opportunities, during lessons and whole school events, taking the time to explore the world and relationships, relevant to their age group.

Each class creates a journal that includes examples of work undertaken throughout the term. These provide evidence of learning and a tool to promote discussion with the children about their learning.

For our full curriculum, see bottom of the policy.

### **Teaching and learning in other subjects/curriculum areas**

At Leigh Academy Dartford, we take opportunities to make curricula links with PSHE across a number of different subjects. Some of the ways that our PSHE curriculum might link to other subjects include:

- **English** - children may develop skills in communication and learn/tell stories that illustrate aspects of personal and social development.
- **Mathematics** - children will be introduced to aspects of counting, sharing and financial capability.
- **Science** - some children will learn about health, safety, the environment and human reproduction (See Sex & Relationships Education (RSHE) Policy on our website).
- **Design & Technology** - children will have opportunities to learn about health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- **Information Communication Technology** - some children will learn how to positively communicate with others via email. There will be opportunities to find information on the internet and check its relevance. (Online Safety Policy).
- **History** - children communicate with others to find reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- **Geography** - some children will be covering topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, which may include less economically developed countries.
- **Art and Design** - children will use skills taught in PSHE to reflect on, and respond to ideas and experiences communicated through works of art, craft and design from different times and cultures.

- **Music** - this might link to issues of cultural diversity as well as children's ideas around value and their expression.
- **Physical Education** - children will have opportunities to learn about health and safety, development of personal and social skills through team and individual activities, games and sports.
- **RE** - children will be taught about religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

### **Relationships and Sex Education (RSHE)**

At Leigh Academy Dartford we take a positive, inclusive and affirmative approach that accepts children's and young people's experiences and enables them to be explored sensitively. Our scheme of work will be the Christopher Winter Project. We will use a range of games, practical activities, books to support our teaching.

To meet the aims outlined in the DfE Relationships Education, RSHE and Health Education Guidance, we will equip our pupils to build positive and respectful relationships on and off-line. Please visit our website to read our detailed Relationships and Sex Education policy, which includes the topics that each year group will cover, as well as when these will be taught.

### **Answering Pupil Questions**

Relationships Education explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to explore natural curiosities about themselves, their bodies and relationships with others. As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in our PSHE curriculum. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Ground rules:

- No one (teacher or pupil) will be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will always be explained in a sensible and factual manner.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014. At Leigh Academy Dartford, we believe in high quality teaching, which is differentiated and personalised. This will ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Our academy staff are aware that PSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and

vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

### **Monitoring**

The delivery of PSHE is monitored by the PSHE Leader through monitoring consistent planning, learning walks and pupil voice. Pupils' development in PSHE is monitored by class teachers. This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

### **Pupil Assessment**

We use a range of assessment methods to get regular feedback on pupil progress in PSHE. Teachers assess the children's learning by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We may also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment methods used include:

- Project work/Class project books
- Pupils reflections

### **Pupil Voice**

Pupil voice is central to the culture and ethos of Leigh Academy Dartford. We use pupil voice to evaluate how relevant and engaging PSHE is to children's lives.

Throughout our PSHE curriculum we embed pupil voice practices to enable students to express their views on the range of topics that PSHE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view. We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed.

### **Roles and Responsibilities**

The PSHE co-ordinator has the following responsibilities:

- To lead the annual review of the PSHE policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the PSHE policy and programme;

To ensure that staff have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE.

### **Teachers have the following responsibilities:**

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents when appropriate/necessary.

### **Working with Parents/Carers and the Wider Community**

We believe that the successful teaching of Relationships Education involves parents/carers and schools working together. We also believe that parents/carers can play an important role in the Relationships Education of their children through further discussions at home that have taken place in school. If parents/carers have any

concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, then please speak to the relevant member of staff. We will share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

From time-to-time we **may** invite external experts and visitors to deliver or support our PSHE lessons. External visitors will be selected in order to enrich and supplement our teaching by bringing particular skills, methods and expertise to the classroom and the whole school.

A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have. Any external visitors will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy. We will also ensure that:

- There is appropriate planning, preparation and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics.
- They will also be made aware of any specific issues relating to child protection

#### **Safeguarding and child protection**

Leigh Academy Dartford acknowledges that PSHE is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education. We recognise that when discussing some issues, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in PSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

While Leigh Academy Dartford wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively refer to it. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.



