

Intent

Charmouth Primary School Subject Stories:

Personal, Social and Health Education



At Charmouth Primary, PSHE is underpinned by the vision of our school for every child to ‘Aspire, Flourish and Achieve’. What we teach in the classroom will help our pupils foster lifelong aspirations, goals and values. With this in mind, PSHE education is more than just another school subject, it is the chance to give every child an equal opportunity to develop the skills and knowledge they need to thrive now and in the future.

Through our PSHE programme we aim to equip children with the knowledge, skills, understanding and strategies they need to lead confident, healthy and independent lives. It will provide opportunities for children to reflect on and clarify own values and attitudes and support them in making positive choices as well as effective transitions to help them become informed, active and responsible citizens.

In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships, Sex and Health Education to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens. RSHE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It teaches children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Our PSHE programme covers all of the statutory guidance for Relationships Education and for Health Education, but extends beyond this to support conversation and learning around Living in the Wider World, informed by the guidance and programmes from the PSHE Association, and tailored to address the local needs of our children and community.

Children with SEND are entitled to participate fully in the PSHE curriculum and every effort will be made to remove barriers to their understanding or inclusion. At Charmouth Primary, we acknowledge that for many children with additional needs, this area of learning is particularly crucial and their classroom curriculum may be supplemented by individual or small group work which is bespoke to their needs, or which supports them revisit or consolidate class-based learning.

PSHE within Early Years – Personal, Social and Emotional Development

PSED is one of the prime areas of learning in EYFS and as such takes a front centre place in our provision both in Nursery and Reception. The EYFS Development Matters document identifies the following statements that most closely show the understanding and experiences the children will gain to enable them to achieve the aims of the Year 1-6 curriculum.

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Three and Four-Year-Olds Continued	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

As children move from Nursery into Reception, they begin to experience 'direct teach' for PSED, such as through circle time conversations, alongside continued support from adults within continuous provision. These activities are matched closely to the statements below:

Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <ul style="list-style-type: none"> - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian

Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes
Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

The endpoint for PSHE in EYFS is the PSED Early Learning Goals, as below, though there are also statements within other ELGs which relate to areas of learning within PSHE too:

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • 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.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

Curriculum Map (Years 1-6)

Relationships

Health and Wellbeing

Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	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 1/2 B	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe? + Drugs and Alcohol curriculum (3 lessons)	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3/4 A	How can we be a good friend? Y3A1	What keeps us safe? Y3A2	What are families like? Y3Sp1	What makes a community? Y3Sp2	Why should we eat well and look after our teeth? Y3Su1	Why should we keep active and sleep well? Y3S2
Year 3/4 B	What strengths, skills and interests do we have? Y4A1	How do we treat each other with respect? Y4A2	How can we manage our feelings? Y4Sp1	How will we grow and change? Y4Sp2	How can our choices make a difference to others and the environment? Y4Su1	How can we manage risk in different places? Y4Su2 + Drugs and Alcohol curriculum (2 lessons)
Year 5/6 A	What makes up a person's identity? Y5A1	How can friends communicate safely? Y5Sp2	How can we help in an accident or emergency? Y5Sp1	How can the media influence people? Y6Sp – points 8-12 on MTP	How can drugs common to everyday life affect health? Y5Su1 Use Drugs and Alcohol curriculum to supplement this (4 lessons)	What will change as we become more independent? How do friendships change as we grow? Y6Su (This includes SRE objectives)
Year 5/6 B	What decisions can people make with money? Y5A2	How can the media influence people? Y6Sp – points 1-7 on MTP	How can we keep healthy as we grow? Y6A (This includes lessons about Drugs and Alcohol)	What jobs would we like? Y5Su2		

Knowledge and Skills

Year 1/2A

What is the same and different about us? (Autumn 1)	Who is special to us? (Autumn 2)
NATIONAL CURRICULUM COVERAGE: PoS: H21, H22, H23, H25, R13, R23, L6, L14	NATIONAL CURRICULUM COVERAGE: PoS: L4, R1, R2, R3, R4, R5
SUBSTANTIVE KNOWLEDGE: I KNOW what I like/dislike and am good at I KNOW what makes me special and how everyone has different strengths. I KNOW how my personal features or qualities are unique to me. I KNOW how I am similar and different to others, and what they have in common.	SUBSTANTIVE KNOWLEDGE: I KNOW that family is one of the groups I belong to, and about the different people in my family. I KNOW that families are all different but share common features. I KNOW how my family members make me feel loved and cared for, and what we do/enjoy together.
DISCIPLINARY KNOWLEDGE: I KNOW HOW 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. VOCAB: penis testicles, vagina, vulva	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO tell someone if something about their family makes them feel unhappy or worried.
LINKED PLANNING RESOURCE: Medway Public Health Scheme	LINKED PLANNING RESOURCE: PSHE Association - Families

<p style="text-align: center;">What helps us stay healthy? (Spring 1)</p>	<p style="text-align: center;">What can we do with money? (Spring 2)</p>
<p>NATIONAL CURRICULUM COVERAGE: PoS: H1, H5, H6, H7, H10, H37</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: L10, L11, L12, L13</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW what being healthy means and who helps me to stay healthy (e.g. parent, dentist, doctor) I KNOW how medicines (including vaccinations and immunisations) can help people stay healthy. I KNOW why hygiene is important and how simple hygiene routines can stop germs from being passed on.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW what money is, that it comes in different forms and how it can be obtained (e.g. earned, won, borrowed, presents). I KNOW how people make choices about what to do with money, including spending or saving. I KNOW the difference between needs and wants (people cannot always have what they want).</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO take care of myself on a daily basis, e.g. brushing teeth and hair, hand washing.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO keep money safe and the different ways of doing this.</p>
<p>LINKED PLANNING RESOURCE: PSHE Association - Dental Health PSHE Association - Drug and Alcohol Education Lifebuoy Soaper Heroes</p>	<p>LINKED PLANNING RESOURCE: Twinkl Y1 Money Matters</p>

