



CRC Article 17: All children have the right to information.
CRC Article 19: All children have the right to be safe.
CRC Article 24: All children have the right to be healthy.
CRC Article 28: All children have the right to a good quality education.

Timothy Hackworth Primary School

Personal, Social, Health and Economic Education, and Relationships Education (including Relationships and Sex Education) Overview

We adopt a Thematic Approach to our PSHE and Relationships Education. There are three core themes: **Health and Wellbeing, Relationships, and Living in the Wider World**. The sequencing of units builds in developmental progression (a 'spiral programme') and themes are revisited year on year, building on and extending prior learning. There is also flexibility to meet current issues globally, for the local area and for individual pupils.

Our Overview is devised from a very good knowledge of the wide range of needs of our children and their families, as well as the use of local area data, e.g. Public Health England's Child and Maternal Health (CHIMAT) and Durham LA Joint Strategic Needs Assessment data. As a Gold Level Rights Respecting School, the content should be taught with children's rights at the forefront.

PSHE and Relationships Education has very close links to other areas of the curriculum: Computing and Online Safety, PE, Science, DT and RE (see the Overviews for these subjects). Online Safety is taught specifically as part of the Computing curriculum.

We use a wide range of resources. Those that are assured by the PSHE Association, of which we are a member, and carry the Association's Quality Mark are indicated by *.

In the Early Years, PSHE and Relationships Education link to Personal, Social and Emotional Development (PSED) as well as Physical Development. Cross-curricular learning opportunities support children to understand how to be physically and mentally healthy, how to develop positive relationships and how to respect and develop a knowledge of the world around them. Children learn about the rights of the child and are taught to respect the rights of others.

In the EYFS there are three characteristics of effective teaching and learning:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Early Learning Goals:

1. Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

2. Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

3. Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Children aged 3-4 will be learning to:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

EYFS

- Make healthy choices about food, drink, activity and tooth brushing.

Children in Reception will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs - Personal hygiene.
- Know and talk about the different factors that support their overall health and wellbeing:
 - o regular physical activity
 - o healthy eating
 - o tooth brushing
 - o sensible amounts of 'screen time'
 - o having a good sleep routine
 - o being a safe pedestrian
- Continue developing positive attitudes about the differences between people.

RSE Lucinda and Godfrey - We Are All Different:

- To realise that each and every one of us is a unique and special person.
- To understand and accept similarities and differences between people.
- To appreciate the similarities and differences between boys and girls, including the correct names of body parts.
- To recognise what a friend is and things that friends share.

Vocabulary: *respect, rights, healthy, healthy diet, hungry, physical exercise, tired, rest, play, personal hygiene, toilet, washing, drying, behaviour, social, needs, wants, routine, familiar, unfamiliar, confidence, confident, home, family, hurt, feelings, happy, happiness, unhappy, sad, upset, angry, afraid, friendly, excited, shocked, calm, worried, comfort, kind, kindness, unkind, love, loving, loved, share, take turns, left out, sorry, change, relationship, friends, friendship, trust, jobs, same, different, special, similarities, differences, care, concern, sleep, sleeping, safe, safety, risks, interests, opinions, customs, traditions, acceptable, unacceptable, agreement, disagreement, bullying, views, rules, listen, listening*