PSHE/RSHE Subject Map LAD

KS1	YR	Y1	Y2
<p><b>Term 1</b> <b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>I understand that if I persevere I can tackle challenges.</li> <li>I can tell you about a time I didn't give up until I achieved my goal.</li> <li>I can set a simple goal and work towards it.</li> <li>I can use kind words to encourage people.</li> <li>I can say how I feel when I achieve a goal and know what it means to feel proud.</li> </ul>	<ul style="list-style-type: none"> <li>I can set simple goals.</li> <li>I can set a simple goal and work out how to achieve it.</li> <li>I understand how to work well with a partner.</li> <li>I can tackle a new challenge and understand this may stretch my learning.</li> <li>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</li> <li>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a <b>realistic</b> goal for myself and think about how to achieve it.</li> <li>I can persevere even when I find tasks difficult.</li> <li>I can recognise who it is easy for me to work with and who it is more difficult for me to work with.</li> <li>I can work respectfully with others to reach a small goal.</li> <li>I can explain some of the ways I worked with others to reach that goal.</li> <li>I can share success with other people.</li> </ul>
<p><b>Term 2</b> <b>Relationships</b></p>	<ul style="list-style-type: none"> <li><b>Christopher Winter Project – Families</b></li> <li>I can identify some of the jobs I do in my family and how I feel like I belong.</li> <li>I know what a happy friendship is (people caring for each other).</li> <li>I know how to make friends to stop myself from feeling lonely.</li> <li>I can think of ways to solve problems and stay friends.</li> </ul>	<ul style="list-style-type: none"> <li><b>Christopher Winter Project – Families and Care</b></li> <li>I can identify the members of my family and understand that there are lots of different types of families.</li> <li>I can identify what being a good friend to me is.</li> <li>I can make sensible decisions when choosing friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand my relationship with my family members and know why it is important to share and cooperate.</li> <li>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</li> <li>I can identify some of the things that cause conflict with my friends.</li> </ul>



	<ul style="list-style-type: none"> <li>• I can begin to understand what 'respect' is and know I should show this to family, friends and others (teachers).</li> <li>• I am starting to understand the impact of unkind words.</li> <li>• I can show 'good manners' when working/playing with others.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that friends do not have to look the same or be from the same background.</li> <li>• I can understand that not everyone I meet will want to be friends, but we can still be respectful to each other.</li> <li>• I know appropriate ways of physical contact to greet my friends and which ways I prefer.</li> <li>• I can tell you what bullying is.</li> <li>• I know some people who I could talk to if I was feeling unhappy or being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the importance of permission seeking and giving.</li> <li>• I can recognise and appreciate people who can help me in my family, my school and my community.</li> <li>• I can express my appreciation for the people in my special relationships.</li> <li>• I understand what bullying is and that sometimes it is about difference.</li> </ul>
<p><b>Term 3</b> Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• Christopher Winter Project – <a href="#">Keeping ourselves clean</a></li> <li>• I understand that I need to exercise to keep my body healthy.</li> <li>• I understand how moving and resting are good for my body.</li> <li>• I know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>• I know how to help myself go to sleep and understand why sleep is good for me.</li> <li>• I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> <li>• I can start to recognise and manage my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Christopher Winter Project – <a href="#">Keeping Clean</a></li> <li>• I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</li> <li>• I know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>• I know that all household products including medicines can be harmful if not used properly.</li> <li>• I understand that medicines can help me if I feel poorly and know how to use them safely.</li> <li>• I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• I know what I need to keep my body healthy (eating, rest, exercise affects weight, mood and ability to learn)</li> <li>• I can show or tell what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> <li>• I understand that medicines work in my body and how important it is to use them safely.</li> <li>• I can decide which foods to eat to give my body energy.</li> <li>• I can understand that the internet is important but that I also need to ration screen time.</li> <li>• I can think of ways to manage screen time.</li> </ul>

