



Curriculum Learning Guide

PSHE

How is PSHE taught at Baildon CE Primary School?



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Curriculum Intent

What do we want to achieve with our PSHE curriculum?

As a Church of England school, we ensure that social, moral, spiritual and cultural development is at the heart of our loving community of life-long learners. In both P4C and PSHE everyone is valued for their uniqueness, as learners acquire the **knowledge, skills** and **attributes** they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. Our PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. We believe that learners that are emotionally healthy do better at school; our PSHE education helps them to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn. Our PSHE education also helps our learners to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world.

How will this be achieved?

Our PSHE sessions follow a curriculum that equips learners to live healthy, safe, productive, capable, responsible, tolerant and balanced lives. Our programme of study provides learning opportunities across three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'. We teach accurate, balanced and relevant knowledge and give learners the opportunities to turn that knowledge into personal understanding.

Running alongside our PSHE programme of study we teach British Values to support children in developing an age appropriate, meaningful understanding of the themes of democracy, individual liberty, rule of law and mutual respect (see Appendix 1). This learning often takes place during our P4C sessions and give opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. P4C sessions are often centred around a question, a quote or a current news item that allow for discussion and decision making. During P4C and PSHE, learners are able to build their confidence, resilience and self-esteem and begin to discuss and understand what influences their decisions. These experiences enable learners to recognise, accept and shape their identities, learners' ability to understand and accommodate difference and change, manage emotions and communicate constructively with each other. Learners are taught to celebrate difference

and understand the importance of tolerance to different groups, e.g. LGBT+. The teaching of our Christian and British Values run as a golden thread through everyday teaching, allowing learners to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

Within Reception, in P4C our learners are given the opportunity to make and give reasons for decisions through 'Would You Rather?' games. On occasions P4C is linked to either the topic, learners' interests or age appropriate news items. PHSE often follows the needs of the learners and focuses on developing life skills that will keep them physically and emotionally safe.

As learners move into KS1 and KS2, they follow a programme of study that builds upon prior learning, focusing on the three core themes: 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'. In P4C learners are exposed to topical current affairs, quotes and questions that they discuss and form opinions on. Resources, for example Picture News or quality reading texts, are used as a stimulus for discussions. P4C sessions, where possible, are linked to British Values.

PSHE throughout school is enhanced by external visitors to broaden learners' understanding of the wider world; examples of these are the Road Safety Team, PCSOs, School Nursing Team and the Fire Service who provide bespoke workshops in line with both the expectations of the National Curriculum and the differing needs of our learners.

At Baildon CE Primary School we have the same high expectations of the quality of learners' work in PSHE subjects as for other curriculum areas. Our assessment of PSHE is made against the programme of study for each year group, which teachers use to assess learners against; capturing progress from activities, self-evaluations and reflections.

All learners at Baildon CE Primary take part in all aspects of our curriculum; our PSHE curriculum aims to make a difference in each learner's life by providing opportunities that they may not have outside of school. Where required, lessons and resources are adapted to ensure that all learners are included and can access the whole PSHE curriculum.

Weaving knowledge, skills and attributes together in the PSHE Curriculum

EYFS Curriculum September 2021 Progression from Nursery to Reception

Personal Social and Emotional Development – Self-regulation

Nursery				Reception			
From 3			End of Nursery	Baseline	End of Autumn	End of Spring	ELG
Shows a range of emotions and will sometimes need help regulating.	Has an increased vocabulary when talking about emotions.	Is showing an increased ability to sit and engage during adult led sessions.	Can describe some feelings and say why they feel that way.	Expresses their feelings and give simple reasons, e.g. I want Mummy.	Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried.	Links events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
Can name some emotions... I feel sad, etc.	Can listen for increasing periods of time on the carpet.	Follows instructions with increased independence	Is beginning to find their own ways of regulating their behaviour - will seek adults for support.	Seeks help through finding an adult.	Explains to an adult what has happened when they are upset.	Begins to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
With support, can follow instructions	Will stop and follow instructions from an adult even when they are busy playing - stop and tidy up etc.	Managing their impulses more when faced with a challenge, waiting their turn more readily.	Can follow the familiar routines of Nursery independently	Allows an adult to comfort them.	"Bounces back" quicker after upsets and with more independence	Follow two-step instructions.	Give focused attention to what the teacher says, responding appropriately even when engaged in
May get frustrated when faced with a situation- waiting for a turn or wanting something someone has - may lash out.				Recognise when a peer is upset.	Follows familiar, routined instructions independently	Wait with increased patience,	
				Can follow a simple instruction, may still follow the lead of others.			

