

6.8 PSHCE

Intent

Our PSHCE curriculum aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing and prepare them to be global citizens now and in their future roles within a global community. It is built using a variety of approaches due to the content within it. For some aspects this will include performance/skills based learning and for others a more behavioural/reflective approach.

Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHCE curriculum coverage is a vital tool in preparing children for life in society now and in the future. PSHCE units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. Including within this teaching is a clear focus on Fundamental British Values which underpins teaching across all subjects in school but is also specifically included within PSHCE.

Our PSHCE curriculum is fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHCE provision in schools. Our curriculum covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. It fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHCE curriculum.

End points of our curriculum are deemed to be at the end of Key Stage 1 and Key Stage 2.

Implementation

Content and Sequence

PSHCE is taught by class teachers in a number of ways: as a discrete subject, through cross curricular work and through weekly skills for living/character curriculum and P4C sessions. Lessons are delivered in a creative manner, using many approaches such as role play, discussion, investigations, problem solving and games. These activities enable children to build confidence and resilience

A Long Term Plan is produced each year which identifies which objectives are to be taught across each half term. These are based on the core areas of Health and Wellbeing, Relationships and Living in the Wider World. These core areas are revisited each year. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. British Values are also incorporated into these long term plans. In addition there is a Progression Map for PSHCE which show in which year group specific objectives are taught and which skills are acquired.

Impact

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Our PSHCE curriculum supports our school's priorities for promoting children's physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Whilst formal assessment of PSHCE has only recently been introduced in line with the introduction of the new RHSE it is our belief that nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard based on their performance within lessons. Early indications of attainment in Years 2 and 6 show strong results, however are only based on Autumn term 2020 data, which explains why our older children have not yet had the opportunity to show GDS features of learning.

End Point	EXS (%)	GDS (%)
Key Stage 1	100	28
Key Stage 2	100	0

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with the knowledge, skills and attributes they need to succeed at school and in the wider world.

PHSCE Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Relationships	<p>Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel hurt and upset Know and show what makes a good relationship</p>	<ul style="list-style-type: none"> Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. 	<ul style="list-style-type: none"> Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals . 	<ul style="list-style-type: none"> Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. 	<ul style="list-style-type: none"> They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems. 	<ul style="list-style-type: none"> They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. 	<ul style="list-style-type: none"> They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.
Health & Wellbeing	<p>Have made a healthy choice Have eaten a healthy balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy relationships. Understand that everyone is unique and special Can express how they feel when change happens</p>	<ul style="list-style-type: none"> Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. 	<ul style="list-style-type: none"> Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. 	<ul style="list-style-type: none"> Children can make choices about how to develop healthy Lifestyles. 	<ul style="list-style-type: none"> They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them. 	<ul style="list-style-type: none"> They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations. 	<ul style="list-style-type: none"> They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.

<p>Living in the Wider World</p>	<p>Understand and respect the changes that they see in themselves and other people Know who to ask for help if they are worried about change Are looking forward to change</p> <p>Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words</p>	<ul style="list-style-type: none"> Children can explain different ways that family and friends should care for one another 	<ul style="list-style-type: none"> Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people. 	<ul style="list-style-type: none"> Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds) 	<ul style="list-style-type: none"> They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). 	<ul style="list-style-type: none"> Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. 	<ul style="list-style-type: none"> They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.
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PHSCE Teaching Sequences

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World: Being a responsible citizen	Relationships: Social	Health and Wellbeing: Physical	Relationships: Emotional	Living in the Wider World: Economic Wellbeing	Health and Wellbeing: Sex and Relationships
Class 1	Taking part and belonging	Me and my friends	Healthy me	Feelings	My money	My special people
Class 2	Being responsible	Getting on and falling out	Safety first	Think positive	Keeping money safe	Growing up – human lifecycle Everybody’s body
Class 3	Being a good citizen	Supporting friends and other people	What keeps me healthy and safe?	Taking more control	Let’s go shopping	Healthy relationships: What makes a good friend? Falling out with friends
Class 4	Britain – laws, values, community, identity	Being strong	Weighing up risk	Dealing with feelings (inc media)	Borrowing and earning money	Puberty: Time to change Menstruation and wet dreams Personal hygiene Emotions and feelings
Class 5	Identity, society and equality Human rights	Stereotypes, discrimination and prejudice	Different influences	Healthy minds (inc media)	Money and my future	Puberty: Recap and review Change and becoming independent Positive and healthy relationships How babies are made

