



HIGHER FAILSWORTH PRIMARY SCHOOL



**Personal, Social, Emotional &
Economics (PSHE)**
Subject Leader: Mrs F.Holmes

RESPECT TEAM





Our Approach to PSHE at Higher Failsworth Primary School

Intent

At Higher Failsworth Primary School, the aim of PSHE is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We wish to ensure that all children are prepared for adult life by supporting their physical, emotional and moral development. We wish for all children to gain accurate knowledge, develop their own values and attitudes and develop the skills that they need to grow into happy, confident and successful adults. We wish for all pupils to listen carefully, discuss and share opinions freely without judgement, knowing that everyone has a right to their opinion. We wish for all children to develop an understanding of the skills, concepts and attitudes necessary in order to become active and productive citizens of the local and global community. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be.

Implementation

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding and tolerance of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We value mental health and community as core drivers within our PSHE curriculum. Pupils are encouraged to take part in a wide range of activities and experiences contributing fully to the life of their school and communities. Through the school council, each year group has the opportunity to have their say in decision making through their school representative. We encourage the children to fundraise for a variety of different charities local, national and international based chosen by the school council. The children learn what voting is and exercise their right to vote. In our school we choose to deliver Personal, Social, Health Education using the Apple, Zippy and Passport approach to mental health along with the Rights Respecting Schools award from UNICEF.

Impact

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding and tolerance of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We value mental health and community as core drivers within our PSHE curriculum. Pupils are encouraged to take part in a wide range of activities and experiences contributing fully to the life of their school and communities. Through the school council, each year group has the opportunity to have their say in decision making through their school representative. We encourage the children to fundraise for a variety of different charities local, national and international based chosen by the school council. The children learn what voting is and exercise their right to vote. In our school we choose to deliver Personal, Social, Health Education using the Apple, Zippy and Passport approach to mental health along with the Rights Respecting Schools award from UNICEF.



PSHE - Threshold Concepts

<u>Health and Wellbeing</u>	<u>Relationships</u>	<u>Wider World & Being a Responsible Citizen</u>	<u>Sex and Relationship Education</u>
<ul style="list-style-type: none"> ● Health ● Risks/Safety ● Rules ● Mental Health ● Drugs ● Alcohol ● Smoking 	<ul style="list-style-type: none"> ● Relationships ● Identity ● Bullying ● Feelings ● Divorce ● Balanced lifestyle 	<ul style="list-style-type: none"> ● Economic ● Citizenship ● Environment ● Rights and Responsibilities ● Discrimination ● Media 	<ul style="list-style-type: none"> ● Growing up & changing ● Friends, families and relationships ● Keeping myself healthy & safe ● Feelings & emotions