<p style="text-align: center;">Who helps to keep us safe? (Summer 1)</p>	<p style="text-align: center;">How can we look after each other, and the world? (Summer 2)</p>
<p>NATIONAL CURRICULUM COVERAGE: PoS: H10, H33, H35, H36, R15, R20, L5</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H26, H27, R21, R22, R24, R25, L2, L3</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW that people have different roles in the community to help them keep safe. I KNOW who can help me in different places and situations. I KNOW what to do if I feel unsafe or worried, and that I should keep on asking for support until I have the help I need.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW how kind and unkind behaviour can affect others. I KNOW the responsibilities I have in and out of the classroom. I KNOW how people and animals need to be looked after and cared for. I KNOW what can harm the local and global environment. I KNOW how people grow and change, and how their needs change as they grow from young to old.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO attract someone's attention or ask for help. I KNOW HOW TO respond safely to adults that I don't know. I KNOW HOW TO get help if there is an accident and someone is hurt, including how to dial 999 and what to say.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO be polite and courteous. I KNOW HOW TO work and play co-operatively. I KNOW HOW TO care for the local and global environment. I KNOW HOW TO manage change when moving to a new class or year group.</p>
<p>LINKED PLANNING RESOURCE: School Learning Zone - People Who Help Us (school-learningzone.co.uk)</p>	<p>LINKED PLANNING RESOURCE: Environment Agency - Caring for the Environment Medway Scheme - Year 1 Lesson 2 (Life cycle, grow and change)</p>

Knowledge and Skills

Year 1/2 B

What makes a good friend? (Autumn 1)	What is bullying? (Autumn 2)
NATIONAL CURRICULUM COVERAGE: PoS: R6, R7, R8, R9, R25	NATIONAL CURRICULUM COVERAGE: PoS: R10, R11, R12, R16, R17, R21, R22, R24, R25
SUBSTANTIVE KNOWLEDGE: I KNOW how people behave when they are being friendly. I KNOW what makes a good friend.	SUBSTANTIVE KNOWLEDGE: I KNOW how words and actions can affect how people feel. I KNOW why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO make friends with others. I KNOW HOW TO recognise when I feel lonely and what I can do about it. I KNOW HOW TO resolve arguments that can occur in friendships. I KNOW HOW TO ask for help if a friendship is making them unhappy.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for and give permission, or not give permission, for physical contact. I KNOW HOW TO respond if physical contact makes them uncomfortable or unsafe. I KNOW HOW TO respond to name-calling, hurtful teasing, bullying and being deliberately excluded. I KNOW HOW TO report bullying or hurtful behaviour, including online, to a trusted adult, and the importance of doing so.
LINKED PLANNING RESOURCE: What makes a good friend? (kidscape.org.uk) Qualities of a friend - ELSA Support for emotional literacy (elsa-support.co.uk) Medway Public Health Directorate -Changing and growing up (KS1 content)	LINKED PLANNING RESOURCE: PSHE Association - Teaching about consent KS1 lesson Links to Anti-Bullying Week (mid November) resources

**What jobs do people do?
(Spring 1)**

**What helps us to stay safe?
(Spring 2)**

	<u>(+ Drugs and Alcohol curriculum – KS1)</u>
<p>NATIONAL CURRICULUM COVERAGE: PoS: L15, L16, L17, L7, L8</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p>
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how jobs help people earn money to pay for things they need to want.</p> <p>I KNOW a range of different jobs including those done by people I know or by people in my community.</p> <p>I KNOW how people have different strengths and interests that enable them to do different jobs.</p> <p>I KNOW how people use the internet and digital devices in their jobs and everyday life.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how rules and restrictions help to keep me safe.</p> <p>I KNOW how not everything I see online is true or trustworthy and that people can pretend to be something they are not.</p> <p><u>I KNOW about things that go into bodies and onto skin and how this can make people feel.</u></p> <p><u>I KNOW about medicines, and the people who help me to stay healthy.</u></p> <p><u>I KNOW about rules for keeping safe around medicines and other household products.</u></p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO find out more about different jobs including safely using the internet.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove myself from them.</p> <p>I KNOW HOW TO resist pressure to do something that makes me feel unsafe or uncomfortable, including keeping secrets.</p> <p>I KNOW HOW TO tell a trusted adult if I am worried for myself or others, or worried that something is unsafe, or if I come across something that scares or concerns me.</p>
<p>LINKED PLANNING RESOURCE:</p> <p>PSHE KS1 / KS2: What's my job? - BBC Teach Career-related learning scheme of work: Year 2 Primary Schools Toolkit (careersandenterprise.co.uk)</p>	<p>LINKED PLANNING RESOURCE:</p> <p>PSHE Association - Keeping Safe at Home PSHE Association - Drugs and Alcohol KS1 (3 lessons) Thinkuknow (CEOP) - Jessie and Friends</p>
<p>What can help us grow and stay healthy? (Summer 1)</p>	<p>How do we recognise our feelings? (Summer 2)</p>
<p>NATIONAL CURRICULUM COVERAGE: PoS: H1, H2, H3, H4, H8, H9</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>

SUBSTANTIVE KNOWLEDGE:

I KNOW that different things help my body to be healthy, including food and drink, physical activity, sleep and rest.
I KNOW that eating and drinking too much sugar can affect my health, including dental health.
I KNOW how much rest and sleep I should have every day.
I KNOW there are different ways to learn and play.
I KNOW when to take a break from screen time.
I KNOW how sunshine helps the body to grow.