Autumn 1 – Taking Part and Belonging

Objectives:

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- **that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)**
- **that they belong to various groups and communities such as family and school**

British Values:

- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Me and my friends

Objectives:

- **how to treat themselves and others with respect; how to be polite and courteous**
- **to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say**
- **that there are different types of teasing and bullying, that these are wrong and unacceptable**
- **how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help**
- **to identify their special people (family, friends, carers), what makes them special and how special people should care for one another**
- **that people's bodies and feelings can be hurt by words and actions (including what makes them feel comfortable and uncomfortable); that people can say hurtful things online**
- **to recognise what is fair and unfair, kind and unkind, what is right and wrong**
- **to recognise how their behaviour affects other people**
- **to identify and respect the differences and similarities between people**
- **to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)**
- to offer constructive support and feedback to others

British Values:

- Distinguishing right from wrong/respecting the law
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective school relationships

Spring 1 – Healthy Me

Objectives:

- **about how the internet and digital devices can be used safely to find things out and to communicate with others**
- **about rules and age restrictions that keep us safe**
- **about the role of the internet in everyday life**
- **rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, road safety, cycle safety and safety in the environment (including rail, water and fire safety))**
- **basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them**
- **to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’**
- **to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences**
- **what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating**
- **the importance of and how to maintain personal hygiene**
- **about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them**
- **how to respond safely to adults they don’t know**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**

British Values:

- Acquiring knowledge and respect for public institutions
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective school relationships

Spring 2 – Feelings

Objectives:

- **about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings**
- **to communicate their feelings to others, to recognise how others show feelings and how to respond**
- **to recognise what makes them special**
- **to identify what they are good at, what they like and dislike**
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

British Values:

- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths

- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence

Summer 1 – My money

Objectives:

- Understand money comes from different sources
- Know the value of coins and notes used in Britain
- Begin to understand the cost of everyday items
- Keep simple financial records e.g. amount of money in money box
- Be aware of the difference between a need and a want
- Consider choices and make informed decisions about spending money

British Values:

- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 2 – My Special People

****Teach Medway lesson: My special people****
****NSPCC PANTS resource****

Objectives:

- **to identify common features of family life**
- **how to respond safely to adults they don't know**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**
- **about the process of growing from young to old and how people's needs change**
- **to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)**
- **to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private**
- **the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid**
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

British Values:

- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Develop self-knowledge, esteem & confidence

Autumn 1 – Being responsible

Objectives:

- how to contribute to the life of the classroom
- to help construct, and agree to follow, group and class rules and to understand how these rules help them
- **that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)**
- **about the different groups they belong to**
- **that they belong to various groups and communities such as family and school**
- what improves and harms their local, natural and built environments and about some of the ways people look after them

British Values:

- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Getting on and falling out

Objectives:

- **how to treat themselves and others with respect; how to be polite and courteous**
- **to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say**
- **that there are different types of teasing and bullying, that these are wrong and unacceptable**
- **how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help**
- **to identify their special people (family, friends, carers), what makes them special and how special people should care for one another**
- **that people's bodies and feelings can be hurt by words and actions (including what makes them feel comfortable and uncomfortable); that people can say hurtful things online**
- **to recognise what is fair and unfair, kind and unkind, what is right and wrong**
- **to recognise how their behaviour affects other people**
- **to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)**
- **to identify and respect the differences and similarities between people**
- **that they belong to various groups and communities such as family and school**
- **that sometimes people may behave differently online, including by pretending to be someone they are not**
- **that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**

British Values:

- Distinguishing right from wrong/respecting the law
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships

- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective school relationships