PSHE - Health and Wellbeing (1/2) - Physical Health and Mental Wellbeing



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Road safety - How to cross the road safely</p> <p>Fire safety - To know what to do in an emergency, to know who can help us and what to say.</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> ● Know what it means to be healthy and why it is important ● Know ways to take care of themselves on a daily basis ● Know about basic hygiene routines, e.g. hand washing ● Know about healthy and unhealthy foods, including sugar intake ● Know about physical activity and how it keeps people healthy ● Know about different types of play, including balancing indoor, outdoor and screen-based play ● Understand about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors ● Understand how to keep safe in the sun 	<p>Anti-Bullying week - varies year to year depending on focus.</p> <p>Physical Health and Wellbeing:</p> <ul style="list-style-type: none"> ● Know routines and habits for maintaining good physical and mental health ● Understand why sleep and rest are important for growing and keeping healthy ● Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies ● Understand the importance of, and routines for, brushing teeth and visiting the dentist ● Know about food and drink that affect dental health ● Know how to describe and share a range of feelings ● Know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others ● Know when and how to ask for help, and how to help others, with their feelings 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> ● Know about the choices that people make in daily life that could affect their health ● Be able to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) ● Know what can help people to make healthy choices and what might negatively influence them ● Know about habits and that sometimes they can be maintained, changed or stopped ● Know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle ● Understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally ● Understand that regular exercise such as walking or cycling has positive benefits for their mental and physical health ● Know about the things that affect feelings both positively and negatively ● Understand strategies to identify and talk about their feelings ● Know about some of the different ways people express feelings e.g. words, actions, body language ● Be able to recognise how feelings can change overtime and become more or less powerful 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> ● Be able to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally ● Know what good physical health means and how to recognise early signs of physical illness ● Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary ● Know how to maintain oral hygiene and dental health, including how to brush and floss correctly ● Understand the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> ● Understand how sleep contributes to a healthy lifestyle ● Understand healthy sleep strategies and how to maintain them ● Know about the benefits of being outdoors and in the sun for physical and mental health ● Understand how to manage risk in relation to sun exposure, including skin damage and heat stroke ● Understand how medicines can contribute to health and how allergies can be managed ● Know that some diseases can be prevented by vaccinations and immunisations ● Understand that bacteria and viruses can affect health ● Know how they can prevent the spread of bacteria and viruses with everyday hygiene routines ● Recognise the shared responsibility of keeping a clean environment 	<p>Anti-Bullying week - varies year to year depending on focus</p> <p>Physical Health and Mental Wellbeing:</p> <ul style="list-style-type: none"> ● Know that mental health is just as important as physical health and that both need looking after ● Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support ● Understand how negative experiences such as being bullied or feeling lonely can affect mental wellbeing ● Know positive strategies for managing feelings ● Understand that there are situations when someone may experience mixed or conflicting feelings ● Know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome ● Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available ● Able to identify where they and others can ask for help and support with mental wellbeing in and outside school ● Know the importance of asking for support from a trusted adult ● Know the changes that may occur in life including death, and how these can cause conflicting feelings ● Understand that changes can mean people experience feelings of loss or grief ● Understand the process of grieving and how grief can be expressed ● Know strategies that can help someone cope with the feelings associated with change or loss ● Identify how to ask for help and support with loss, grief or other aspects of change ● Know how balancing time online with other activities helps to maintain their health and wellbeing ● Know strategies to manage time spent online and foster positive habits e.g. switching phone off at night ● Know what to do and whom to tell if they are frightened or worried about something they have seen online

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> ● Understand how rules can help to keep us safe ● Know why some things have age restrictions, e.g. TV and film, games, toys or play areas ● Understand basic rules for keeping safe online ● Know whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> ● Know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines ● Understand how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and ‘out and about’ ● Able 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 ● Know how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products ● Know 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 ● Understand how to respond if there is an accident and someone is hurt ● Know 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><u>Keeping Safe:</u></p> <ul style="list-style-type: none"> ● Know how to identify typical hazards at home and in school ● Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen ● Understand about fire safety at home including the need for smoke alarms ● Know the importance of following safety rules from parents and other adults ● Understand how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ● Understand the importance of taking medicines correctly and using household products safely ● Recognise what is meant by a ‘drug’ ● Know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing ● Be able to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects ● Able to identify some of the risks associated with drugs common to everyday life ● Understand that for some people using drugs can become a habit which is difficult to break ● Know how to ask for help or advice 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ● Able to identify when situations are becoming risky, unsafe or an emergency ● Able to identify occasions where they can help take responsibility for their own safety ● Know to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour ● Know how to deal with common injuries using basic first aid techniques ● Understand how to respond in an emergency, including when and how to contact different emergency services 	<p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> ● Know how to protect personal information online ● Identify potential risks of personal information being misused ● Know strategies for dealing with requests for personal information or images of themselves ● Identify types of images that are appropriate to share with others and those which might not be appropriate ● Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be ● Know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others ● Know how to report the misuse of personal information or sharing of upsetting content/ images online ● Know the different age rating systems for social media, T.V, films, games and online gaming ● Understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play ● Know the risks and effects of different drugs ● Know the laws relating to drugs common to everyday life and illegal drugs ● Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs ● Know the organisations where people can get help and support concerning drug use ● Know how to ask for help if they have concerns about drug use ● Understand about mixed messages in the media relating to drug use and how they might influence opinions and decisions