SUBSTANTIVE KNOWLEDGE:

I KNOW what helps me to feel good or better if not feeling good.
I KNOW how different things, times, experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to new class or year group).
I KNOW how feelings can affect people in their bodies and their behaviour.

DISCIPLINARY KNOWLEDGE:

I KNOW HOW TO be physically active.
I KNOW HOW TO keep safe and well in the sun.

DISCIPLINARY KNOWLEDGE:

I KNOW HOW TO recognise, name and describe a range of feelings.
I KNOW HOW TO manage big feelings and share these with someone I trust.
I KNOW HOW TO recognise when I might need help with feelings and how to ask for help when I need it.

LINKED PLANNING RESOURCE:

PSHE Association - Food choices, physical activity and balanced lifestyles
PSHE Association - Dental Health
PSHE Association - The Sleep Factor KS1

LINKED PLANNING RESOURCE:

PSHE Association - Mental Health and Wellbeing
Winston's Wish - Loss and Bereavement Ks1

Knowledge and Skills

Year 3/4 A

How can we be a good friend? (Autumn 1)	What keeps us safe? (Autumn 2)
<p>NATIONAL CURRICULUM COVERAGE: PoS: R10, R11, R13, R14, R17, R18</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW how friendships support wellbeing and the importance of seeking support if I am feeling lonely or excluded. I KNOW that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW 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. I KNOW 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). I KNOW what to do in an emergency, including calling for help and speaking to the emergency services.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise if others are feeling lonely and excluded and strategies to include them. I KNOW HOW TO build good friendships, including identifying qualities that contribute to positive friendships. I KNOW HOW TO how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe I KNOW HOW TO help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers. I KNOW HOW TO recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online). I KNOW HOW TO react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns.</p>
<p>LINKED PLANNING RESOURCE: Medway Public Health Directorate -Changing and growing up (Year 3 content)</p>	<p>LINKED PLANNING RESOURCE: PSHE Association Teaching about Consent - KS2 lessons Environment Agency - Canal and river safety / Flood alert PSHE Association - Keeping safe at home PSHE Association - Keeping safe: sun safety</p>
<p>What are families like?</p>	<p>What makes a community?</p>

(Spring 1)	(Spring 2)
<p>NATIONAL CURRICULUM COVERAGE: PoS: R5, R6, R7, R8, R9</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: R32, R33, L6, L7, L8</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW 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). I KNOW how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. I KNOW how people within families should care for each other and the different ways they demonstrate this.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. I KNOW what is meant by a diverse community; how different groups make up the wider/local community around the school. I KNOW how the community helps everyone to feel included and values the different contributions that people make.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO how to be respectful towards people who may live differently to them.</p>
<p>LINKED PLANNING RESOURCE: PSHE Association - Families Families and Relationships - lesson plans for primary schools (stonewall.org.uk) My family - BBC Bitesize</p>	<p>LINKED PLANNING RESOURCE: PSHE Association - Inclusion, belonging and addressing extremism Premier League Primary Stars - Diversity</p>

<p>Why should be eat well and look after our teeth? (Summer 1)</p>	<p>Why should we keep active and sleep well? (Summer 2)</p>
<p>NATIONAL CURRICULUM COVERAGE:</p>	<p>NATIONAL CURRICULUM COVERAGE:</p>

PoS: H1, H2, H3, H4, H5, H6, H11, H14	PoS: H1, H2, H3, H4, H7, H8, H13, H14
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>I KNOW how people make choices about what to eat and drink, including who or what influences these.</p> <p>I KNOW how, when and where to ask for advice and help about healthy eating and dental care.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW how regular physical activity benefits bodies and feelings.</p> <p>I KNOW how the lack of physical activity can affect health and wellbeing.</p> <p>I KNOW how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO eat a healthy diet and the benefits of nutritionally rich foods.</p> <p>I KNOW HOW TO maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO be active on a daily and weekly basis - how to balance time online with other activities.</p> <p>I KNOW HOW TO make choices about physical activity, including what and who influences decisions.</p> <p>I KNOW HOW TO make choices about physical activity, including what and who influences decisions.</p> <p>I KNOW HOW TO seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</p>
<p>LINKED PLANNING RESOURCE:</p> <p>PSHE Association - Health Education: food choices, physical activity & balanced lifestyles</p> <p>PSHE Association - Dental Health</p>	<p>LINKED PLANNING RESOURCE:</p> <p>PSHE Association - Keeping safe at home</p> <p>PSHE Association - The Sleep Factor</p>

