

**Whole School PSHE (Personal, Social, Health & Economic) and Relationships Education Overview**

**Yellow Phase Foundations for PSHE and Relationships Education (End of Year Expectations)**

<b>Knowledge ~ Learners should know:</b>	<b>Skills ~ Learners should be able to:</b>
<p>What the school rules &amp; class promises are</p> <p>Ways to show care towards others</p> <p>Some important people in our community &amp; the different jobs they do</p> <p>How to be a good friend &amp; what to do if someone is not being a good friend</p> <p>What it means to be kind, caring, honest &amp; trustworthy</p> <p>Some charities &amp; how they help people</p> <p>Ways to stay safe at home, at school &amp; in the local community &amp; who can help us stay safe</p> <p>Ways to look after our body, including a healthy diet, regular exercise, teeth brushing &amp; personal hygiene</p> <p>What to do if they see something they don't like online (SMART)</p>	<p>Talk about their family &amp; understand families can be different to their own</p> <p>Help out school &amp; at home</p> <p>Share success &amp; celebrate the success of others</p> <p>Talk about some facilities in the local community (e.g., library, swimming pools, parks)</p> <p>Take steps to care for the environment</p> <p>Show respect to everyone &amp; appreciate their differences</p> <p>Express some feelings using the zones of regulation</p> <p>Use online devices safely under adult supervision</p>

**Green Phase PSHE (Personal, Social, Health & Economic) and Relationships Education Overview**

**Year 1**

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Caring Friendships	Online Relationships	Respectful Relationships
<p>What class promises are &amp; links to the United Nations Conventions of the Rights of the Child, our rights &amp; responsibilities within this community - School ethos &amp; values</p> <p>How to recognise &amp; celebrate diversity within the class &amp; school</p> <p>How to contribute to the life of our classroom &amp; school with positive actions &amp; behaviour</p> <p>How to recognise that different aged people have different needs &amp; how we can support them</p> <p>How to care for others' needs (babies, grandparents, etc.)</p> <p>The role of the school council &amp; how to take an active role in discussions</p>	<p>Strengths &amp; interests; jobs in the community (Police Officer, shop worker, dentist, nurse)</p> <p>Setting simple goals for success, e.g. saving up for a new toy, a trip or for a special occasion</p> <p>Earning money (reward) by completing chores at home, e.g. washing up, tidying a room, dusting etc.</p> <p>How to use money to help others locally &amp; globally (charities &amp; appeals)</p>	<p>Identify different types of houses &amp; buildings near school</p> <p>Safe places in the local area to play (park, youth club, children's centres, community group, leisure centre)</p> <p>Awareness of local facilities, e.g. library, museum &amp; leisure centre.</p> <p>How to improve the school &amp; local environment, e.g. litter picking, classroom monitors</p> <p>Recognise that living things have needs &amp; how to meet these, e.g. caring for a pet or plant</p>	<p><b>The characteristics &amp; mental &amp; physical benefits of an active lifestyle</b></p> <p><b>The importance of building regular exercise into daily &amp; weekly routines &amp; how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</b></p> <p><b>What constitutes a healthy diet (including understanding calories &amp; other nutritional content)</b></p>	<p>What makes us unique &amp; special (talents, special interests, hobbies) &amp; our aspirations for the future</p> <p>Managing when things go wrong or change (moving house, change of school, new sibling)</p> <p>How facial expressions can show how we &amp; others feel &amp; how to respond to this</p>	<p><b>About dental health &amp; the benefits of good oral hygiene &amp; dental flossing, including regular check-ups at the dentist</b></p> <p><b>About personal hygiene &amp; germs including bacteria, viruses, how they spread &amp; are treated, &amp; the importance of handwashing</b></p> <p>Recognise how medicines help if we feel unwell &amp; the importance of keeping them in a locked cupboard</p>	<p><b>How important friendships are in making us feel happy &amp; secure, &amp; how people choose &amp; make friends</b></p> <p><b>The characteristics of positive friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests &amp; experiences &amp; support with problems &amp; difficulties</b></p> <p>How to recognise different types of bullying &amp; what bullying is</p>	<p>'SMART' rules for staying safe online - Safe, Meet, Accepting, Reliable &amp; Tell</p> <p>How to use the internet &amp; digital devices safely under the supervision of an adult</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p><b>NSPCC: 'Speak out Stay Safe' Assembly</b></p>	<p><b>The conventions of courtesy &amp; manners</b></p> <p><b>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</b></p>

Key:

Blue Text - Statutory Health and Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