PSHE - Relationships

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Feelings (Zippy) To recognise feeling sad, angry and annoyance, jealous and nervous and identify ways to cope with these feelings.</p> <p>Communication (Zippy)</p> <ul style="list-style-type: none"> To recognise effective and ineffective ways of expressing how they feel. To improve their ability to listen to other people. To be able to ask for help. To be able to say what they want to say <p>Relationships -</p> <ul style="list-style-type: none"> To keep their friends. To be able to cope with loneliness and rejection. To be able to resolve conflict with friends. <p>Families (Zippy)</p> <ul style="list-style-type: none"> To identify their own special people, what makes them special and how special people should care for one another. To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people look after them. 	<p>Bullying (Zippy)</p> <ul style="list-style-type: none"> To recognise a good solution. To be able to deal with situations involving bullying. To be able to resolve conflicts especially when they are angry. To be able to help others resolve conflicts. <p>Feelings (Zippy)</p> <ul style="list-style-type: none"> To understand that change and loss are part of everyday experiences. To understand that death is a normal part of life and improve their ability to cope with situations involving grief and loss. To be able to talk about death and loss. To understand that change and loss can have positive effects. <p>(Zippy)</p> <ul style="list-style-type: none"> To be able to use different coping strategies. To be able to help others cope with different situations. To be able to use a variety of different coping strategies in different situations. To recognise that there are different types of families 	<p>Feelings (Apple)</p> <ul style="list-style-type: none"> To identify and talk about difficult feelings and identify coping techniques for difficult feelings. To practice generating and choosing solutions which can help to cope with difficult feelings and situations for themselves and others. To identify how others feel and generate solutions to help them. <p>Communication (Apple)</p> <ul style="list-style-type: none"> To develop skills to be a good listener. To strengthen children's abilities to say what they want to say and to practice what they want to say in difficult situations To practice the skill of empathy developing strategies for coping with difficulties and good communication <p>Friendship (Apple)</p> <ul style="list-style-type: none"> To consider the qualities that are important in a friend and understand what they want from a friendship To improve their ability to cope with loneliness and rejection. To be able to cope with problems in their friendships and how to make friends. 	<p>Solving Problems (Apple)</p> <ul style="list-style-type: none"> To find ways to calm down and find ways to a good solution. To agree rules about bullying and to produce a class contract/agreement. For children to see themselves as part of a group, to identify what they want for their class and to think about working collaboratively. To practice the skill of empathy, developing coping strategies and asking for help in difficult situations. <p>Changes (Apple)</p> <ul style="list-style-type: none"> To understand that changes are a part of life and that we can adapt to new circumstances. To practice how to help themselves feel better in situations that cannot be changed. To help children cope with loss and to see that there are ways to make themselves and others feel better. To generate coping strategies such as family break-up <p>Moving Forward (Apple)</p> <ul style="list-style-type: none"> To be able to cope with disappointment. To be able to express their worries and practice helping others to cope with anxiety 	<p>Emotions (Passport)</p> <ul style="list-style-type: none"> To help children identify, appreciate and value their differences and similarities. To be able to identify, name and talk about their own emotions, and to understand that we can sometimes feel different emotions at the same time. Able to identify and then communicate our recognition of the emotions that someone else is feeling. Able to understand and acknowledge that a person can feel more than one emotion at the same time, and that these emotions can sometimes be contradictory. <p>Relationships (Passport)</p> <ul style="list-style-type: none"> Able to identify and evaluate coping skills which are focused on actions as well as those which are focused on emotions. Able to learn how to offer, ask for and accept help. Able to understand how to make and keep friends. Able to understand our reactions when we have to deal with rejection, abandonment and disappointment, and to identify coping strategies for dealing with these situations. <p>Difficult Situations (Passport)</p> <ul style="list-style-type: none"> Able to identify our reactions and coping skills in frustrating situations or in situations where we do not get our own way. Can identify stress and how it feels inside, and to identify coping skills for dealing with it. Able to identify and practise different coping skills in situations that involve conflict. 	<p>Fairness, Justice and What is Right (Passport)</p> <ul style="list-style-type: none"> Able to identify feelings in unfair and unjust situations Able to recognise our coping skills in these situations and to learn new ones. To identify ways to react to bullying and, together, to be able to prevent situations involving bullying. To identify our emotions when dealing with injustice and to find coping skills for dealing with these situations. <p>Change and Loss (Passport)</p> <ul style="list-style-type: none"> Able to explore the consequences of change, our reactions to change, and to learn coping strategies for dealing with it. To identify our reactions to death and to learn strategies for coping with it. To learn how to help a friend dealing with grief or loss. To understand the difference between situations we can change and those we cannot.