Year	Autumn	Spring	Summer
1	<p>Ongoing Objectives: Children should:</p> <ul style="list-style-type: none"> understand that children have their own special rights set out in the Convention of the Rights of the Child; be able to identify some of the Articles in the Convention on the Rights of the Child; understand that children’s rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected; know about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings; be able to communicate their feelings to others, to recognise how others show feelings and how to respond; recognise what is fair and unfair, kind and unkind, what is right and wrong, both inside and outside of school; recognise when people are being unkind either to them or others, how to respond, who to tell and what to say; know ways in which we are the same as all other people; what we have in common with everyone else; understand how to build their Learning Powers and develop a Growth Mind Set; about basic hygiene routines, e.g. hand washing <p>New Vocabulary: Convention, Articles, universal, unconditional, thrilled, cheerful, lively, fine, glad, keen, pleased, comfortable, uncomfortable, frightened, shy, confused, sure, unsure, alone, lonely, embarrassed, fair, unfair, in common, Learning Powers, resilience, resourcefulness, reciprocity, reflectiveness, Growth Mindset, can do attitude, germs</p>		
1	<p>Respecting ourselves and others - How our behaviour affects others; being polite and respectful Children should know:</p> <ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school; how kind and unkind behaviour can make people feel; about what respect means; how to develop and follow a Class Charter; how to be polite to others, to share and take turns <p>Families and friendships - Roles of different people; families; feeling cared for Children should know:</p> <ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers; the role these different people play in children’s lives and how they care for them; what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.; about the importance of telling someone — and how to tell them — if they are worried about something in their family <p><i>Possible resources:</i> Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson1, ‘My Special People’* Metro charity KS1 Love and respectful relationships*</p> <p>RSE Lucinda and Godfrey - Exploring Friendship and Trust Children should know:</p> <ul style="list-style-type: none"> and understand the qualities needed to be a good friend; that a problem can be dealt with by talking; what the qualities of a good friend are; and understand how to be a friend with others <p>Safe relationships - Recognising privacy; staying safe; seeking permission Children should know:</p> <ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help; about what it means to keep something private, including parts of the body that are private; to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches); how to respond if being touched makes them feel uncomfortable or unsafe; when it is important to ask for permission to touch others; how to ask for and give/not give permission <p><i>Possible Resources:</i> NSPCC – The underwear rule resources (PANTS)*</p>	<p>Belonging to a community - What rules are; caring for others’ needs; looking after the environment Children should know:</p> <ul style="list-style-type: none"> about examples of rules in different situations, e.g. Class Charters, rules at home, rules outside-link to the rights of the child; that different people have different needs; how we care for people, animals and other living things in different ways; how they can look after the environment, e.g. recycling (link to Geography Spring) <p><i>Possible Resources:</i> Alzheimer’s Society-Creating a dementia-friendly generation (KS1)*</p> <p>Physical health and Mental wellbeing - Keeping healthy; food and exercise; hygiene routines; sun safety Children should know:</p> <ul style="list-style-type: none"> what it means to be healthy and why it is important; ways to take care of themselves on a daily basis; about different types of play, including balancing indoor, outdoor and screen-based play; about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors; how to keep safe in the sun <p>New Vocabulary: belonging, community, environment, recycling, plastic pollution, mental wellbeing, balance, screen-based, online, doctors, nurses, dentists, lunchtime supervisors, protection, sunburn, skin damage, sun cream</p>	<p>Money and Work - Strengths and interests; jobs in the community (Link to My Money Week) Children should know:</p> <ul style="list-style-type: none"> that everyone has different strengths, in and out of school; about how different strengths and interests are needed to do different jobs; about people whose job it is to help us in the community; about different jobs and the work people do <p>Growing and changing - Recognising what makes them unique and special; feelings; managing when things go wrong Children should know:</p> <ul style="list-style-type: none"> what makes them special and unique including their likes, dislikes and what they are good at; how to manage and whom to tell when finding things difficult, or when things go wrong; how they are the same and different to others; about different kinds of feelings; how to recognise feelings in themselves and others; how feelings can affect how people behave <p><i>Possible Resources:</i> PSHE Association – Mental health and wellbeing lessons (KS1)* Medway Public Health Directorate – Primary RSE Lessons – KS1, Lesson 2, ‘Growing up: the human life cycle’*</p> <p>Keeping safe - How rules and age restrictions help us Children should know:</p> <ul style="list-style-type: none"> how rules can help to keep us safe; why some things have age restrictions, e.g. TV and film, games, toys or play areas; whom to tell if they see something that makes them feel unhappy, worried, or scared <p>Transition: Children should be able to:</p> <ul style="list-style-type: none"> prepare to move to a new class; be able to set goals for the next year <p>New Vocabulary: money, occupation, strengths, interests, world of work, earn, salary, unique, prepare, goals</p>