Knowledge and Skills

Year 3/4 B

<p>What strengths, skills and interests do we have? (Autumn 1)</p>	<p>How do we treat each other with respect? (Autumn 2)</p>
<p>NATIONAL CURRICULUM COVERAGE: PoS: H27, H28, H29, L25</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW to develop self-worth by identifying positive things about themselves and their achievements. I KNOW how their personal attributes, strengths, skills and interests contribute to their self-esteem.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW how people's behaviour affects themselves and others, including online. I KNOW about the relationship between rights and responsibilities. I KNOW 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). I KNOW the rights children have and why it is important to protect these. I KNOW that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise personal qualities and individuality. I KNOW HOW TO to set goals for themselves. I KNOW HOW TO manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return I KNOW HOW TO respond to aggressive or inappropriate behaviour (inc online and unwanted physical contact) - how to report concerns.</p>
<p>LINKED PLANNING RESOURCE: Premier League Primary Stars - Self-esteem / Resilience PSHE Association - Personal identity</p>	<p>LINKED PLANNING RESOURCE: Premier League Primary Stars - Play the right way / Inclusion https://www.bbc.co.uk/bitesize/topics/zvypmfr/articles/z7bfhbk</p>
<p>How can we manage our feelings?</p>	<p>How will we grow and change?</p>

(Spring 1)	(Spring 2)
<p>NATIONAL CURRICULUM COVERAGE: PoS: H17, H18, H19, H20, H23</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H31, H32, H34</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW how everyday things can affect feelings. I KNOW how feelings change over time and can be experienced at different levels of intensity. I KNOW the importance of expressing feelings and how they can be expressed in different ways. I KNOW ways of managing feelings at times of loss, grief and change.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW about puberty and how bodies change during puberty, including: <i>Females:</i> breasts grow; waist and hips change shape. <i>Males:</i> muscles increase; penis and testicles grow; voice 'breaks' (goes deeper); Adam's Apple grows. <i>Both:</i> pubic and body hair grows; body produces more oil, leading to greasy hair; spots may develop; more sweat is produced - this becomes smellier/body odour develops; grow taller; voice gets deeper. I KNOW how puberty can affect emotions and feelings. I KNOW how personal hygiene routines change during puberty, eg washing more frequently, changing clothes regularly, managing body odour.</p> <p>An additional session for Year 4 girls should be offered this half term to introduce menstruation and menstrual wellbeing. This could be after school, as a workshop with parents invited to join.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO how to respond proportionately to, and manage, feelings in different circumstances. I KNOW HOW TO how to access advice and support to help manage their own or others' feelings.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for advice and support about growing and changing and puberty.</p>
<p>LINKED PLANNING RESOURCE: PSHE Association - Mental health and wellbeing Winston's Wish - Loss and bereavement</p>	<p>LINKED PLANNING RESOURCE: Medway Public Health Directorate - Changing and growing up (appropriate sections of Lesson 1 and Lesson 3 of Year 4-5 teaching pack)</p>
<p>How can our choices make a difference to others and the environment? (Summer 1)</p>	<p>How can we manage risk in different places? (Summer 2)</p>

<p>NATIONAL CURRICULUM COVERAGE: PoS: L4, L5, L19, R34</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW that people have a shared responsibility to help protect the world around them. I KNOW how everyday choices can affect the environment. I KNOW how what people choose to buy or spend money on can affect others or the environment (e.g. single use plastics, giving to charity). I KNOW the vocabulary I need to share my thoughts, ideas and opinions in discussion about topical issues.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. I KNOW how people's online actions can impact on other people. I KNOW that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO show care and concern for others (people and animals). I KNOW HOW TO carry out personal responsibilities in a caring and compassionate way.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO recognise, predict, assess and manage risk in different situations. I KNOW 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). I KNOW HOW TO keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. I KNOW HOW TO report concerns, including about inappropriate online content and contact.</p>
<p>LINKED PLANNING RESOURCE: Premier League Primary Stars / Sky Ocean Rescue - Tackling plastic pollution RSPCA - Compassionate classroom lessons</p>	<p>LINKED PLANNING RESOURCE: PSHE Association - Drug and Alcohol Education (Year 3-4) PSHE Association and GambleAware -Exploring risk (KS2)</p>

Knowledge and Skills

Year 5/6 A

What makes up a person's identity? (Autumn 1)	How can friends communicate safely? (Autumn 2)
<p>NATIONAL CURRICULUM COVERAGE: PoS: H25, H26, H27, R32, L9</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: R1, R18, R24, R26, R29, L11, L15</p>
<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).</p> <p>I KNOW how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).</p> <p>I KNOW about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</p>	<p>SUBSTANTIVE KNOWLEDGE:</p> <p>I KNOW about the different types of relationships people have in their lives.</p> <p>I KNOW how friends and family communicate together; how the internet and social media can be used positively.</p> <p>I KNOW how knowing someone online differs from knowing someone face-to-face.</p> <p>I KNOW about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family.</p>
<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO recognise and respect similarities and differences between people and what they have in common with others.</p> <p>I KNOW HOW TO challenge stereotypes and assumptions about others.</p>	<p>DISCIPLINARY KNOWLEDGE:</p> <p>I KNOW HOW TO recognise risk in relation to friendships and keeping safe.</p> <p>I KNOW HOW TO respond if a friendship is making them feel worried, unsafe or uncomfortable.</p> <p>I KNOW HOW TO ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p>
<p>LINKED PLANNING RESOURCE:</p> <p>Coram Life Education - 'The Belonging Toolkit', Changing Faces - A World of Difference PSHE Association - Personal identity</p>	<p>LINKED PLANNING RESOURCE:</p> <p>National Crime Agency/CEOP - Play, Like, Share Google & Parentzone - Be Internet Legends</p>

How can we help in an accident or emergency?