## Year 1 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
Some responsibilities as a member of a community Some ways money can be saved & used The key features of the local area The characteristics of a good friend How to recognise & appreciate our differences What the UNCRC is	Make choices that contribute to a healthy lifestyle Identify feelings using the zones of regulation Practise good oral & personal hygiene Tell a trusted adult when feeling unsafe online

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

Year 2

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Mental Wellbeing	Growing & Changing	Internet Safety & Harms	Families & People Who Care For Me	Being Safe	Respectful Relationships
<p>What class promises are &amp; links to the United Nations Conventions of the Rights of the Child, our rights within this community - School ethos &amp; values</p> <p>How to recognise &amp; celebrate that we live in a diverse community</p> <p>The benefits of belonging to a group (community, culture, hobby or club)</p> <p>About being the same &amp; different in the community, e.g. understand the diverse cultural communities our families represent, disabled members of the community &amp; those in need of support, e.g. lonely, elderly etc.</p> <p>To think about the qualities of an effective school councillor when voting</p> <p>To know the role of the school council &amp; the take an active role in discussions</p>	<p>The difference between needs &amp; wants (The United Nations Convention of the Rights of the Child)</p> <p>How to look after money by understanding the ways we can keep money safe</p> <p>To learn that money can be used for different purposes</p> <p>Different ways to earn &amp; save money</p> <p>How they can use money to help others locally &amp; globally (charities &amp; appeals)</p>	<p>Which materials can be recycled &amp; which cannot &amp; the implication of this on the environment</p> <p>The importance of looking after the environment</p> <p>The impact of global warming, plastic &amp; other pollution is having on different habitats</p> <p>About people who care for the environment (gardeners, road cleaners)</p> <p>How to recognise ways that the local environment can be harmed (vandalism, graffiti, noise pollution) &amp; how to prevent these</p> <p>To develop our own sense of pride for the school environment &amp; surrounding areas</p> <p>How the school environment helps to promote a healthy lifestyle, e.g. greenhouse, salad bar, playground &amp; sports pitch</p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) &amp; scale of emotions that all humans experience in relation to different experiences &amp; situations</p> <p>How to recognise &amp; talk about their emotions, including having a varied vocabulary of words to use when talking about their own &amp; others' feelings</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends &amp; family &amp; the benefits of hobbies &amp; interests</p>	<p>About growing older, recognising what we can do now that we could not do when we were younger &amp; what we might need help with when we are elderly</p> <p>How to cope with moving class or year group (feelings &amp; emotions)</p> <p>To recognise that we are responsible for our own &amp; others' safety &amp; when to say 'yes', 'no', 'I'll ask' &amp; 'I'll tell'</p> <p>How we should take responsibility for our own actions</p> <p>Road safety rules: Stop, look &amp; listen, before you cross the road</p>	<p>That for most people the internet is an integral part of life &amp; has many benefits</p> <p>How to use different devices safely.</p> <p>Where &amp; how to report concerns &amp; get support with issues online</p> <p>The importance of showing respect to others online &amp; ways to act as a responsible digital citizen</p>	<p>That families are important for children growing up because they can give love, security &amp; stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection &amp; care for children &amp; other family members, the importance of spending time together &amp; sharing each other's lives</p> <p>That family members &amp; relationships can change (divorce, separation &amp; bereavement)</p>	<p>What sorts of boundaries are appropriate in friendships with peers &amp; others (including in a digital context)</p> <p>About the concept of privacy &amp; the implications of it for both children &amp; adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>Where to get advice e.g. family, school and/or other sources</p> <p>Safety in different environments, e.g. near water, crossing the roads</p> <p>How to identify times &amp; places when we feel safe &amp; frightened &amp; the danger of talking to strangers</p> <p>Safety at home &amp; knowing what to do in case of an emergency at home e.g. fire</p> <p>NSPCC: 'Speak out Stay Safe' Assembly'</p>	<p>The conventions of courtesy &amp; manners</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) &amp; how to get help</p> <p>How to communicate our feelings, recognise how other learners show feelings &amp; how we should respond</p> <p>How to recognise what is fair, unfair, right &amp; wrong &amp; supporting others to do the same</p>

Key:

Blue Text - Statutory Health and Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objective

**Year 2 ~ End of Year Expectations**

<b>Knowledge ~ Learners should know:</b>	<b>Skills ~ Learners should be able to:</b>
What can be learnt from people in the community How money can be used personally & to help others How responsibilities change as we get older Ways families support each other What bullying is & some different types Some of the UNCRC rights	Act in a way that protects the environment Use the zones of regulation to discuss own & others' feelings Show respect online & report concerns to a trusted adult Act safely at home & in the local area

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

Red Phase PSHE (Personal, Social, Health & Economic) and Relationships Education Overview