	<p>New Vocabulary: <i>behaviour, respectful, sensible, choices, appropriate, inappropriate, Charter, roles, siblings, relatives, single parent, same-sex, lesbian, gay, equal, equality, diverse, diversity, qualities, problems, private, privacy, permission, consent, penis, vulva</i></p>	
<p>2</p>	<p>Ongoing Objectives: Children should:</p> <ul style="list-style-type: none"> understand that children have their own special rights set out in the Convention of the Rights of the Child; be able to identify some of the Articles in the Convention on the Rights of the Child; understand that children’s rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected; learn from their experiences and be able to recognise and celebrate their strengths and set simple but challenging goals; be able to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class; be able to communicate their feelings to others, to recognise how others show feelings and how to respond; show an understanding of what is fair and unfair, kind and unkind, what is right and wrong; know when people are being unkind either to them or others, how to respond, who to tell and what to say; be able to offer constructive support and feedback to others; understand how to build their Learning Powers and develop a Growth Mind Set; about basic hygiene routines, e.g. hand washing <p>New Vocabulary: <i>inalienable, challenge, explain, opinions, right and wrong, constructive feedback, praise, delighted, energetic, enthusiastic, fond, fondness, interested in, thoughtful, awful, fed up, miserable, tearful, weepy, disappointed, terrified, nervous, scared, sure, unsure, puzzled, mixed up, annoyed, loneliness, apology, guilt, guilty, regret, regretful, blush</i></p>	
<p>2</p> <p>Families and friendships - Making friends; feeling lonely and getting help Children should know:</p> <ul style="list-style-type: none"> how to be a good friend, e.g. kindness, listening, honesty; about different ways that people meet and make friends; strategies for positive play with friends, e.g. joining in, including others, etc.; about what causes arguments between friends; how to positively resolve arguments between friends; how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Safe relationships - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour (Link to Anti-Bullying Week) Children should know:</p> <ul style="list-style-type: none"> how to recognise hurtful behaviour, including online; what to do and whom to tell if they see or experience hurtful behaviour, including online; about what bullying is and different types of bullying; how someone may feel if they are being bullied; about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help; how to resist pressure to do something that feels uncomfortable or unsafe; how to ask for help if they feel unsafe or worried and what vocabulary to use <p><i>NSPCC – The underwear rule resources (PANTS)*</i></p> <p>Respecting ourselves and others - Recognising things in common and differences; playing and working cooperatively; sharing opinions Children should know:</p> <ul style="list-style-type: none"> about the things they have in common with their friends, classmates, and other people; how friends can have both similarities and differences; how to play and work co-operatively in different groups and situations; how to share their ideas and listen to others, take part in discussions, and give reasons for their views <p><i>Possible Resources:</i> <i>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’*</i></p> <p>Growing and changing - Growing older; naming body parts; moving class or year (links to Science ‘Animals, including Humans’) Children should know:</p> <ul style="list-style-type: none"> about change as people grow up, including new opportunities and responsibilities <p>New Vocabulary: <i>honest, honesty, argument, resolve, resolution, restorative conversation, happy surprises, secrets, resist, pressure, peer pressure, co-operation, co-operatively, opportunity, opportunities, responsibility, responsibilities</i></p>	<p>Physical health and Mental wellbeing - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help (Link to Science- Animals, including Humans) Children should know:</p> <ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health; why sleep and rest are important for growing and keeping healthy; that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies; the importance of, and routines for, brushing teeth and visiting the dentist; about food and drink that affect dental health; how to describe and share a range of feelings; ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others; how to manage big feelings including those associated with change, loss and bereavement; when and how to ask for help, and how to help others, with their feelings <p><i>Possible Resources:</i> <i>PSHE Association – Mental health and wellbeing lessons KS1*</i> <i>PSHE Association are releasing a drug and alcohol education programme – being released Summer 2020*</i></p> <p>RSE Lucinda and Godfrey - Keeping Clean (Link to Science- Animals, including Humans): Children should:</p> <ul style="list-style-type: none"> be able to describe feelings and recognise how these can be changed; be able to relate feelings to actions and to realise the consequences of not keeping clean; know and describe how to keep clean; know and describe how to keep clean, including naming body parts <p>New Vocabulary: <i>habits, physical and mental health, medicines, drugs, vaccinations, immunisations, allergies, teeth, dental health, cleanliness, calm down, change, loss, death, bereavement, being dirty, being smelly, unhygienic, vulva, vagina, testicles, penis</i></p>	<p>Money and Work - What money is; needs and wants; looking after money (My Money Week) Children should know:</p> <ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments; how money can be kept and looked after; about getting, keeping and spending money; that people are paid money for the job they do; how to recognise the difference between needs and wants; how people make choices about spending money, including thinking about needs and wants <p><i>Possible Resources:</i> <i>Unicef – Wants and Needs cards*</i></p> <p>Belonging to a community - Belonging to a group; roles and responsibilities; being the same and different in the community (Link to Inter-Faith Unit in RE Summer 2) Children should know:</p> <ul style="list-style-type: none"> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups; about different rights and responsibilities that they have in school and the wider community; about how a community can help people from different groups to feel included; that they are all equal, and ways in which they are the same and different to others in their community <p><i>Possible Resources</i> <i>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’ *</i></p> <p>Keeping safe - Safety in different environments; risk and safety at home; emergencies Children should know:</p> <ul style="list-style-type: none"> how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines; how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’; how to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger; how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products; about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel; how to respond if there is an accident and someone is hurt; about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say <p><i>Possible Resources:</i> <i>Red Cross – Life, Live it ‘Stay safe’*</i> <i>PSHE Association are releasing a drug and alcohol education programme – being released Summer 2020*</i></p> <p>Transition: Children should know:</p> <ul style="list-style-type: none"> how to prepare to move to a new class and how to set goals for the next year <p>New Vocabulary: <i>cash, debit card, electronic payment, saving, piggy bank, spending, income, salary, wasting, prioritise, prioritising, teams, groups, faith, wider community, feeling included, road safety,</i></p>