How can the media influence people? Part 1

(Spring 1)	(Spring 2)
<p>NATIONAL CURRICULUM COVERAGE: PoS: H43, H44</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H49, R34, L11, L12, L13, L14, L15, L16, L23</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW that if someone has experienced a head injury, they should not be moved. I KNOW when it is appropriate to use first aid and the importance of seeking adult help. I KNOW the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</p>	<p>SUBSTANTIVE KNOWLEDGE: I KNOW how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. I KNOW to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. I KNOW to discuss and debate what influences people's decisions, taking into consideration different viewpoints.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO make decisions about the content they view online or in the media and know if it is appropriate for their age range. I KNOW HOW TO respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.</p>
<p>LINKED PLANNING RESOURCE: St John Ambulance: 'First Aid Training in School' lesson plans, KS2</p>	<p>LINKED PLANNING RESOURCE: PSHE Association - Inclusion, belonging and addressing extremism PSHE Association, National Literacy Trust and The Guardian Foundation - NewsWise, Lessons 3, 5 and 6 BBFC - Let's watch a film - making choices about what to watch</p>

<p>How can drugs common to everyday life affect health? (Summer 1)</p>	<p>What will change as we become more independent? How do friendships change as we grow? (Summer 2)</p>
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<p>NATIONAL CURRICULUM COVERAGE: PoS: H1, H3, H4, H46, H47, H48, H50</p>	<p>NATIONAL CURRICULUM COVERAGE: PoS: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>
<p>SUBSTANTIVE KNOWLEDGE: I KNOW how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. I KNOW that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. I KNOW how laws surrounding the use of drugs exist to protect them and others. I KNOW why people choose to use or not use different drugs. I KNOW how people can prevent or reduce the risks associated with them. I KNOW that for some people, drug use can become a habit which is difficult to break. I KNOW how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</p>	<p>SUBSTANTIVE KNOWLEDGE: THIS UNIT SHOULD BE TAUGHT SEPARATELY TO YEAR 5 AND 6 TO ALLOW FOR AGE-SPECIFIC KNOWLEDGE TO BE TAUGHT Year 5: I KNOW that people have different kinds of relationships including romantic or intimate. I KNOW 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. I KNOW that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. I KNOW that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. I KNOW how puberty relates to growing from childhood to adulthood. Year 6: I KNOW about the reproductive organs and process - how babies are conceived and born and how they need to be cared for. I KNOW that there are ways to prevent a baby being made. I KNOW how growing up comes with increased opportunities and responsibilities. I KNOW how friendships may change as they grow and how to manage this.</p>
<p>DISCIPLINARY KNOWLEDGE: I KNOW HOW TO ask for help from a trusted adult if they have any worries or concerns about drugs.</p>	<p>DISCIPLINARY KNOWLEDGE: I KNOW 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.</p>
<p>LINKED PLANNING RESOURCE: PSHE Association - Drug and Alcohol Education (Year 5-6)</p>	<p>LINKED PLANNING RESOURCE: Medway Public Health Directorate - Changing and growing up (Year 4/5 pack & Year 6 pack) Every Mind Matters - Transition to secondary school / NSPCC - Talk Relationships</p>

Knowledge and Skills

Year 5/6 B

What decisions can people make with money? (Autumn 1)	How can the media influence people? Part 2 (Autumn 2)
NATIONAL CURRICULUM COVERAGE: PoS: R34, L17, L18, L20, L21, L22, L24	NATIONAL CURRICULUM COVERAGE: PoS: H49, R34, L11, L12, L13, L14, L15, L16, L23
SUBSTANTIVE KNOWLEDGE: I KNOW how people make decisions about spending and saving money and what influences them. I KNOW 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). I KNOW that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.	SUBSTANTIVE KNOWLEDGE: I KNOW how the media, including online experiences, can affect people's wellbeing - their thoughts, feelings and actions. I KNOW that not everything should be shared online or social media and that there are rules about this, including the distribution of images. I KNOW 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. I KNOW how text and images can be manipulated or invented; strategies to recognise this.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO keep track of money so people know how much they have to spend or save. I KNOW HOW TO recognise what makes something 'value for money' and what this means to them.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts I KNOW HOW TO recognise unsafe or suspicious content online and what to do about it.
LINKED PLANNING RESOURCE: Experian - Values, Money and Me (KS2)	LINKED PLANNING RESOURCE: City of London Police - Cyber Detectives Internet Matters - Digital Matters
How can we keep healthy as we grow? (Spring 1 & 2)	
NATIONAL CURRICULUM COVERAGE:	

PoS: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10

SUBSTANTIVE KNOWLEDGE:

- I KNOW** how mental and physical health are linked.
- I KNOW** how positive friendships and being involved in activities such as clubs and community groups support wellbeing.
- I KNOW** that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.
- I KNOW** how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them.
- I KNOW** that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on.
- I KNOW** that anyone can experience mental ill-health and to discuss concerns with a trusted adult.
- I KNOW** that mental health difficulties can usually be resolved or managed with the right strategies and support.
- I KNOW** that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.

DISCIPLINARY KNOWLEDGE:

- I KNOW HOW TO** make choices that support a healthy, balanced lifestyle including:
 - 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.
- I KNOW 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.

LINKED PLANNING RESOURCE:

- PSHE Association - Health Education: food choices, physical activity & balanced lifestyles
- PSHE Association - Mental health and wellbeing
- PSHE Association and - The sleep factor (KS2)
- Every Mind Matters - Sleep, Social media & physical wellbeing (KS2)
- PSHE Association - Keeping safe: FGM

**What jobs would we like?
(Summer 1)**

**What will change as we become more independent?
How do friendships change as we grow? (Summer 2)**

NATIONAL CURRICULUM COVERAGE:

PoS: L26, L27, L28, L29, L30, L31, L32

NATIONAL CURRICULUM COVERAGE:

PoS: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16

SUBSTANTIVE KNOWLEDGE:

SUBSTANTIVE KNOWLEDGE:

I KNOW that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime.