<p><b>Term 4</b> Celebrating Difference</p>	<ul style="list-style-type: none"> <li>• I can identify something I am good at and understand everyone is good at different things.</li> <li>• I understand that being different makes us all special.</li> <li>• I know we are all different but the same in some ways.</li> <li>• I can tell you why I think my home is special to me.</li> <li>• I can tell you how to be a kind friend.</li> <li>• I know which words to use to stand up for myself when someone says or does something unkind.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify similarities between people in my class.</li> <li>• I can identify differences between people in my class.</li> <li>• I know that it is good to make friends that are different from me.</li> <li>• I can tell you some ways I am different from my friends.</li> </ul> <p><b>**If you are focusing on a specific place in inquiry or religion in RE, this can be copied into the PSHE book too.</b></p>	<ul style="list-style-type: none"> <li>• <b>Christopher Winter Project – Boys and Girls</b></li> <li>• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>• I understand that bullying is sometimes about difference.</li> <li>• I can recognise what is right and wrong and know how to look after myself.</li> <li>• I know some ways to make friends.</li> <li>• I can tell you some ways I am different from my friends.</li> </ul> <p><b>**If you are focusing on a specific place in inquiry or religion in RE, this can be copied into the PSHE book too.</b></p>
<p><b>Term 5</b> Keeping Safe</p>	<ul style="list-style-type: none"> <li>• <b>Christopher Winter Project – Our day</b></li> <li>• I understand how it feels to belong and that we are similar and different.</li> <li>• I enjoy working with others to make school a good place to be.</li> <li>• I understand why it is good to be kind and use gentle hands.</li> <li>• I am starting to understand children's rights and this means we should all be allowed to learn and play.</li> <li>• I am learning what being responsible means.</li> <li>• I know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise the choices I make and understand the consequences.</li> <li>• I know how to keep safe when crossing the road, and about people who can help me stay safe.</li> <li>• I can understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits).</li> <li>• I can recognise that people make choices about what to buy.</li> <li>• I can understand that I may not always be able to have all the things I want.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand the rights and responsibilities for being a member of my class and school (keeping each other safe).</li> <li>• I can recognise the choices I make and understand the consequences.</li> <li>• I know about road safety and how to ask for help.</li> <li>• I can explain why it is not always good to keep a secret, if it does not keep me safe.</li> </ul>

		<ul style="list-style-type: none"> <li>• I can explain what to do if I have a headache or vomit. (<b>First Aid Afternoon</b>).</li> <li>• I know how to call 999. (<b>First Aid Afternoon</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what to do if I have an eye injury, broken bone or nosebleed (<b>First Aid Afternoon</b>).</li> </ul>
<p><b>Term 6</b> <b>Change</b></p>	<ul style="list-style-type: none"> <li>• I can name parts of the body.</li> <li>• I understand that we all grow from babies to adults.</li> <li>• I can express how I feel about moving to Year 1.</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>• I can share my memories of the best bits of this year in Reception.</li> </ul>	<ul style="list-style-type: none"> <li>• Christopher Winter Project – <u>Growing and Changing</u></li> <li>• I am starting to understand the life cycle of animals and humans.</li> <li>• I can tell you some things about me that have changed and some things that have stayed the same.</li> <li>• I can tell you how my body has changed since I was a baby.</li> <li>• I can identify the parts of a body that make boys different to girls and can use the correct names for these.</li> <li>• I can understand that every time I learn something new I change a little bit.</li> <li>• I can tell you about changes that have happened in my life.</li> <li>• I can discuss my worries and the things I am looking forward to about being in Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Charles Winter Project – <u>Differences: Males and Females Naming body parts</u></li> <li>• I can recognise cycles of life in the body.</li> <li>• I can tell you about the natural process of growing from young to old and understand that this is not my control.</li> <li>• I can recognise how my body has changed since being a baby and where I am on the continuum from young to old.</li> <li>• I can recognise the physical differences between girls and boys, use the correct names for parts and appreciate that some parts of my body are private.</li> <li>• I can identify what I am looking forward to when I am in year 3 and changes I might make.</li> </ul>

LKS2	Y3	Y4
<p><b>Term 1</b> Dreams and Goals</p>	<ul style="list-style-type: none"> <li>I can reflect on and celebrate my achievements from the past year (inside and outside of school).</li> <li>I can identify a goal or <b>ambition</b> that is important to me and explain why.</li> <li>I can break down my goal into <b>steps</b> which might help me to achieve it.</li> <li>I can consider possible obstacles that I might face.</li> </ul>	<ul style="list-style-type: none"> <li>I can set high aspirations and goals, some of which might include areas that I want to improve.</li> <li>I understand that not all hopes come true, but I can use these experiences to build new dreams. <b>Resilience</b></li> <li>I can work collaboratively towards shared goals, taking on other people's ideas and encouraging a team spirit.</li> </ul>
<p><b>Term 2</b> Relationships</p>	<ul style="list-style-type: none"> <li><b>Christopher Winter Project – <a href="#">Personal Space/Family Differences</a></b></li> <li>I understand personal boundaries and know what I'm willing to share with people and that we have privacy rights.</li> <li>I am able to judge what physical contact is acceptable or unacceptable and know how to respond.</li> <li>I can explain what the characteristics of a good friendship are.</li> <li>I know that real life friendships are reciprocal and online friendships should still have the same characteristics.</li> <li>I know how to recognise bullying and abuse in all its forms.</li> </ul> <p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>I can explain that communicating online can be different than communicating in person.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what a 'welcoming' friendship is.</li> <li>I can explain that being unwelcoming to others can make people feel lonely and isolated in a friendship.</li> <li>I know that life is more fun when we let other people's ideas and personalities into our groups.</li> <li>I can explain why trust is very important in a friendship and know the actions that can damage trust in a relationship.</li> <li>I can realise the consequences of bullying and be able to develop support strategies for myself and others at risk.</li> <li>I can explain all forms of bullying and problem solve a bullying situation with others.</li> </ul>