			water safety, rail safety, fire safety, familiar, unfamiliar, danger, dangerous, electrical appliances, household products, emergency, dial 999 (and language associated with an emergency call)
Year	Autumn	Spring	Summer
3	<p>Ongoing Objectives: Children should:</p> <ul style="list-style-type: none"> understand that children have their own special rights set out in the Convention of the Rights of the Child; be able to identify a wider variety of Articles in the Convention on the Rights of the Child; understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected; recognise and respond appropriately to a wider range of feelings in others; know that their actions affect themselves and others; be able to work collaboratively towards shared goals; improve the skills needed to develop and maintain positive and healthy relationships; be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices; understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities; build their Learning Powers and develop their Growth Mind Set; about basic hygiene routines, e.g. hand washing <p>New Vocabulary: collaboration, collaboratively, shared goals, alternatives, solutions, points of view, decisions, duties, duty bearers, overjoyed, contented, satisfied, kind-hearted, warm-hearted, considerate, tolerant, downhearted, horrified, awkward, fearful, jumpy, anxious, cautious, organised, disorganised, frustrated, understood, misunderstood, troubled, resentful, touched, furious</p>		
3	<p>Families and friendships - What makes a family; features of family life Children should know:</p> <ul style="list-style-type: none"> and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents; that being part of a family provides support, stability and love; about the positive aspects of being part of a family, such as spending time together and caring for each other; about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty; how to identify if/when something in a family might make someone upset or worried; what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p>Safe relationships - Personal boundaries; safely responding to others; the impact of hurtful behaviour (Link to Anti-Bullying Week) Children should know:</p> <ul style="list-style-type: none"> what is appropriate to share with friends, classmates, family and wider social groups including online; about what privacy and personal boundaries are, including online; that bullying and hurtful behaviour is unacceptable in any situation; about the effects and consequences of bullying for the people involved; about bullying online, and the similarities and differences to face-to-face bullying; what to do and whom to tell if they see or experience bullying or hurtful behaviour <p><i>Possible Resources:</i> NSPCC Share Aware*</p> <p>Respecting ourselves and others - Recognising respectful behaviour; the importance of self-respect; courtesy and being polite Children should know:</p> <ul style="list-style-type: none"> how to recognise respectful behaviours e.g. helping or including others, being responsible; how to model respectful behaviour in different situations e.g. at home, at school, online; the importance of self-respect and their right to be treated respectfully by others; what it means to treat others, and be treated, politely; the ways in which people show respect and courtesy in different cultures and in wider society <p><i>Possible Resources:</i> Premier League Primary Stars- KS2 Behaviour/relationships Do the right thing* Alzheimer's Society – Creating a dementia-friendly generation (KS2)*</p> <p>New Vocabulary: step-parents, blended families, foster parents, adoptive parents, stability, positive, negative, encourage, encouragement, personal boundaries, wider social group, consequences, self-respect, dignity, politeness, courtesy</p>	<p>Belonging to a community The value of rules and laws Children should know:</p> <ul style="list-style-type: none"> the reasons for rules and laws in wider society; the importance of abiding by the law and what might happen if rules and laws are broken <p>Growing and changing - Personal strengths and achievements; managing and reframing setbacks Children should know:</p> <ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make; how strengths and interests form part of a person's identity; how to identify their own personal strengths and interests and what they're proud of (in school, out of school); how to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues; basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again <p><i>Possible Resources:</i> Premier League Primary Starts KS2 PSHE Self-esteem* Premier League Primary Starts KS2 PSHE Inclusion*</p> <p>Keeping safe - Risks and hazards; safety in the local environment and unfamiliar places Children should know:</p> <ul style="list-style-type: none"> how to identify typical hazards at home and in school; how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen; about fire safety at home including the need for smoke alarms; the importance of following safety rules from parents and other adults; how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety <p><i>Possible Resources:</i> PSHE Association and GambleAware KS2 Lesson 1 Exploring risk*</p> <p>New Vocabulary: laws, justice system, judiciary, abiding by, peaceful, law abiding, upright citizen, crime, criminal, offence, arrested, imprisoned, fines, record, individual, contribution, interests, identity, setbacks, pride, proud of, self-worth, hazards, predict, assess, manage, smoke alarms</p>	<p>Money and Work - Different jobs and skills; job stereotypes; setting personal goals (Link to My Money Week) Children should know:</p> <ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work; that people can have more than one job at once or over their lifetime; about common myths and gender stereotypes related to work; about challenging stereotypes through examples of role models in different fields of work e.g. women in STEM; about some of the skills needed to do a job, such as teamwork and decision-making; how to recognise their interests, skills and achievements and how these might link to future jobs; how to set goals that they would like to achieve this year e.g. learn a new hobby <p>Physical health and Mental wellbeing - Health choices and habits; what affects feelings; expressing feelings (Link to PE, Science Summer 2 'Animals, including Humans' and DT) Children should know:</p> <ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health; how to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them; about habits and that sometimes they can be maintained, changed or stopped; the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle; about the things that affect feelings both positively and negatively; strategies to identify and talk about their feelings; about some of the different ways people express feelings e.g. words, actions, body language; how feelings can change over time and become more or less powerful <p><i>Possible Resources:</i> PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4)*</p> <p>RSE Lucinda and Godfrey - Your Feelings, Your Choice (learning around consent):</p> <ul style="list-style-type: none"> To recognise negative feelings and appreciate them. To understand how to deal with negative feelings. To be able to offer help and advice to people in difficult situations. To develop the skills needed to deal with difficult situations themselves. <p>Transition: Children should know:</p> <ul style="list-style-type: none"> how to prepare to move to a new class and how to set goals for the next year <p>New Vocabulary: sectors, professions, charity, business, fields of work, myths, gender stereotypes, STEM, role models, skills, teamwork, decision-making, delegation, delegating, communication, communicating, social skills, organisation, organised, honesty, reliability, punctuality, reliable, creative, achievements, hobby, hobbies, positive influence, negative influence, body language</p>