PSHE - Wider World & Being a Responsible Citizen (1/3) - “Belonging to a Community”

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● Recognise that there are examples of rules in different situations, e.g. class rules, rules at home, rules outside ● Understand that different people have different needs ● To know how we care for people, animals and other living things in different ways ● To know how they can look after the environment, e.g. recycling 	<ul style="list-style-type: none"> ● Understand about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups ● Understand about different rights and responsibilities that they have in school and the wider community ● Understand how a community can help people from different groups to feel included ● Recognise that they are all equal, and ways in which they are the same and different to others in their community ● To understand that people and other living things have different needs and that they have responsibilities to meet them. ● Know how to recognise the difference between needs and wants 	<ul style="list-style-type: none"> ● Know the reasons for rules and laws in wider society ● Understand the importance of abiding by the law and what might happen if rules and laws are broken ● Know what human rights are and how they protect people ● Be able to identify basic examples of human rights including the rights of children ● Know that they have rights and also responsibilities ● Know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn ● Understand the importance of the Rights of the Child and why they are needed and how they would feel if they didn't have it. 	<ul style="list-style-type: none"> ● Understand the meaning and benefits of living in a community ● Recognise that they belong to different communities as well as the school community ● Know about the different groups that make up and contribute to a community ● Know about the individuals and groups that help the local community, including through volunteering and work ● Understand how to show compassion towards others in need and the shared responsibilities of caring for them ● To understand that the Rights of the Child covers people for survival, development, protection and participation. 	<ul style="list-style-type: none"> ● Know how resources are allocated and the effect this has on individuals, communities and the environment ● Understand the importance of protecting the environment and how everyday actions can either support or damage it ● Know how to show compassion for the environment, animals and other living things ● Understand the way that money is spent and how it affects the environment ● Able to express their own opinions about their responsibility towards the environment ● To recognise the importance of the Rights of the Child and its impact on different groups and why. 	<ul style="list-style-type: none"> ● Know what prejudice means ● Able to differentiate between prejudice and discrimination ● Know how to recognise acts of discrimination ● Know strategies to safely respond to and challenge discrimination ● Know how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups ● Understand how stereotypes are perpetuated and how to challenge this ● To identify which Rights of the Child are the most important to them and why. ● To identify the Rights of the Child that are important to children in other countries and why.



PSHE - Wider World & Being a Responsible Citizen (2/3) - “Media Literacy & Digital Resilience”