Spring 1 – Safety first

Objectives:

- **about how the internet and digital devices can be used safely to find things out and to communicate with others**
- **about rules and age restrictions that keep us safe**
- **about the role of the internet in everyday life**
- **that not all information seen online is true**
- **to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’**
- **rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, road safety, cycle safety and safety in the environment (including rail, water and fire safety))**
- **basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them**
- **to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences**
- **what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health**
- **that household products, including medicines, can be harmful if not used properly**
- **how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others**
- **that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy**
- **about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them**
- **about what to do if there is an accident and someone is hurt**
- **how to get help in an emergency (how to dial 999 and what to say) *****Use this resource****
<https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/> ***
- **what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard**
- **how to respond safely to adults they don’t know**
- **basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**
- **that sometimes people may behave differently online, including by pretending to be someone they are not**
- **that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult**

British Values:

- Acquiring knowledge and respect for public institutions

- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 2 – Think Positive

Objectives:

- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals
- to offer constructive support and feedback to others
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- **about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings**
- **to communicate their feelings to others, to recognise how others show feelings and how to respond**
- **different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good**
- **to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it**
- **to recognise what makes them special**
- **to identify what they are good at, what they like and dislike**
- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

British Values:

- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence

Summer 1 – Keeping money safe

Objectives:

- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices
- begin to understand why we need to work to earn money when we are older
- explore choices and make decisions about spending money
- begin to understand we may not always be able to have things we want
- choose places to keep money safe and why and begin to understand the consequences of losing money and how it might make me feel
- understand why saving up for something might be an appropriate choice to make

British Values:

- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence

- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 2 – Growing up: the human lifecycle, Everybody's Body

****Teach Medway lessons: Growing up: the human lifecycle and Everybody's Body****

****NSPCC PANTS resource****

Objectives:

- **to identify common features of family life**
- **about the process of growing from young to old and how people's needs change**
- to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- **how to respond safely to adults they don't know**
- **about knowing there are situations when they should ask for permission and also when their permission should be sought**
- **to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)**
- **basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe**
- **to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private**
- **the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid**

British Values:

- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Class 3

Autumn 1 – Being a good citizen

Objectives:

- **why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules**
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to work collaboratively towards shared goals

British Values:

- Teaching on democracy, and how it works
- Learning how citizens can influence democratic process
- Using opportunities to hold mock elections
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice, eg school council
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Supporting friends and other people

Objectives:

- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **to recognise and challenge stereotypes**
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- **that their actions affect themselves and others**
- **to 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**
- **to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)**
- **to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)**
- **about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)**
- to recognise and manage 'dares'
- **the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'**
- **to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities**
- **the importance of seeking support if feeling lonely or excluded**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

British Values:

- Distinguishing right from wrong/respecting the law

- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 1 – What keeps me healthy and safe?

Objectives:

- **how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**
- **school rules about health and safety, basic emergency aid procedures (making 999 calls, bites and stings, asthma)***, where and how to get help ***You must use resources from the British Red Cross <https://firstaidchampions.redcross.org.uk/> or St John's Ambulance <https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/> for teaching First Aid*****
- **strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail and water safety) and safety online (including social media and the responsible use of ICT**
- **the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others**
- **about people who are responsible for helping them stay healthy and safe and ways that they can help these people**
- **begin to understand the concept of a 'balanced lifestyle'**
- **about what good physical health means; how to recognise early signs of physical illness**
- **to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet**
- **how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**
- **that bacteria and viruses can affect health and that following simple routines can reduce their spread**
- **what is meant by the term 'habit' and why habits can be hard to change**
- **to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience**
- **to recognise their increasing independence brings increased responsibility to keep themselves and others safe**
- **which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others**
*****focus on smoking/tobacco*****
- **to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong**
- **what positively and negatively affects their physical, mental and emotional health (including the media)**
- **recognise ways in which the internet and social media can be used both positively and negatively**
- **to differentiate between the terms, 'risk', 'danger' and 'hazard'**

British Values:

- Acquiring knowledge and respect for public institutions
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- School ethos based on effective relationships
- Distinguishing right from wrong/ respecting the law

Spring 2 – Taking more control

Objectives:

- **the importance of seeking support if feeling lonely or excluded**
- **to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others**
- **to 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**
- **to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships**
- to recognise and respond appropriately to a wider range of feelings in others
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

British Values:

- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 1 – My money

Objectives:

- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- know that I can pay for things in a range of different ways
- plan and track my spending and saving
- know some things are better value for money than others
- understand it may not be possible to have everything I want straight away, if at all

British Values:

- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Acquiring knowledge and respect for public institutions

Summer 2 – Healthy Relationships

****Teach Medway lessons What makes a good friend? and Falling out with Friends****

Objectives:

- **about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- **about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.**
- **to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships**
- **to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.**
- **to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,**
- **that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment**
- **to judge what kind of physical contact is acceptable or unacceptable and how to respond**

British Values:

- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Class 4

Autumn 1 – Britain – laws, values, community, identity

Objectives:

- **why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules**
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- to work collaboratively towards shared goals
- to think about the lives of people living in other places, and people with different values and customs
- what being part of a community means, and about the varied institutions that support communities locally and nationally

British Values:

- Teaching on democracy, and how it works
- Acquiring knowledge and respect for public institutions
- Learning how citizens can influence democratic process
- Using opportunities to hold mock elections
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Ensuring all pupils have a voice, eg school council
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Friendships

Objectives:

- **the importance of seeking support if feeling lonely or excluded**
- **to 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**
- **to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)**
- **to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)**
- **about seeking and giving permission (consent) in different situations**
- to recognise and manage 'dares'
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **to recognise and challenge stereotypes**
- **the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'**

- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

British Values:

- Distinguishing right from wrong/respecting the law
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 1 – Weighing up risk

Objectives:

- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- school rules about health and safety, basic emergency aid procedures (making 999 calls, burns, bleeding, head injury)^{***}, where and how to get help *****You must use resources from the British Red Cross <https://firstaidchampions.redcross.org.uk/> or St John's Ambulance <https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/> for teaching First Aid*****
- how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (see above)
- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones and safe user habits (time limits, turning it off at night etc.))
- the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
- how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- what is meant by the term 'habit' and why habits can be hard to change
- which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others *****focus on alcohol*****
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

- to recognise their increasing independence brings increased responsibility to keep themselves and others safe
- **that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media**
- **what positively and negatively affects their physical, mental and emotional health (including the media)**
- to differentiate between the terms, 'risk', 'danger' and 'hazard'

British Values:

- Acquiring knowledge and respect for public institutions
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice, eg school council
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 2 – Dealing with feelings

Objectives:

- **the importance of seeking support if feeling lonely or excluded**
- **to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others**
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- **to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- **to explore and critique how the media present information**
- to recognise how images in the media can affect how people feel about themselves
- **to 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**
- to recognise and respond appropriately to a wider range of feelings in others

British Values:

- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 1 – Borrowing and earning money

Objectives:

- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through VAT)

- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- know that if you don't have enough money, you can borrow, but you have to pay it back
- understand you can pay for things without having enough money but that this has consequences
- know what charities are for and how they help others

British Values:

- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Develop self-knowledge, esteem & confidence

Summer 2 - Puberty

****Teach Medway lessons Time to change, Menstruation and Wet Dreams, Personal Hygiene, Emotions and Feelings****

****May supplement with Living and Growing resources, Betty Education (menstruation), Ask Lara (BBC)****

Objectives:

- **about seeking and giving permission (consent) in different situations**
- **how their body will, and emotions may, change as they approach and move through puberty**
- **about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.**
- **that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment**
- to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so
- **to judge what kind of physical contact is acceptable or unacceptable and how to respond**

British Values:

- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 1 – Taking Part and Belonging

Objectives:

- **why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules**
- to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to work collaboratively towards shared goals

British Values:

- Teaching on democracy, and how it works
- Acquiring knowledge and respect for public institutions
- Learning how citizens can influence democratic process
- Using opportunities to hold mock elections
- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Ensuring all pupils have a voice, eg school council
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Autumn 2 – Stereotypes, discrimination and prejudice

Objectives:

- **that their actions affect themselves and others**
- **to 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**
- **to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)**
- **to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)**
- to recognise and manage 'dares'
- **the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'**
- **to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities**
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- **to recognise and challenge stereotypes**

British Values:

- Distinguishing right from wrong/respecting the law
- Acquiring knowledge and respect for public institutions
- Freedom of belief
- Focusing on identifying & combatting discrimination
- Ensuring all pupils have a voice
- Nurturing a school ethos with effective relationships
- Helping pupils understand a range of faiths
- Promoting respect for all faiths, races and cultures
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Teaching that freedom of belief is protected in law

Spring 1 – Different influences

Objectives:

- **where to get advice and report concerns if worried about their own or someone else's personal safety (including online)**
- **school rules about health and safety, basic emergency aid procedures (making 999 calls, choking, broken bones, basic life support/CPR)***, where and how to get help ***You must use resources from the British Red Cross <https://firstaidchampions.redcross.org.uk/> or St John's Ambulance <https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/> for teaching First Aid*****
- **how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say (see above)**
- **strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones and safe user habits (time limits, turning it off at night etc.))**
- **the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others**
- **that bacteria and viruses can affect health and that following simple routines can reduce their spread**
- **what is meant by the term 'habit' and why habits can be hard to change**
- **which, why and how, commonly available substances and drugs (including alcohol and tobacco and 'energy drinks') could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others**
*****focus on legal and illegal drugs*****
- **to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience**
- **to recognise their increasing independence brings increased responsibility to keep themselves and others safe**
- **that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media**
- **to explore and critique how the media present information**
- **what positively and negatively affects their physical, mental and emotional health (including the media)**
- **to differentiate between the terms, 'risk', 'danger' and 'hazard'**

- **to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing**
- **how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)**
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- **about seeking and giving permission (consent) in different situations**
- **about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact**

British Values:

- Acquiring knowledge and respect for public institutions
- Distinguishing right from wrong/ respecting the law
- Ensuring all pupils have a voice, eg school council
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Spring 2 – Healthy minds

Objectives:

- **to recognise how images in the media do not always reflect reality and can affect how people feel about themselves**
- **to explore and critique how the media present information**
- **recognise ways in which the internet and social media can be used both positively and negatively**
- **to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others**
- **to 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**
- to recognise and respond appropriately to a wider range of feelings in others
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them**
- **problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools**
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

British Values:

- Ensuring all pupils have a voice
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively

Summer 1 – Money and my future

Objectives:

- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- describe how having a job will allow me to achieve certain goals in my life
- describe some ways in which the government uses my money to provide for my needs and my local community
- describe why insurance is important

British Values:

- Distinguishing right from wrong/ respecting the law
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively
- Acquiring knowledge and respect for public institutions

Summer 2 – Puberty and Positive and Healthy Relationships

****Teach Medway lessons Puberty recap and review, Puberty: change and becoming independent, Positive and healthy relationships, How babies are made****

****May supplement with resources from Living and Growing, Ask Lara (BBC)****

Objectives:

- **about seeking and giving permission (consent) in different situations**
- **about human reproduction**
- **how their body will, and emotions may, change as they approach and move through puberty**
- **to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships**
- **to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.**
- **to be aware of different types of relationship, including those between acquaintances, friends, relatives and families**
- **about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.**
- **that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment**
- **to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so**
- **to judge what kind of physical contact is acceptable or unacceptable and how to respond**
- **to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation**

British Values:

- Distinguishing right from wrong/ respecting the law
- Primacy of secular law over religious law
- Teaching that freedom of belief is protected in law
- Focusing on identifying & combatting discrimination
- Nurturing a school ethos with effective relationships
- Develop self-knowledge, esteem & confidence
- Nurturing pupils who accept responsibility, show initiative, contribute positively