						when necessary, e.g. when waiting for a turn on the computer.	activity, and show an ability to follow instructions involving several ideas or actions.
Personal Social and Emotional Development – Managing Self							
From 3			End of Nursery	Baseline	End of Autumn	End of Spring	ELG
<p>Uses the toilet but may need support at times. May need reminding to wash hands.</p> <p>Recognises when they need to use the bathroom.</p> <p>Understands that actions have consequences .</p> <p>Recognises that they can make their own choice - makes choices based on their own thoughts and ideas.</p>	<p>Uses the toilet with increased independence , dressing themselves and hand washing.</p> <p>Aware of differences and similarities between themselves and others.</p> <p>Sees that they are part of a group peer/ class.</p> <p>Understands that there are rules in Nursery.</p> <p>Can comment on the rules we have in Nursery.</p>	<p>Shows a sense of belonging- enjoys feeling part of a social group</p> <p>Enjoys praise which includes collective praise.</p> <p>Can explain some of the rules in Nursery and why we should follow them</p> <p>Beginning to understand healthy and unhealthy food choices if given a choice.</p>	<p>Independently accesses the toilet and washes hands well.</p> <p>Reacts to praise showing pride in achievements .</p> <p>Developing in confidence and is beginning to take more risks.</p> <p>Is increasingly resilient when faced with a challenge.</p> <p>Can comment on healthy food</p>	<p>Use the toilet independently and washes hands well.</p> <p>Take their coat off and put it on.</p> <p>Follows a simple instruction as part of a group.</p> <p>Joins in an activity when invited by an adult.</p> <p>Can comment on what foods are healthy.</p> <p>Follows the rules of the classroom.</p>	<p>Uses the toilet independently and washes their hands well, knowing why this is important.</p> <p>Undresses independently for P.E., with help for buttons.</p> <p>Do up their coat.</p> <p>Abide by most of the rules of the classroom.</p> <p>Try new activities independently or with peers.</p> <p>Can articulate and follow the</p>	<p>Dress and undress for PE independently .</p> <p>Discuss healthy food choices.</p> <p>Sort healthy foods from less nutritional food.</p> <p>Discuss sensible choices.</p> <p>Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</p>	<p>Be confident to try new activities and show independence , resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding</p>

Is aware of the rules and will follow the lead of adults in order to follow them.			choices and the types of food we might eat. Can follow rules without the need for reminders.		classroom rules - can explain reasons / why they are needed.	Begin to persevere when something is challenging. Work on short activities independently , e.g. a phonics game.	the importance of healthy food choices.
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Personal Social and Emotional Development – Building Relationships

From 3			End of Nursery	Baseline	End of Autumn	End of Spring	ELG
Will leave their adult with some support. Enjoys the company of other children. Seeks a Nursery adult for comfort/ support.	Will play alongside other children and begins to spend more time playing with one or more children. Happily comes to Nursery and feels safe and secure with the staff there.	Seeks other children to play with and joins in their play.	Plays with a range of familiar children confidently. Is beginning to think about others feelings during play. Takes turns, shares with other children and understands yours and mine with adult guidance at times.	Play alongside new peers and 'with' familiar peers. Show interest in their new peers.	Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play. Speaks to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.	Holds back & forth conversations, listening to their peers' ideas and responding appropriately. Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Shows understanding of another child's perspective in discussion,	Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and others' needs.