I KNOW that some jobs are paid more than others and some may be voluntary (unpaid).

I KNOW about the skills, attributes, qualifications and training needed for different jobs.

I KNOW that there are different ways into jobs and careers, including college, apprenticeships and university.

I KNOW how people choose a career/job and what influences their decision, including skills, interests and pay.

THIS UNIT SHOULD BE TAUGHT SEPARATELY TO YEAR 5 AND 6 TO ALLOW FOR AGE-SPECIFIC KNOWLEDGE TO BE TAUGHT

Year 5:

I KNOW that people have different kinds of relationships, including romantic or intimate.

I KNOW 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.

I KNOW that adults can choose to be part of a committed relationship or not, including marriage or civil partnership.

I KNOW that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.

I KNOW how puberty relates to growing from childhood to adulthood.

Year 6:

I KNOW about the reproductive organs and process - how babies are conceived and born and how they need to be cared for.

I KNOW that there are ways to prevent a baby being made.

I KNOW how growing up comes with increased opportunities and responsibilities.

I KNOW how friendships may change as they grow and how to manage this.

DISCIPLINARY KNOWLEDGE:

I KNOW HOW TO question and challenge stereotypes about the types of jobs people can do.

I KNOW HOW I might choose a career/job for myself when I am older and what might influence my decisions.

DISCIPLINARY KNOWLEDGE:

I KNOW 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.

LINKED PLANNING RESOURCE: LOUD! Network - Job skills, influences and goals [Career-related learning scheme of work: Year 5 | Primary Schools Toolkit \(careersandenterprise.co.uk\)](#)

LINKED PLANNING RESOURCE:

Medway Public Health Directorate - Changing and growing up (Year 4/5 pack & Year 6 pack)
Every Mind Matters - Transition to secondary school / NSPCC - Talk Relationships

Progression by Area of Knowledge

Core Theme	Strand	Year 1	Year 2	Year 3/4	Year 5/6
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Health and Wellbeing

Healthy lifestyles (physical wellbeing)

- H1. about what keeping healthy means; different ways to keep healthy
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- H10. about the people who help us to stay physically healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H8. how to keep safe in the sun and protect skin from sun damage
- H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- H13. about the benefits of the internet the importance of balancing time online with other activities; strategies for managing time online
- H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Health and Wellbeing

Mental health

- H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things
- H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
- H11. about different feelings that humans can experience
- H12. how to recognise and name different feelings
- H13. how feelings can affect people's bodies and how they behave
- H14. how to recognise what others might be feeling
- H16. about ways of sharing feelings; a range of words to describe feelings
- H18. 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
- H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
- H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

Health and Wellbeing

Ourselves, growing and changing

- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- H26. about growing and changing from young to old and how people's needs change
- H24. how to manage when finding things difficult
- H27. about preparing to move to a new class/year group

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- H31. about some of the physical and emotional changes that happen when approaching and during puberty
- H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and there are ways to prevent a baby being made); how babies need to be cared for¹
- H34. about where to get more information, help and advice about puberty
- H35. about the new opportunities and responsibilities that increasing independence may bring
- H36. strategies to manage transitions between classes and key stages

Health and Wellbeing

Keeping safe

- H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt
- H36. how to get help in an emergency (how to dial 999 and what to say)
- H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm
- H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)
- H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- H34. 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
- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H38. how to predict, assess and manage risk in different situations
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
- H42. about the importance of keeping personal information private; strategies for keeping safe online
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- H43. about what is meant by first aid; basic techniques for dealing with common injuries
- H44. 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
- H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
- H42. about the importance of keeping personal information private; 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

Health and Wellbeing

Drugs, alcohol and tobacco

- H37. about things that people can put into their body or on their skin; how these can affect how people feel
- H37. about how things that people can put into their body affect how people feel

- H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

- H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
- H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use people they can talk to if they have concerns

Relationships

Families and close positive relationships

- R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- R2. to identify the people who love and care for them and what they do to help them feel cared for
- R3. about different types of families including those that may be different to their own
- R4. to identify common features of family life
- R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the ways people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships</p>	<p>Friendships</p>	<ul style="list-style-type: none"> ▪ R9. how to ask for help if a friendship is making them feel unhappy ▪ R6. about how people make friends and what makes a good friendship ▪ R7. about how to recognise when they or someone else feels lonely and what to do ▪ R8. simple strategies to resolve arguments between friends positively 	<ul style="list-style-type: none"> ▪ R11. what constitutes a positive healthy friendship; that the same applies to online friendships as to face-to-face relationships ▪ R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face ▪ R13. the importance of seeking support if feeling lonely or excluded ▪ R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them ▪ R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships ▪ R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 	<ul style="list-style-type: none"> ▪ R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing ▪ R15. to recognise the effect of online actions on others ▪ R16. how friendships can change over time, about making new friends and the benefits of having different types of friends ▪ R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships</p>	<p>Managing hurtful behaviour and bullying</p>	<ul style="list-style-type: none"> ▪ R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable ▪ R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online ▪ R11. about how people may feel if they experience hurtful behaviour or bullying ▪ R12. how to report bullying; the importance of telling a trusted adult 	<ul style="list-style-type: none"> ▪ R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour ▪ R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying) ▪ R21. about discrimination: what it means 	<ul style="list-style-type: none"> ▪ R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including trolling, harassment or the deliberate excluding of others); how to report concerns and get support ▪ R21. about discrimination: how to challenge it