4	<p>Ongoing Objectives: Children should:</p> <ul style="list-style-type: none"> begin to understand that there are basic human rights shared by all peoples and all societies; extend their knowledge of the Convention on the Rights of the Child; be able to identify a wider variety of Articles in the Convention on the Rights of the Child; understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected; be able to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals; deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings to others; build their Learning Powers and develop their Growth Mind Set; about basic hygiene routines, e.g. hand washing <p>New Vocabulary: human rights, Declaration of Human Rights, society, aspirations, ecstatic, adore, adoring, compassion, compassionate, admire, affection, sympathy, sympathetic, empathy, empathetic, appreciative, discouraged, regretful, moody, intimidated, panicky, panic, alarmed, apprehensive, defensive, undecided, unsettled, troubled, excluded, remorseful</p>		
4	<p>Families and friendships - Positive friendships Children should know:</p> <ul style="list-style-type: none"> about the features of positive healthy friendships such as mutual respect, trust and sharing interests; strategies to build positive friendships; how to seek support with relationships if they feel lonely or excluded <p><i>Possible Resources:</i> NSPCC Share Aware*</p> <p>Safe relationships - Responding to hurtful behaviour; managing confidentiality (Link to Anti-Bullying Week) Children should know:</p> <ul style="list-style-type: none"> how to differentiate between playful teasing, hurtful behaviour and bullying; how to respond if they witness or experience hurtful behaviour or bullying; recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable; how to manage pressures associated with dares; when it is right to keep or break a confidence or share a secret <p>RSE Lucinda and Godfrey - Keeping Safe: Children should:</p> <ul style="list-style-type: none"> be able to consider the implications of a decision; understand the need to respect rights; be aware of dangerous situations and to recognise how to minimise personal risk; understand how human responsibilities change <p>Belonging to a community - What makes a community; shared responsibilities Children should know:</p> <ul style="list-style-type: none"> the meaning and benefits of living in a community; that they belong to different communities as well as the school community; about the different groups that make up and contribute to a community; about the individuals and groups that help the local community, including through volunteering and work; how to show compassion towards others in need and the shared responsibilities of caring for them <p><i>Possible Resources:</i> PSHE Association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community* Compassionate class KS2 RSPCA* Worcester University – Moving and moving home (KS2)*</p> <p>New Vocabulary: mutual respect, excluded, confidential, confidentiality, witness, break a confidence, implications, minimise personal risk, volunteering, compassion</p>	<p>Growing and Changing - Personal identity; recognising individuality and different qualities; mental wellbeing Children should know:</p> <ul style="list-style-type: none"> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes; that for some people their gender identity does not correspond with their biological sex; how to recognise, respect and express their individuality and personal qualities; ways to boost their mood and improve emotional wellbeing; about the link between participating in interests, hobbies and community groups and mental wellbeing <p><i>Possible Resources:</i> Metro Charity KS2 Gender* PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)* Premier League Stars – Self-esteem/Resilience*</p> <p>Physical Health and Mental Wellbeing - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies Children should know:</p> <ul style="list-style-type: none"> how sleep contributes to a healthy lifestyle; healthy sleep strategies and how to maintain them; about the benefits of being outdoors and in the sun for physical and mental health; how to manage risk in relation to sun exposure, including skin damage and heat stroke; how medicines can contribute to health and how allergies can be managed; that some diseases can be prevented by vaccinations and immunisations; that bacteria and viruses can affect health; how they can prevent the spread of bacteria and viruses with everyday hygiene routines; to recognise the shared responsibility of keeping a clean environment <p><i>Possible Resources:</i> PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital – The sleep factor* The PSHE Association drug and alcohol education programme - being released summer 2020* https://campaignresources.phe.gov.uk/schools/resources/sleep-year6-lesson-plan-pack (adapt for Y4)</p> <p>New Vocabulary: individuality, qualities, personal identity, race, sex, gender, faith, culture, biological sex, transgender, sun exposure, heat stroke, allergies, bacteria, virus, viruses</p>	<p>Money and Work - Making decisions about money; using and keeping money safe (My Money Week) Children should know:</p> <ul style="list-style-type: none"> how people make different spending decisions based on their budget, values and needs; how to keep track of money and why it is important to know how much is being spent; about different ways to pay for things such as cash, cards, e-payment and the reasons for using them; that how people spend money can have positive or negative effects on others e.g. charities, single use plastics <p>Respecting ourselves and others - Respecting differences and similarities; discussing difference sensitively (Link to Inter-Faith Unit RE Summer Term) Children should know:</p> <ul style="list-style-type: none"> that there are differences between people such as gender, race, faith; what they have in common with others e.g. shared values, likes and dislikes, aspirations; about the importance of respecting the differences and similarities between people; a vocabulary to sensitively discuss difference and include everyone <p><i>Possible Resources:</i> Premier League Primary Stars KS2 PSHE Diversity*</p> <p>Physical health and Mental Wellbeing: Maintaining a balanced lifestyle; oral hygiene and dental care (Link to Science Summer 2 'Animals, including Humans') Children should know:</p> <ul style="list-style-type: none"> a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally; what good physical health means and how to recognise early signs of physical illness; that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary; how to maintain oral hygiene and dental health, including how to brush and floss correctly; the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health <p>Transition: Children should know:</p> <ul style="list-style-type: none"> how to prepare to move to a new class and how to set goals for the next year <p>New Vocabulary: budget, values, keeping track of, charity, charities, single use</p>