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● To know how and why people use the internet ● To know the benefits of using the internet and digital devices ● To know how people find things out and communicate safely with others online 	<ul style="list-style-type: none"> ● Know the ways in which people can access the internet e.g. phones, tablets, computers ● Recognise the purpose and value of the internet in everyday life ● Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos ● Understand that information online might not always be true 	<ul style="list-style-type: none"> ● Understand how the internet can be used positively for leisure, for school and for work ● Recognise that images and information online can be altered or adapted and the reasons for why this happens ● Know strategies to recognise whether something they see online is true or accurate ● Be able to evaluate whether a game is suitable to play or a website is appropriate for their age-group ● Know how to make safe, reliable choices from search results ● Know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<ul style="list-style-type: none"> ● Understand that everything shared online has a digital footprint ● Know that organisations can use personal information to encourage people to buy things ● Recognise what online adverts look like ● Be able to compare content shared for factual purposes and for advertising ● Know why people might choose to buy or not buy something online e.g. from seeing an advert ● Understand that search results are ordered based on the popularity of the website and that this can affect what information people access 	<ul style="list-style-type: none"> ● Able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise ● Know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased ● Understand that some media and online content promote stereotypes ● Know how to assess which search results are more reliable than others ● Recognise unsafe or suspicious content online ● Know how devices store and share information 	<ul style="list-style-type: none"> ● Know the benefits of safe internet use e.g. learning, connecting and communicating ● Know how and why images online might be manipulated, altered, or faked ● Know how to recognise when images might have been altered ● Understand why people choose to communicate through social media and some of the risks and challenges of doing so ● Know that social media sites have age restrictions and regulations for use ● Understand the reasons why some media and online content is not appropriate for children ● Know how online content can be designed to manipulate people’s emotions and encourage them to read or share things ● Know about sharing things online, including rules and laws relating to this ● Understand how to recognise what is appropriate to share online ● Know how to report inappropriate online content or contact



PSHE - Wider World & Being a Responsible Citizen (3/3)- “Money and Work”

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● Know that everyone has different strengths, in and out of school ● Understand how different strengths and interests are needed to do different jobs ● Know about people whose job it is to help us in the community ● Know about different jobs and the work people do 	<ul style="list-style-type: none"> ● Know what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments ● Understand how money can be kept and looked after ● Understand about getting, keeping and spending money ● Know that people are paid money for the job they do ● Understand how people make choices about spending money, including thinking about needs and wants 	<ul style="list-style-type: none"> ● Know about jobs that people may have from different sectors e.g. teachers, business people, charity work ● Understand that people can have more than one job at once or over their lifetime ● Know about common myths and gender stereotypes related to work ● Know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM ● Know about some of the skills needed to do a job, such as teamwork and decision-making ● Recognise their interests, skills and achievements and how these might link to future jobs ● Know how to set goals that they would like to achieve this year e.g. learn a new hobby 	<ul style="list-style-type: none"> ● Know how people make different spending decisions based on their budget, values and needs ● Understand how to keep track of money and why it is important to know how much is being spent ● Understand about different ways to pay for things such as cash, cards, e-payment and the reasons for using them ● Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<ul style="list-style-type: none"> ● Able to identify jobs that they might like to do in the future ● Know about the role ambition can play in achieving a future career ● Know how or why someone might choose a certain career ● Understand what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values ● Understand the importance of diversity and inclusion to promote people’s career opportunities ● Understand about stereotyping in the workplace, its impact and how to challenge it ● Know that there is a variety of routes into work e.g. college, apprenticeships, university, training 	<ul style="list-style-type: none"> ● Know the role that money plays in people’s lives, attitudes towards it and what influences decisions about money ● Know about value for money and how to judge if something is value for money ● Understand how companies encourage customers to buy things and why it is important to be a critical consumer ● Understand how having or not having money can impact on a person’s emotions, health and wellbeing ● Understand common risks associated with money, including debt, fraud and gambling ● Know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk ● Know how to get help if they are concerned about gambling or other financial risks