Relationships

Safe relationships

- R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- R15. how to respond safely to adults they don't know
- R20. 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
- R14. that sometimes people may behave differently online, including by pretending to be someone they are not
- R16. about how to respond if physical contact makes them feel uncomfortable or unsafe
- R17. about knowing there are situations when they should ask for permission and also when their permission should be sought
- R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (inc online)
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R27. about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R26. about seeking and giving permission (consent) in different situations
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Relationships

Respecting self and others

- R21. about what is kind and unkind behaviour, and how this can affect others
 - R23. to recognise the ways in which they are the same and different to others
 - R22. about how to treat themselves and others with respect; how to be polite and courteous
 - R24. how to listen to other people and play and work cooperatively
 - R25. how to talk about and share their opinions on things that matter to them
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
 - R31. 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
 - R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
 - R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the Wider World</p>	<p>Shared responsibilities</p>	<ul style="list-style-type: none"> ▪ L2. how people and other living things have different needs; about the responsibilities of caring for them ▪ L3. about things they can do to help look after their environment ▪ L1. about what rules are, why they are needed, and why different rules are needed for different situations 	<ul style="list-style-type: none"> ▪ L1. to recognise reasons for rules and laws; ▪ L2. to recognise there are human rights, that are there to protect everyone ▪ L3. about the relationship between rights and responsibilities ▪ L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ▪ L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> ▪ L1. recognise consequences of not adhering to rules and laws ▪ L5. how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living in the Wider World</p>	<p>Communities</p>	<ul style="list-style-type: none"> ▪ L4. about the different groups they belong to ▪ L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people 	<ul style="list-style-type: none"> ▪ L6. about the different groups that make up their community; what living in a community means ▪ L7. to value the different contributions that people and groups make to the community ▪ L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities ▪ L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	<ul style="list-style-type: none"> ▪ L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

Living in the Wider World

**Media literacy
& digital
resilience**

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

- L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

- L11. recognise ways in which the internet and social media can be used both positively and negatively
- L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results
- L13. about some of the different ways information and data is shared and used online, including for commercial purposes
- L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
- L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Living in the Wider World

**Economic wellbeing:
Money**

- L10. what money is; forms that money comes in; that money comes from different sources
 - L11. that people make different choices about how to save and spend money
 - L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

Living in the Wider World

Economic wellbeing: Aspirations, work and career

- L14. that everyone has different strengths
- L15. that jobs help people to earn money to pay for things
- L16. different jobs that people they know or people who work in the community do
- L17. about some of the strengths and interests someone might need to do different jobs

- L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

- L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
- L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)
- L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- L30. about some of the skills that will help them in their future careers e.g. teamwork
- L31. to identify the kind of job that they might like to do when they are older
- L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Lesson Design in PSHE

Our PSHE curriculum is supported by the programme of study and resources recommended by the PSHE Association. At Charmouth Primary, we also follow the Association's guidelines around teaching, and teachers are encouraged to follow the principles below when planning and delivering lessons.



means: EVERY child equipped to keep themselves safe and happy, develop positive and fulfilling relationships and flourish in the

wider world, setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

The PSHE Association 'PSHE education planning framework for pupils with SEND' may be used by teachers where a child's educational needs require additional provision, or where an objective or curricular goal needs to be broken down into smaller steps.

Possible struggle or challenge	Scaffold or support to consider
<ul style="list-style-type: none"> - Difficulties with language/ communication 	<ul style="list-style-type: none"> - Using circle approaches encourages all pupils to participate, take turns in speaking, listen carefully, concentrate, and maintain eye contact. - Try 'informal' seating using mixing and movement games which encourage pupils to talk to and work with others. This encourages communication skills, and helps develop pupils' self-confidence and peer support. - Active learning methods using a variety of ways of communicating, not only verbal/ written, are important for all pupils, and particularly those with communication impairments and learning disabilities. These can include circle work, matching and sequencing pictures, storytelling, role-play, mime and 3D models. - Recognise that concepts and language in PSHE and citizenship, because of their abstract nature, can create barriers for pupils, and older pupils may need support with vocabulary specific to citizenship topics, eg 'community', 'identity', 'sustainability' or 'democracy'. - Plan to teach new vocabulary explicitly at the start of a new topic and ensure that pre-tutoring on PSHE and citizenship vocabulary is available where needed. - Use a magic shell, ball or soft toy. The person holding the object is the only person allowed to speak. The object is then passed to the next pupil, who then speaks. This gives pupils time to think and respond, and is particularly helpful in conducting debates on issues of concern to pupils. It encourages turn-taking and listening, and helps to increase participation and build self-confidence.
<ul style="list-style-type: none"> - Difficulties with writing/ recording 	<ul style="list-style-type: none"> - Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils. - You could agree in advance on alternative forms of record keeping, such as photographs. - ICT can offer alternatives to writing as a way of responding to text, eg creating an electronic presentation with images, or creating a storyboard of pictures to support writing.
<ul style="list-style-type: none"> - Difficulties with physical 	<ul style="list-style-type: none"> - Select resources that: are in a range of media, include disabled people, and promote positive messages about disability.