	<ul style="list-style-type: none"> <li>I know how to behave when communicating online (<b>Speak to AB</b>).</li> </ul>	
<p><b>Term 3</b> Keeping Healthy</p>	<ul style="list-style-type: none"> <li>I know that bacteria and viruses can affect health and how simple routines can reduce this.</li> <li>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</li> <li>I know how to deepen my understanding of my feelings, extending my vocabulary to be able to express them to others.</li> <li>I know what positively and negatively affects my physical, mental and emotional health (rest, food, friends, family, support)</li> <li>I know what constitutes a healthy diet (calories and other nutritional content, balanced diet benefits).</li> </ul>	<ul style="list-style-type: none"> <li>I know what positively and negatively affects my physical, mental and emotional health (recognise anxiety, shame, pressure)</li> <li>I can make informed choices, recognising positive and negative consequences, and begin to understand a balanced lifestyle (obesity, dental health - tooth decay, regular vigorous exercise, bad food habits). I recognise when others' actions make me feel inadequate and manage this with simple self care techniques.</li> <li>I know who to ask for help if I'm worried about my health.</li> </ul>
<p><b>Term 4</b> Celebrating Difference</p>	<ul style="list-style-type: none"> <li><b>Christopher Winter Project - Differences: Male and Female</b></li> <li>I can explain that it is important to respect difference, even if people have different beliefs or customs.</li> <li>I can research the customs of places outside of the UK (Italy) and explain how they are different from where I live.</li> <li>I can celebrate these differences.</li> <li>I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE).</li> </ul> <p><b>**If you are focusing on a specific place in inquiry or religion in RE, this can be copied into the PSHE book too.</b></p>	<ul style="list-style-type: none"> <li>I can explain something that is <b>unique</b> about me.</li> <li>I can explain why it is good to accept people for who they are.</li> <li>I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE).</li> <li>I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE).</li> </ul> <p><b>**If you are focusing on a specific place in inquiry or religion in RE, this can be copied into the PSHE book too.</b></p>
<p><b>Term 5</b> Keeping Safe</p>	<ul style="list-style-type: none"> <li>I can explain that we all have human rights shared by people/societies and that children have their own special rights.</li> <li>I can differentiate between the terms risk, danger and hazard</li> <li>I understand school rules about health and safety, basic emergency first aid and how and where to get help (<b>First Aid</b></li> </ul>	<ul style="list-style-type: none"> <li>I understand school rules about health and safety, basic emergency first aid and how and where to get help</li> <li>I know strategies for keeping physically safe, including, fire and <b>water</b> safety (water is the focus e.g swimming, floods etc).</li> <li>I know how to recognise how increasing independence brings increased responsibility to keep myself and others safe.</li> </ul>

	<p><b>Afternoon - Bites and Stings, Cuts and Grazes, calling emergency services).</b></p> <ul style="list-style-type: none"> <li>I know about people who are responsible for helping me stay safe and how they can help me.</li> </ul> <p><b>Economic Safety/Education</b></p> <ul style="list-style-type: none"> <li>I can understand how manufacturers and shops persuade us to spend money.</li> <li>I can recognise when people are trying to pressurise me to spend their money and how this feels.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to help people with asthma, sprains and people who have sprains <b>(First Aid Afternoon).</b></li> </ul> <p><b>Internet Safety (Speak to AB)</b></p> <ul style="list-style-type: none"> <li>I can explain why people might behave differently online.</li> <li>I can start to explore what an online 'stranger' is.</li> <li>I can explain that in a positive online friendship, a friend will respect boundaries and privacy.</li> </ul>
<p><b>Term 6 Change</b></p>	<ul style="list-style-type: none"> <li>Christopher Winter Project – <u>Family Differences</u> – (separation and loss resources as recap)</li> <li>I know that I have different kinds of responsibilities, rights and duties at home, school, community and towards the environment</li> <li>I know about change, including transitions, loss, separation, divorce and bereavement</li> <li>I can identify what I am looking forward to when I am in Year 4.</li> <li>I can start to think about changes I will make when I am in Year 4</li> </ul>	<ul style="list-style-type: none"> <li>Christopher Winter Project – <u>Growing and Changing</u> <u>What is Puberty</u> <u>Puberty: Changes and Reproduction</u></li> <li>I know how my body and emotions may change as I approach and move through puberty.</li> <li>I know about human reproduction.</li> <li>I can identify what I am looking forward to when I am in Year 5.</li> <li>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</li> </ul>