						<p>e.g. explaining what motivated someone to behave in a particular way.</p> <p>Takes turns with a little support from an adult or with the systems in place, e.g. sand timers.</p>	
	Relationships		Health and Wellbeing		Living in the Wider World		
Year 1	<p><i>Ourselves and others; similarities and differences; individuality; our bodies</i> <i>Ourselves and others; people who care for us; groups we belong to; families</i></p>		<p><i>Being healthy; hygiene; medicines; people who help us with health</i> <i>Keeping safe; people who help us</i></p>		<p><i>Money; making choices; needs and wants</i> <i>Ourselves and others; the world around us; caring for others; growing and changing</i></p>		
	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 		<ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on 		<ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this 		

	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
Year 2	<p><i>Friendship; feeling lonely; managing arguments</i></p> <p><i>Behaviour; bullying; words and actions; respect for others</i></p>	<p><i>Keeping safe; recognising risk; rules</i></p> <p><i>Being healthy: eating, drinking, playing and sleeping</i></p> <p><i>Feelings; mood; times of change; loss and bereavement; growing up</i></p>	<p><i>People and jobs; money; role of the Internet</i></p>
	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy • how words and actions can affect how people feel 	<ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets 	<ul style="list-style-type: none"> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life

<ul style="list-style-type: none">• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable• how to respond if this happens in different situations• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so	<ul style="list-style-type: none">• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest• that eating and drinking too much sugar can affect their health, including dental health• how to be physically active and how much rest and sleep they should have everyday• that there are different ways to learn and play; how to know when to take a break from screen-time• how sunshine helps bodies to grow and how to keep safe and well in the sun• how to recognise, name and describe a range of feelings• what helps them to feel good, or better if not feeling good• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)• how feelings can affect people in their bodies and their behaviour• ways to manage big feelings and the importance of sharing their feelings with someone they trust• how to recognise when they might need help with feelings and how to ask for help when they need it	
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Year 3	<p><i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i></p> <p><i>Families; family life; caring for each other</i></p>	<p><i>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p><i>Being healthy: eating well, dental care</i></p> <p><i>Being healthy: keeping active, taking rest</i></p>	<p><i>Community; belonging to groups; similarities and differences; respect for others</i></p>
	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this 	<ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these 	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them

	<ul style="list-style-type: none"> • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<ul style="list-style-type: none"> • how, when and where to ask for advice and help about healthy eating and dental care • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
Year 4	<p><i>Respect for self and others; courteous behaviour; safety; human rights</i></p>	<p><i>Self-esteem: self-worth; personal qualities; goal setting; managing set backs</i></p> <p><i>Feelings and emotions; expression of feelings; behaviour</i></p> <p><i>Keeping safe; out and about; recognising and managing risk</i></p> <p><i>Looking after ourselves; growing up; becoming independent; taking more responsibility</i></p>	<p><i>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</i></p>
	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and 	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements 	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment

	<p>recognise the respectful behaviour they should receive in return</p> <ul style="list-style-type: none"> • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<ul style="list-style-type: none"> • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if 	<ul style="list-style-type: none"> • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
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		<p>they become aware of a situation that is anti-social or against the law</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices 	
Year 5	<p><i>Friendships; relationships; becoming independent; online safety</i></p>	<p><i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i> <i>Basic first aid, accidents, dealing with emergencies</i> <i>Drugs, alcohol and tobacco; healthy habits</i></p>	<p><i>Money; making decisions; spending and saving</i> <i>Careers; aspirations; role models; the future</i></p>
	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways 	<ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal 	<ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)

	<p>of seeking and giving consent before images or personal information is shared with friends or family</p> <ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>identity and for some people does not correspond with their biological sex)</p> <ul style="list-style-type: none"> • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal 	<ul style="list-style-type: none"> • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
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		<ul style="list-style-type: none"> • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	
Year 6	<p><i>Different relationships, changing and growing, adulthood, independence, moving to secondary school</i></p>	<p><i>Growing and changing; Puberty Looking after ourselves; growing up; becoming independent; taking more responsibility</i></p>	<p><i>Media literacy and digital resilience; influences and decision-making; online safety</i></p>
	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for 	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty (Included in Yr 6 this year as they didn't do it in Year 5) • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one 	<ul style="list-style-type: none"> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it

	<ul style="list-style-type: none"> • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<ul style="list-style-type: none"> • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<ul style="list-style-type: none"> • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints
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PSHE Long Term Plan 2021-2022						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	How can we manage risk in different places?	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	
Year 5	How can friends communicate safely?	How will we grow and change?	What decisions can people make with money?	What makes up a person's identity?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can the media influence people?	How will we grow and change?	How can we keep healthy as we grow?		How can we help in an accident or emergency?	What will change as we become more independent? How do friendships change as we grow?