Year	Autumn	Spring	Summer
5	<p>Ongoing Objectives: Children should:</p> <ul style="list-style-type: none"> understand that there are basic human rights shared by all peoples and all societies; extend their knowledge of the Convention on the Rights of the Child; be able to identify a wide variety of Articles in the Convention on the Rights of the Child; understand that children's rights are universal, inalienable, inherent and unconditional, and that their own rights and the rights of others should be respected; listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view; develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves; be able to articulate and use their Learning Powers and embed a Growth Mind Set; about basic hygiene routines, e.g. hand washing <p>New Vocabulary: <i>inherent, concerns, constructively challenge, dispute, conflict, negotiation, articulate, articulation, elated, buoyant, attentive, down, glum, uncertain, overwhelmed, tense, tension, troubled, petrified, distracted, uncertain, certain, patient, impatient, spiteful, jealous, repentant, ashamed</i></p>		
5	<p>Families and friendships - Managing friendships and peer influence Children should know:</p> <ul style="list-style-type: none"> what makes a healthy friendship and how they make people feel included; strategies to help someone feel included; about peer influence and how it can make people feel or behave; the impact of the need for peer approval in different situations, including online; strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication; that it is common for friendships to experience challenges; strategies to positively resolve disputes and reconcile differences in friendships; that friendships can change over time and the benefits of having new and different types of friends; how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable; when and how to seek support in relation to friendships <p><i>Possible Resources:</i> <i>Premier League Primary Stars KS2 PSHE Inclusion*</i></p> <p>Safe relationships - Physical contact and feeling safe Children should know:</p> <ul style="list-style-type: none"> what physical touch is acceptable, unacceptable, wanted or unwanted in different situations; how to ask for, give and not give permission for physical contact; how it feels in a person's mind and body when they are uncomfortable; that it is never someone's fault if they have experienced unacceptable contact; how to respond to unwanted or unacceptable physical contact; that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about; whom to tell if they are concerned about unwanted physical contact <p>Respecting ourselves and others - Responding respectfully to a wide range of people; recognising prejudice and discrimination (Link to Anti-Bullying Week) Children should know:</p> <ul style="list-style-type: none"> that everyone should be treated equally; why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own; what discrimination means and different types of discrimination e.g. racism, sexism, homophobia; how to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment; the impact of discrimination on individuals, groups and wider society; ways to safely challenge discrimination; how to report discrimination online <p><i>Possible Resources:</i> <i>Premier League Primary Stars – KS2 Behaviour/relationships Do the right thing*</i> <i>Premier League Primary Stars – KS2 PSHE Developing Values*</i></p> <p>New Vocabulary: <i>peer approval, assertive communication, reconcile, physical touch, discrimination, racism, sexism, homosexual, homophobia, bisexual, biphobia, transsexual, trans, transphobia, trolling, harassment</i></p>	<p>Media literacy and Digital Resilience - How information online is targeted; different media types, their role and impact (Link to English) Children should know:</p> <ul style="list-style-type: none"> about a variety of different types of media and their different purposes e.g. to entertain, inform, persuade or advertise; basic strategies to assess whether content online/offline (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased; that some media and online content promote stereotypes <p><i>Possible Resources:</i> <i>Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted*</i> <i>Google and Parent zone Be Internet Legends*</i></p> <p>Keeping Safe - Keeping safe in different situations, including responding in emergencies, first aid and FGM Children should know:</p> <ul style="list-style-type: none"> how to identify when situations are becoming risky, unsafe or an emergency; about occasions where they can help take responsibility for their own safety; how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour; how to deal with common injuries using basic first aid techniques; how to respond in an emergency, including when and how to contact different emergency services; 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 of FGM <p><i>Possible Resources:</i> <i>British Red Cross Life, Live it KS2 Lesson Help save lives, Emergency Action*</i> <i>PSHE Association and GambleAWare- Lesson 1 Exploring risk*</i> https://www.sja.org.uk/get-advice/first-aid-lesson-plans/ (First Aid)</p> <p>New Vocabulary: <i>media, fact, opinion, bias, stereotypes, stereotypical, injury, injuries, basic first aid, recovery position, female genital mutilation, FGM</i></p>	<p>Belonging to a Community - Protecting the environment; compassion towards others (Link to Where has my food come from? Geography Summer Term) (Link to RE Inter-Faith Unit Summer Term) Children should know:</p> <ul style="list-style-type: none"> about how resources are allocated and the effect this has on individuals, communities and the environment; the importance of protecting the environment and how everyday actions can either support or damage it; how to show compassion for the environment, animals and other living things; about the way that money is spent and how it affects the environment; to express their own opinions about their responsibility towards the environment <p>Money and Work - Identifying job interests and aspirations; what influences career choices; workplace stereotypes (Link to the Careers Fayre and My Money Week) Children should know:</p> <ul style="list-style-type: none"> about jobs that they might like to do in the future; about the role ambition can play in achieving a future career; how or why someone might choose a certain career; about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values; the importance of diversity and inclusion to promote people's career opportunities; about stereotyping in the workplace, its impact and how to challenge it; that there is a variety of routes into work e.g. college, apprenticeships, university, training <p><i>Possible Resources:</i> <i>Premier League Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue*</i> <i>Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation)*</i></p> <p>RSE Lucinda and Godfrey - Growing and Changing: (Links to Science: 'Animals, including Humans' - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty) Children should be able to:</p> <ul style="list-style-type: none"> recognise negative feelings and appreciate them – keeping physically and mentally healthy; understand how to deal with negative feelings – puberty (bodily changes and emotional changes); be able to offer help and advice to people in difficult situations – introduction to puberty (bodily changes and personal hygiene); develop the skills needed to deal with different situations themselves – introduction to puberty (bodily changes including menstruation) <p>Transition: Children should know:</p> <ul style="list-style-type: none"> how to prepare to move to a new class and how to set goals for the next year <p>New Vocabulary: <i>resources, allocated, compassion, ambition, career, working conditions, diversity and inclusion, college, university, apprenticeships, training, experience, application</i></p>