UKS2	Y5	Y6
<u>Term 1</u>		

<p><b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>• I know about the range of jobs carried out by people and have begun to identify what I want to do in the future as my career.</li> <li>• I can identify the things that will <b>motivate</b> me to achieve that goal.</li> <li>• I can work collaboratively towards shared goals and negotiate roles with other people in the team.</li> <li>• I know that I have different kinds of duties, rights and responsibilities at home, school, community and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think about my long term goals (for secondary school and later life).</li> <li>• I can research a job that I would like to do in the future and think about the learning steps I need to reach this goal.</li> <li>• I am able to make <b>challenging</b> goals for myself (e.g. one goal inside school, one goal outside of school).</li> </ul>
<p><b>Term 2 Relationships</b></p>	<ul style="list-style-type: none"> <li>• I can recognise and manage dares.</li> <li>• I can explain how my actions can affect others and myself.</li> <li>• I can realise consequences of anti-social, aggressive and harmful behaviours, such as bullying, discrimination and be able to develop support strategies for myself and others at risk</li> <li>• I know how to recognise bullying and abuse in all its forms (indirect/direct) and how to support others being bullied.</li> <li>• <b>I can recognise ways in which a relationship can be unhealthy, know how to resist pressure and who I can talk to if I need support. <a href="#">ALRIGHT CHARLIE – Blast Project</a></b></li> <li>• <b>I understand that I have the right to protect my body from inappropriate or unwanted contact. <a href="#">ALRIGHT CHARLIE – Blast Project</a></b></li> <li>• <b>I know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources– <a href="#">ALRIGHT CHARLIE – Blast Project</a></b></li> </ul>	<ul style="list-style-type: none"> <li>• REAL LOVE ROCKS – <a href="#">Healthy &amp; equal relationships resource</a></li> <li>• Christopher Winter Project: <a href="#">Understanding Relationships</a> <a href="#">Communicating in Relationships</a></li> <li>• I can listen and respond respectfully to a wide range of people and be able to constructively challenge others.</li> <li>• I know what a positive, healthy relationship is and can develop skills to foster this.</li> <li>• I know that civil partnerships and marriages are examples of commitment and that there is a legal age.</li> <li>• I know that two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership</li> <li>• I can develop strategies to resolve disputes and conflict through negotiation and appropriate compromise (with friends). I know that violence is never the answer.</li> <li>• I can explain what ‘psychological bullying’ is as well as all other forms. I know some of the reasons people use bullying behaviours.</li> <li>• I can tell you strategies for managing my feelings in bullying situations and for problem solving when I’m part of one.</li> </ul>