PSHE - Sex and Relationship Education

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> ● To recognise and compare the main external parts of the bodies of humans. ● To know that animals, including humans, grow and reproduce. ● That humans and animals can produce offspring and these grow ● To understand that boys and girls can both do the same task and enjoy the same things. 	<ul style="list-style-type: none"> ● To recognise that men and women are different and know the names of the external parts of the human body including agreed names for sexual parts (breasts, penis and vagina). ● To recognise similarities and differences between themselves and others and treat others with sensitivity. ● To understand and learn the PANTS rules. ● To know which body parts are private. ● To know the difference between appropriate and inappropriate touch ● To understand that they have the right to say “no” to unwanted touch ● To start thinking about who they trust and who they can ask for help 	<ul style="list-style-type: none"> ● Able to define domestic violence and abuse ● To reassure children that domestic violence and abuse happens in many families and it is not their fault ● To recognise potential risks to the safety of self and others from people and situations ● To identify safe coping strategies ● Understand about the changes that take place in the human life cycle ● Be aware of similarities and differences in different people ● Understand what families are ● Develop an understanding of different types of relationships and diverse nature of families 	<ul style="list-style-type: none"> ● Know that adulthood brings changes to lifestyles ● Understand that rights also bring responsibilities ● Understand that adulthood will bring changes for the better and worse ● Appreciate similarities and differences in adult lifestyles ● Body language - Understand that we can experience a wide range of feelings including feelings we can't fully explain ● Understand the meaning of body language and how this can relay our emotions to others ● Attraction and Love - Understand what it means to be attracted to someone and how this is more than having a friend ● Consider the meaning of love 	<ul style="list-style-type: none"> ● To understand the way the body changes during puberty. ● Know the names for male and female sex organs ● Understand that different organs have different functions ● To know how both boys and girls bodies will change at puberty ● Understand the facts about menstruation 	<ul style="list-style-type: none"> ● To understand what a healthy and unhealthy relationship looks like ● Know about the range of human variations regarding puberty ● Understand the physical and emotional changes that happen at puberty ● Understand the process of conception ● Understand the process of making love, conception and birth ● Understand that changes at puberty affect bodily hygiene ● Begin to accept responsibility for their personal cleanliness

PSHE - EYFS Long Term Plan - “Zippy’s Friends”

	<u>Autumn - Relationships</u>			<u>Spring: Living in the Wider World</u>			<u>Summer: Health and Wellbeing</u>		
	<u>Families & Friendships</u>	<u>Safe relationships</u>	<u>Respecting ourselves and others</u>	<u>Belonging to a Community</u>	<u>Media literacy and digital resilience</u>	<u>Money and work</u>	<u>Physical health and Mental wellbeing</u>	<u>Growing and changing</u>	<u>Keeping safe</u>
EYFS	<u>Module 3 – Making and Breaking Relationships</u>	<u>Module 2 – Communication</u>	<u>Module 1 – Feelings</u> <u>Module 4 – Conflict Resolution</u>	<u>Module 4 – Conflict Resolution</u>	<u>Module 4 – Conflict Resolution</u>	<u>Module 4 – Conflict Resolution</u>		<u>Module 5 – Dealing with Change and Loss</u>	<u>Module 2 – Communication</u> <u>Module 4 – Conflict Resolution</u> <u>Module 6 – We Cope</u>
	Understand what a family is and what it means to them. Understanding about similarities and differences between ourselves and others	How to show feelings. Seeking help from trusted adults should they need to.	Self-confidence and how to feel good about self-success. Understand how to adjust behaviour to different situations.	Talk about own and others’ behaviour and its consequences. Understand how to work as a group and understand what rules are.	Understanding that a range of technology is used in places such as homes and schools.	Jobs in familiar environments such as their family and their school.	Understanding basic hygiene including dressing and going to the toilet.	Understand how good practices regarding sleep, exercise, eating and hygiene help with healthy growth.	Understand the need for safety when tackling new challenges. Considering and managing relevant risks such as at home or in the playground.

PSHE - KSI Long Term Plan - "Zippy's Friends"