6	<p>Ongoing Objectives: Children should:</p> <ul style="list-style-type: none"> understand that there are basic human rights shared by all peoples and all societies; extend and embed their knowledge of the Convention on the Rights of the Child; identify a wide variety of Articles in the Convention on the Rights of the Child; understand that children’s rights are universal, inalienable, inherent, indivisible and unconditional, and that their own rights and the rights of others should be respected; understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practices; recognise that their increasing independence brings increased responsibility to keep themselves and others safe; about the link between values and behaviour and how to be a positive role model; how to discuss issues respectfully; how to listen to and respect other points of view; how to constructively challenge points of view they disagree with; ways to participate effectively in discussions online and manage conflict or disagreement know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’; be able to articulate, use and embed their Learning Powers and Growth Mind Set; about basic hygiene routines, e.g. hand washing <p>New Vocabulary: primacy, national law, family and community practices, independence, role model, informed choices, positive/neutral/negative consequences, balanced lifestyle, in high spirits, jovial, exhilarated, attached, passionate, sombre, distressed, demoralised, despondent, incapable, helpless, hopeless, powerless, threatened, neglected, irritated, ill-tempered, antagonistic, aggravated, infuriated, enraged, bitter</p>		
6	<p>Physical Health and Mental Wellbeing - What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online Children should know:</p> <ul style="list-style-type: none"> that mental health is just as important as physical health and that both need looking after; to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support; how negative experiences such as being bullied or feeling lonely can affect mental wellbeing; positive strategies for managing feelings; that there are situations when someone may experience mixed or conflicting feelings; how feelings can often be helpful, whilst recognising that they sometimes need to be overcome; to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available; identify where they and others can ask for help and support with mental wellbeing in and outside school; the importance of asking for support from a trusted adult; about the changes that may occur in life including death, and how these can cause conflicting feelings; that changes can mean people experience feelings of loss or grief; about the process of grieving and how grief can be expressed; about strategies that can help someone cope with the feelings associated with change or loss; to identify how to ask for help and support with loss, grief or other aspects of change; <p><i>Possible Resources:</i> PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6)* NSPCC Making sense of relationships* Public Health England Rise Above KS2 Social Media* Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news* https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-year6-lesson-plan https://campaignresources.phe.gov.uk/schools/resources/building-connections-year6-lesson-plan-pack https://campaignresources.phe.gov.uk/schools/resources/what-to-do-about-worry-year6-lesson-plan-pack</p> <p>Safe Relationships - Recognising and managing pressure; consent in different situations Children should know:</p> <ul style="list-style-type: none"> the features of a healthy and unhealthy friendship and be able to compare them; about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong; strategies to respond to pressure from friends including online; how to assess the risk of different online ‘challenges’ and ‘dares’; how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable; how to get advice and report concerns about personal safety, including online; what consent means and how to seek and give/not give permission in different situations 	<p>Keeping Safe - Medicines and household products; drugs common to everyday life (Taught in Science – ‘Animals, including Humans’ Spring 2) Keeping Safe - drug use and the law; drug use and the media (Teach alongside objectives above) Children should know:</p> <ul style="list-style-type: none"> about the risks and effects of different drugs; about the laws relating to drugs common to everyday life and illegal drugs; to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs; about the organisations where people can get help and support concerning drug use; how to ask for help if they have concerns about drug use; about mixed messages in the media relating to drug use and how they might influence opinions and decisions <p><i>Possible Resources:</i> The PSHE Association will be releasing a drug and alcohol programme