<p><b>Term 3</b> Keeping Healthy</p>	<ul style="list-style-type: none"> <li>• I know how to deepen my understanding of my feelings, particularly with regards to my body image.</li> <li>• I can explain what self respect is and know that this is just as important as everyone else.</li> <li>• I know how to use mobile phones responsibly, including safe user habits, e.g. time limits, passwords.</li> <li>• I can explore and critique how the media present information.</li> <li>• I know that online violent behaviour can lead to offline violent behaviour.</li> <li>• I know what positively and negatively affects my physical, mental and emotional health and how to manage this (isolation, loneliness, safe and unsafe exposure to the sun/reducing the risk of sun damage).</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to manage requests for images of myself and what is not appropriate.</li> <li>• I can critically examine what is presented in social media and understand misrepresentation</li> <li>• I know what I should not forward to others.</li> <li>• I know what positively and negatively affects my physical, mental and emotional health (importance of early intervention, where to seek help if they or others need help - online or in person).</li> <li>• I know which, why and how substances (drugs, tobacco, alcohol, energy drinks etc) can damage my health and that some are restricted or illegal.</li> <li>• I understand 'habits' and why they can be hard to change.</li> <li>• I know facts and science relating to allergies, immunisation and vaccination.</li> <li>• I know why paracetamol, ibuprofen, aspirin and antihistamines are used,</li> <li>• I know medication should be taken with the consent of doctors/parents/guardians.</li> </ul>
<p><b>Term 4</b> Celebrating Difference</p>	<ul style="list-style-type: none"> <li>• I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE).</li> <li>• I can consider and respect the lives of people living in other places and people with different values and customs (Inquiry or RE).</li> <li>• I can compare my life with people in developing countries.</li> <li>• I can enjoy an experience from a culture different from my own.</li> <li>• I know about stereotypes and how these can damage.</li> <li>• I know what racism is.</li> <li>• I realise the consequences of teasing and prejudice based language.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>REAL LOVE ROCKS – <a href="#">LGBTQ Resources</a></b></li> <li>• I appreciate the range of national, regional, religious and ethnic identities in the UK (Link to inquiry or RE).</li> <li>• I can consider the lives of people living in other places and people with different values and customs (Link to inquiry or RE).</li> <li>• I can explain ways in which difference can be a cause for celebration.</li> <li>• I know that differences and similarities between people arise from a number of factors, including sexual orientation, gender, <b>disability</b> etc.</li> <li>• I can explain how having a disability could affect someone's life.</li> <li>• I can give examples of people who have disabilities leading a great life (e.g. Olympians).</li> </ul>



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<p><b>Term 5</b> <b>Keeping Safe</b></p>	<ul style="list-style-type: none"> <li>● I know strategies for keeping emotionally safe,</li> <li>● I understand school rules about health and safety, basic emergency first aid. (<b>First Aid Afternoon</b>).</li> <li>● I know how to help people who are bleeding (<b>First Aid Afternoon</b>).</li> <li>● I can understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes).</li> <li>● I can identify where people can access reliable information and support.</li> </ul> <p><b>Internet Safety (Speak to AB about this).</b></p> <ul style="list-style-type: none"> <li>● I can explain what online abuse and trolling is and how this can negatively affect someone.</li> <li>● I can critically examine online information.</li> <li>● I can explain how data/ information is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>REAL LOVE ROCKS – <a href="#">Keeping safe resources, Barnardos</a></b></li> <li>● I understand school rules about health and safety, basic emergency first aid and how and where to get help (<b>First Aid Afternoon</b>).</li> <li>● I know strategies for keeping physically safe, including road, fire, water and cycle safety (cycle is the focus).</li> <li>● I can explain the difference between manageable and unmanageable debt and how this can make people feel.</li> <li>● I know how to take part in changing/making rules</li> <li>● I know that universal rights are there to protect everyone and have primacy over national law, family and community practices</li> <li>● I know how rules and laws that protect me are made and enforced.</li> </ul> <p><b>Internet Safety</b></p> <ul style="list-style-type: none"> <li>● I know about age restricted content and how this can affect wellbeing.</li> <li>● I can explain how ‘influencers’ can influence people’s behaviour.</li> <li>● I know what harmful content is and strategies to avoid this.</li> <li>● I understand that I should never mislead anyone about my indemnity online.</li> <li>● I know about internet cookies and echo chambers.</li> </ul>

<p><b>Term 6</b> <b>Change</b></p>	<ul style="list-style-type: none"> <li>● Christopher Winter Project – <a href="#">Talking about Puberty</a> <a href="#">Male and Female Changes</a> <a href="#">Puberty and Hygiene</a></li> <li>● I know what being part of a community means, and about the varied institutions that support communities locally and nationally (RECAP)</li> <li>● I know how my body and emotions may change as I approach and move through puberty</li> <li>● I know about human reproduction</li> <li>● I can identify what I am looking forward to when I am in Year 6</li> <li>● I can start to think about changes I will make when I am in Year 6 and know how to go about this</li> </ul>	<ul style="list-style-type: none"> <li>● Christopher Winter Project: <a href="#">Puberty and Reproduction</a> <a href="#">Conception and Pregnancy</a></li> </ul> <p><b>Taught in Term 1</b></p> <ul style="list-style-type: none"> <li>● I know about taking care of my body and understand the right to protect it from inappropriate or unwanted contact.</li> <li>● I know how my body and emotions may change as I approach and move through puberty.</li> <li>● I know about human reproduction.</li> <li>● I can identify what I am looking forward to and what worries me about the transition to secondary school.</li> <li>● I know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (thinking about their role in this as they get older).</li> </ul>
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