	<u>Autumn - Relationships</u>			<u>Spring: Living in the Wider World</u>			<u>Summer: Health and Wellbeing</u>		
	<u>Families & Friendships</u>	<u>Safe relationships</u>	<u>Respecting ourselves and others</u>	<u>Belonging to a Community</u>	<u>Media literacy and digital resilience</u>	<u>Money and work</u>	<u>Physical health and Mental wellbeing</u>	<u>Growing and changing</u>	<u>Keeping safe</u>
<u>Year 1</u>	<u>Module 1 – Feelings</u> <u>Module 3 – Making and Breaking Relationships</u>	<u>Module 2 – Communication</u> <u>Module 4 – Conflict Resolution</u>	<u>Module 2 – Communication</u> <u>Module 4 – Conflict Resolution</u>	<u>Module 4 – Conflict Resolution</u> <u>Zippy's Friends rules</u> <u>Zippy's Friends Golden Rules</u>	<u>Module 4 – Conflict Resolution</u> <u>Zippy's Friends rules</u> <u>Zippy's Friends Golden Rules</u>	<u>Module 4 – Conflict Resolution</u> <u>Zippy's Friends rules</u> <u>Zippy's Friends Golden Rules</u>	<u>Module 6 – We Cope</u>	<u>Module 1 – Feelings</u> <u>Module 5 – Dealing with Change and Loss</u>	
	Roles of different people, families. Feeling cared for.	Recognising privacy; Staying safe. Seeking permission.	How behaviour affects others. Being polite and respectful.	What rules are. Caring for others' needs. Looking after the environment.	Using the internet and digital devices. Communicating online.	Strengths and interests. Jobs in the community.	Keeping healthy. Food and exercise. Hygiene routines. Sun safety.	Recognising what makes them unique and special. Feelings. Managing when things go wrong.	How rules and age restrictions help us. Keeping safe online.
<u>Year 2</u>	<u>Module 1 – Feelings</u> <u>Module 3 – Making and Breaking Relationships</u>	<u>Module 1 – Feelings</u> <u>Module 2 – Communication</u>	<u>Module 2 – Communication</u>	<u>Module 4 – Conflict Resolution</u> <u>Zippy's Friends rules</u> <u>Zippy's Friends Golden Rules</u>	<u>Module 4 – Conflict Resolution</u> <u>Zippy's Friends rules</u> <u>Zippy's Friends Golden Rules</u>	<u>Module 4 – Conflict Resolution</u> <u>Zippy's Friends rules</u> <u>Zippy's Friends Golden Rules</u>	<u>Module 1 – Feelings</u> <u>Module 2 – Communication</u> <u>Module 4 – Conflict Resolution</u>	<u>Module 5 – Dealing with Change and Loss</u>	<u>Module 6 – We Cope</u>
	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help, recognising hurtful behaviour	Recognising things in common and differences. Sharing opinions	Belonging to a group. Roles and responsibilities. Being the same and different in the community.	The internet in everyday life. Online content and information	What money is. Needs and wants. Looking after money	Why sleep is important? Medicines and keeping healthy. Managing feelings and asking for help.	Growing older. Naming bod parts. Moving class or year.	Safety in different environments. Risk and safety at home. Emergencies.

PSHE - LKS2 Long Term Plan - “Apple’s Friends”