in summer 2020*</p> <p>Belonging to a Community - Valuing diversity; challenging discrimination and stereotypes Children should know:</p> <ul style="list-style-type: none"> what prejudice means; to differentiate between prejudice and discrimination; how to recognise acts of discrimination; strategies to safely respond to and challenge discrimination; how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups; how stereotypes are perpetuated and how to challenge this <p><i>Possible Resources:</i> Premier League Primary Stars KS2 PSHE Diversity* Premier League Primary Stars KS2 PSHE Inclusion* PSHE Association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes* PSHE Association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism*</p> <p>New Vocabulary: legal, illegal, nicotine, alcohol, prejudice</p>	<p>Money and Work - Influences and attitudes to money; money and financial risks (My Money Week) Children should know:</p> <ul style="list-style-type: none"> about the role that money plays in people’s lives, attitudes towards it and what influences decisions about money; about value for money and how to judge if something is value for money; how companies encourage customers to buy things and why it is important to be a critical consumer; how having or not having money can impact on a person’s emotions, health and wellbeing; about common risks associated with money, including debt, fraud and gambling; how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk; how to get help if they are concerned about gambling or other financial risks <p><i>Possible Resources:</i> PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling*</p> <p>Growing and Changing - Human reproduction and birth; increasing independence; managing transitions Children should know:</p> <ul style="list-style-type: none"> about some of the changes as they grow up e.g. increasing independence; about what being more independent might be like, including how it may feel; about the transition to secondary school and how this may affect their feelings; about how relationships may change as they grow up or move to secondary school; practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school; identify the links between love, committed relationships and conception; what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults**; how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb**; that pregnancy can be prevented with contraception**; about the responsibilities of being a parent or carer and how having a baby changes someone’s life <p><i>Possible Resources:</i> Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made* NSPCC Making sense of relationships – Secondary school and changing friendship* Public Health England Rise Above KS2- Transition to secondary school* https://campaignresources.phe.gov.uk/schools/resources/transition-to-secondary-school-lesson-plan-pack</p> <p>RSE Lucinda and Godfrey - Growing and Changing – Puberty: Children should:</p> <ul style="list-style-type: none"> know how and why puberty changes occur – including menstruation and menstrual health; recognise a wide variety of changes – changing relationships; be aware that not all information is accurate; how a baby starts (including dispelling myths about conception and contraception)** be able to produce a magazine about puberty, growing up and relationships. <p>(*L&G Lesson 3: Sex Ed – Parents have the right to withdraw their child)</p> <p>Families and Friendships - Attraction to others; romantic relationships; civil partnership and marriage Children should know:</p> <ul style="list-style-type: none"> what it means to be attracted to someone and different kinds of loving relationships; that people who love each other can be of any gender, ethnicity or faith; the difference between gender identity and sexual orientation and everyone’s right to be loved; about the qualities of healthy relationships that help individuals flourish; ways in which couples show their love and commitment to one another, including those who are not married or who live apart; what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults; that people have the right to choose whom they marry or whether to get married; that to force anyone into marriage is illegal; how and where to report forced marriage or ask for help if they are worried

Possible Resources:
NSPCC Share Aware*
Thinkuknow Play Like Share*

New Vocabulary: mental ill-health, positive strategies, conflicting feelings, grief, grieving, cope, coping, pressure, assessing risk, dares, consent

Possible Resources: Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships*

New Vocabulary: critical consumer, debt, fraud, gambling, loan sharks, conception, contraception, intimate, sexual intercourse, sperm, egg, womb, orientation, gender identity, heterosexual, pansexual, commitment, marriage, civil partnership, legal declaration, forced marriage