Key: Pink – Relationships / Green – Health and wellbeing / Blue – Living in the wider world

British Values planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Democracy We all have a voice</p>	<p>Individual Liberty How do I feel?</p>	<p>Rule of Law Living together and getting along (The Little Red Hen)</p>		<p>Mutual Respect and Tolerance Everyone is special</p>	
Year 1	<p>Democracy I can express and justify my opinion I know mine and others' views count I can understand the importance of teamwork I can make choices and begin to understand and respect the democratic process</p>	<p>Individual Liberty I am developing an awareness of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others I can make decisions</p>	<p>Rule of Law I know that everyone in a community has rights and responsibilities I know that I am a member of my community I know who helps me in school and in the wider community</p>		<p>Mutual Respect and Tolerance I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common, but everyone is unique. I can identify and respect the similarities and differences between people</p>	
Year 2	<p>Democracy I can express and justify my opinion more confidently I know mine and others' views count and can show this in my words and actions I can make choices and begin to understand and respect the democratic process</p>	<p>Individual Liberty I am aware of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others I can make decisions</p>	<p>Rule of Law I know what is right/ wrong and can apply this in my life I can understand the importance of teamwork I understand the need for rules</p>		<p>Mutual Respect and Tolerance I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common, but everyone is unique. I can identify and respect the similarities and differences between people</p>	
Year 3	<p>Democracy I can start to understand the term democracy and why it is important. I can write a short speech about my attributes to lead a democracy I can take part in a fair vote.</p>	<p>Individual Liberty I can use encouragement when respecting everyone's differences I can celebrate the uniqueness of each individual and the power of being different</p>	<p>Rule of Law I can start to understand the term rule of law and why it is important. I can follow and value rules</p>		<p>Mutual Respect and Tolerance I can describe how to welcome people and practice being welcoming</p>	

Year 4	<p>Democracy</p> <p>I can explore ways we can express our opinions and campaign for democratic change</p> <p>I can take part in a Q&A and a debate, representing a different character and delivering their desires powerfully through argument, persuasion, fact and opinion.</p>	<p>Individual Liberty</p> <p>I can explore ways I am free to be me.</p> <p>I understand ways to help others to be free to be themselves.</p> <p>I can value and respect everyone's individual name</p> <p>I can choose words to describe my individual personality</p> <p>I can consider the hopes and dreams we all have</p>	<p>Rule of Law</p> <p>I can explore and make rules, learning their value and purpose</p> <p>I can think thoughtfully about why rules are needed, explaining this to someone else</p>	<p>Mutual Respect and Tolerance</p> <p>I can think about what different people in Britain are like.</p>
Year 5	<p>Democracy</p> <p>I can start to understand the term democracy and why it matters.</p> <p>I can write a short speech about ideas to improve life</p> <p>I can take part in a fair vote</p>	<p>Individual Liberty</p> <p>I can explore the right to live in freedom and individual liberty</p> <p>I can explore ways I can support other people's right to live in freedom and individual liberty</p>	<p>Rule of Law</p> <p>I can think about why we have the rule of law'</p>	<p>Mutual Respect and Tolerance</p> <p>To understand how all people are equal and different</p>
Year 6	<p>Democracy</p> <p>I can show a good understanding of the term democracy and why it matters.</p> <p>I can write a short speech about ideas to improve life</p> <p>I can take part in a fair vote</p>	<p>Individual Liberty</p> <p>I can explore the idea that we need to allow other people to have liberty</p> <p>I understand that individual liberty has to be within the rules</p> <p>I can explore the UN Children's Rights</p> <p>I can explore my own individual liberty to be who I want to be (within the rules!)</p>	<p>Rule of Law</p> <p>I can explore rules, learning their value and purpose</p>	<p>Mutual Respect and Tolerance</p> <p>To understand how all people are equal and different</p>