	<u>Autumn - Relationships</u>			<u>Spring: Living in the Wider World</u>			<u>Summer: Health and Wellbeing</u>		
	<u>Families & Friendships</u>	<u>Safe relationships</u>	<u>Respecting ourselves and others</u>	<u>Belonging to a Community</u>	<u>Media literacy and digital resilience</u>	<u>Money and work</u>	<u>Physical health and Mental wellbeing</u>	<u>Growing and changing</u>	<u>Keeping safe</u>
<u>Year 3</u>	<u>Module 1 – Feelings</u> <u>Module 3 – Friendship</u>	<u>Module 1 – Feelings</u> <u>Module 3 – Friendship</u>	<u>Module 2 – Communication</u> <u>Module 6 – Moving forward</u>	<u>Module 2 – Communication</u> <u>Module 4 – Solving problems</u>	<u>Module 2 – Communication</u> <u>Module 4 – Solving problems</u>	<u>Module 2 – Communication</u> <u>Module 4 – Solving problems</u>	<u>Module 1 – Feelings</u> <u>Module 4 – Solving problems</u>	<u>Module 1 – Feelings</u> <u>Module 5 – Changes</u> <u>Module 6 – Moving forward</u>	<u>Module 1 – Feelings</u> <u>Module 5 – Changes</u> <u>Module 6 – Moving forward</u>
	What makes a family. Features of family life.	Personal boundaries. Safely responding to others. The impact of hurtful behaviour.	Recognising respectful behaviour. The importance of self-respect. Courtesy and being polite.	The value of rules and laws. Rights. Freedoms and responsibilities.	How the internet is used? Assessing information online.	Different jobs and skills. Job stereotypes. Setting personal goals.	Health choices and habits. Knowing what affects feelings and expressing feelings.	Personal strengths and achievements. Managing and reframing setbacks..	Risks and hazards. Safety in the local environment and unfamiliar places
<u>Year 4</u>	<u>Module 3 – Friendship</u>	<u>Module 3 – Friendship</u> <u>Module 4 – Solving problems</u>	<u>Module 1 – Feelings</u> <u>Module 3 – Friendship</u>	<u>Module 2 – Communication</u> <u>Module 3 – Friendship</u>			<u>Module 5 – Changes</u>	<u>Module 1 – Feelings</u> <u>Module 6 – Moving forward</u>	<u>Module 1 – Feelings</u> <u>Module 6 – Moving forward</u>
	Positive friendships, including online.	Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.	Respecting differences and similarities. Discussing differences sensitively.	What makes a community? Shared responsibilities	How data is shared and used	Making decisions about money. Using and keeping money safe.	Maintaining a balanced lifestyle. Oral hygiene and dental care.	Personal identity. Recognising individuality and different qualities. Mental wellbeing.	Medicines and household products. Drugs common to everyday life.

PSHE - UKS2 Long Term Plan - "Passport"

	<u>Autumn - Relationships</u>			<u>Spring: Living in the Wider World</u>			<u>Summer: Health and Wellbeing</u>		
	<u>Families & Friendships</u>	<u>Safe relationships</u>	<u>Respecting ourselves and others</u>	<u>Belonging to a Community</u>	<u>Media literacy and digital resilience</u>	<u>Money and work</u>	<u>Physical health and Mental wellbeing</u>	<u>Growing and changing</u>	<u>Keeping safe</u>
<u>Year 5</u>	<u>Module 1 – Emotions</u> <u>Module 2 – Communication</u>	<u>Module 2 – Communication</u>	<u>Module 3 – Difficult Situations</u> <u>Module 4 – Fairness, Justice & What is Right</u>	<u>Module 1 – Emotions</u> <u>Module 4 – Fairness, Justice & What is Right</u>				<u>Module 5 – Change and Loss</u>	<u>Module 3 – Different Situations</u>
	Managing friendships and peer influence	Physical contact and keeping safe	Responding respectfully to a wide range of people. Recognising prejudice and discrimination	Protecting the environment. Compassion towards others.	How information online is targeted. Different media types, their role and their impact.	Identifying job interests and aspirations. What influences career choices. Workplace stereotypes.	Healthy sleep habits. Sun safety. Medicines, vaccinations, immunisations and allergies.	Physical and emotional changes in puberty. External genitalia. Personal hygiene routines.	Keeping safe in different situations, including responding in emergencies and first aid.
<u>Year 6</u>	<u>Module 1 – Emotions</u>	<u>Module 2 – Communication</u> <u>Module 3 – Difficult Situations</u>	<u>Module 2 – Communication</u>	<u>Module 4 – Fairness, Justice and What is Right</u>	<u>Module 3 – Difficult Situations</u>		<u>Module 5 – Change and Loss</u>	<u>Module 5 – Change and Loss</u>	
	Attraction to others. Romantic relationships, civil partnerships and marriage.	Recognising and managing pressure. Consent in different situations.	Expressing opinions and respecting others' points of view including discussing topical issues.	Valuing diversity. Challenging discrimination and stereotypes.	Evaluating media sources. Sharing things online.	Influences and attitudes to money. Money and financial risks.	What affects mental health and ways to take care of it. Managing change, loss & bereavement.	Human reproduction and birth. Increasing independence. Managing transition.	Keeping personal information safe. Regulations & choices. Drugs & the law. Drugs & media