<p>disability/ sensory impairment</p>	<ul style="list-style-type: none"> - Film and video are powerful tools to support PSHE learning. Deaf pupils and pupils with speech, language and communication difficulties may need subtitles to gain full benefit from these media.
<ul style="list-style-type: none"> - Difficulties with memory/ processing 	<ul style="list-style-type: none"> - Use circle approaches with prompts like “one thing I have learnt today about how we vote is...” or “one thing I could do better/improve is...” to encourage pupils to reflect on their learning. This can be done in a group, in pairs or individually. - Revisiting a mind map of the same area of learning regularly throughout a sequence can be a good way of assessing – through the added ‘branches’ of the map – how pupils’ understanding of concepts is developing. This approach can be particularly valuable for pupils for whom oral and written communication present a barrier, as pictures and symbols can be included. It can also show children how different strands within the sequence link together. - Invite pupils to comment on a key issue, reformulating it in their own words to check that they understand. - Reinforcement and repetition are likely to be required for some pupils with SEN and/or disabilities. Reinforcing learning through a range of media will benefit many pupils.
<ul style="list-style-type: none"> - Difficulties with engagement, for example because of SEMH needs 	<ul style="list-style-type: none"> - Use paired and small group discussion to establish shared ground rules with pupils to help them feel part of the group and take some responsibility for themselves and their behaviour in the group. - Encourage pupils to comment constructively and respectfully on each other’s work and contributions to class and group activities. - Draw on pupils’ personal experiences to offer real-life examples of concepts being explored and to ensure that the context of discussions is relevant to their lives – eg fairness, respect for diversity. - Enable pupils to extend their personal perspectives to a wider perspective in which other people’s experiences and points of view are considered. - Set up working agreements so that no one will be expected to ask or answer a personal question.

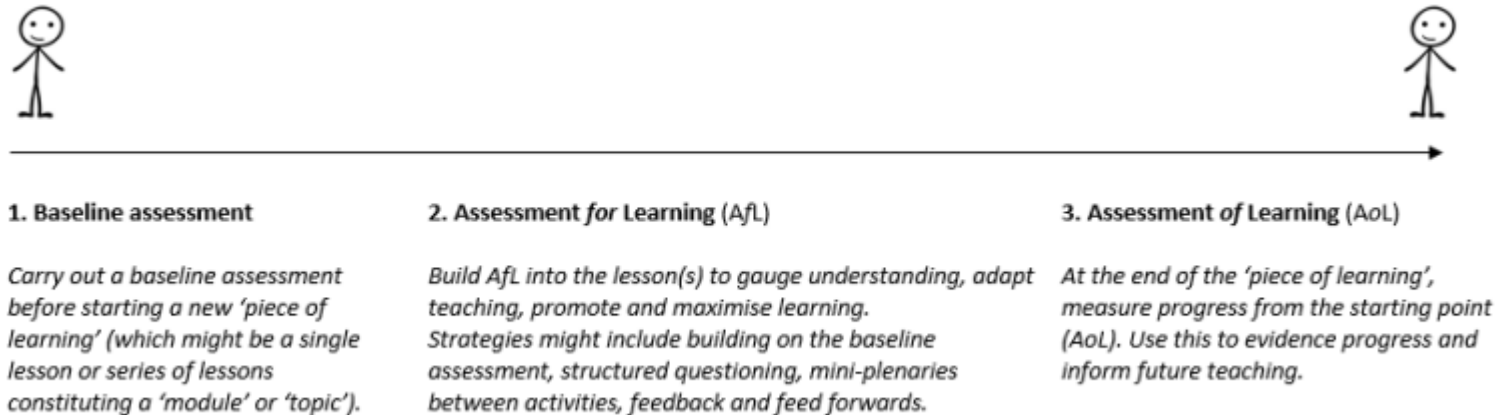
Assessment in PSHE

At Charmouth Primary, we follow the recommendations of the PSHE Association for assessing this subject:

“It would be inappropriate for assessment in PSHE education to be about grades, or about passing or failing. The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the

lesson(s), in a similar way to an athlete measuring today's performance against their own previous performance. So the benchmark against which progress is measured is the pupil's own starting point, not the performance of others or the requirements of an exam syllabus."

This gives us the following model for assessing learning in PSHE education:



The learning we wish to assess will relate to the pupils' attributes and skills, as well as their knowledge and understanding related to the topic.

At times, teachers might also want to measure and record attainment more formally. If this is the case, success criteria will be used to measure the pupils' work against. These might take the form of 'I can...' statements, or a set of descriptors for 'working towards.../developing', 'working at.../attaining...' or 'working beyond.../exceeding' the intended learning outcome.

- ☹️ **Working towards:** Pupils are starting their learning in this area and do not yet have secure understanding
- 😊 **Working at:** Pupils have met the intended learning outcome in this area and can demonstrate their understanding
- 😄 **Working beyond:** Pupils have exceeded the intended learning outcome and can confidently demonstrate their learning or apply it to new contexts

Example assessment activities for baseline and/or measuring progress:

Questioning
Discussion
Brainstorming
Role-play, hot-seating, freeze-frame and other drama techniques
Storyboards/cartoon strip/scenario script writing
Responding to a scenario, picture or video clip
Mind map or spider diagram
'Graffiti wall'/working wall'
Quiz
Questionnaire
Continuum/'washing line'
Points on a scale (e.g. pupils rating themselves on a scale for where they see themselves to be in relation to the learning outcomes)
'Draw and write' (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)
Explain to an alien
Card sort, e.g. 'diamond 9'

Additional ideas for endpoint activities to demonstrate learning:

- Presentations
- Producing resources and materials to teach younger pupils
- Leading a discussion or other learning activity with younger pupils
- Producing a blog or podcast