Year 3

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Caring Friendships	Online Relationships	Respectful Relationships
<p>The value of rules &amp; laws that protect us, how they are made &amp; are enforced, including the UNCRC (United Nations Convention of the Rights of the Child)</p> <p>About ways we can value &amp; respect the diversity within our community</p> <p>To understand rights, freedoms &amp; responsibilities, e.g. respecting each other</p> <p>How to recognise that rules are needed in different situations &amp; how we can take part in making &amp; changing them</p> <p>About the needs of the community &amp; the local environment &amp; how these can change over time (local shops, playing fields, etc.)</p> <p>To understand the role of the school council, how they benefit the school community &amp; take an active role in discussions recognising &amp; celebrating our personal strengths, talents &amp; achievements</p>	<p>About different jobs &amp; skills &amp; how we get money when we are younger (pocket money, gifts, doing little jobs at home) &amp; as adults (wages)</p> <p>How to identify ways to keep money safe (savings, bank accounts)</p> <p>That individual people &amp; families may need or choose to spend their money in different ways</p> <p>How to recognise &amp; challenge job stereo types &amp; explore the fact that male &amp; female stereotyping can exert unwanted pressures &amp; unfair limitations, e.g. no male nurses or female builders</p> <p>How they can use money to help others locally &amp; globally (charities &amp; appeals)</p>	<p>How household items can be recycled &amp; the impact this has on the environment (school recycling competition)</p> <p>How to identify dangerous places in the local &amp; home environment &amp; understand the importance of keeping away from them (water, railways, electricity)</p> <p>Causes of pollution (litter, noise, fire smoke) &amp; the impact of this on living things</p> <p>Actions that spoil the environment (litter, dog fouling, noise, graffiti)</p> <p>How we can improve the local environment by actively getting involved (litter picking)</p>	<p>The characteristics &amp; mental &amp; physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily &amp; weekly routines &amp; how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>The principles of planning &amp; preparing a range of healthy meals</p>	<p>How to show resilience by managing &amp; reframing setbacks</p> <p>That successes may affect others' self-esteem &amp; that 'failing' is part of the learning process &amp; is acceptable (perseverance)</p> <p>To recognise what affects feelings, e.g. happy or sad events (starting &amp; leaving school, birthdays, celebrations, holidays)</p> <p>The importance of recognising &amp; expressing emotions through talking</p> <p>That behaviour is about choice but also that appropriate behaviour is expected &amp; we are all responsible for our own words &amp; actions</p> <p>Respectful behaviour, e.g. using manners, showing respect to everyone</p>	<p>The importance of sufficient good quality sleep for good health &amp; that a lack of sleep can affect weight, mood &amp; ability to learn</p> <p>The facts &amp; science relating to allergies, immunisation &amp; vaccination</p> <p>Risks &amp; hazards including the risk of household substances if misused, e.g. keeping cleaning products locked in a cupboard</p> <p>Safety in the local environment &amp; unfamiliar places, e.g. near water, crossing the road, railway, cycling, etc.</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests &amp; experiences &amp; support with problems &amp; difficulties</p> <p>That healthy friendships are positive &amp; welcoming towards others, &amp; do not make others feel lonely or excluded</p> <p>To develop the skills to recognise &amp; maintain positive, healthy friendships, e.g. positive, communication, debate &amp; compromise</p> <p>How to recognise &amp; respond to a wider range of feelings in others, e.g. jealousy, embarrassment, etc.</p> <p>That bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally recognising &amp; celebrating our personal strengths, talents &amp; achievements</p>	<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules &amp; principles for keeping safe online, how to recognise risks, harmful content &amp; how to report them</p> <p>NSPCC: 'Speak out Stay Safe' Assembly</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>The importance of self-respect e.g., recognising &amp; celebrating our personal strengths, talents &amp; achievements &amp; how this links to their own happiness</p>

Key:

Blue Text - Statutory Health and Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

### Year 3 ~ End of Year Expectations

Knowledge ~ Learners should know:	Skills ~ Learners should be able to:
The need for rules & laws About different jobs & aspirations for the future How the actions of others can damage the environment Some risks & hazards that may arise How to respect others & show self-respect How the UNCRC rights protect all children	Use methods to keep money safe Incorporate physical activity into daily routines Use the zones of regulation to manage emotions during challenging experiences Manage & maintain friendships Act responsibly & follow the rules for keeping safe online

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

Year 4

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Mental Wellbeing	Growing & Changing	Internet Safety & Harms	Families & People Who Care For Me	Being Safe	Respectful Relationships
<p>That everyone has human rights &amp; that all children have their own set of rights, set out in the UNCRC</p> <p>About the importance of respecting different viewpoints in valuing diversity</p> <p>To recognise the people we rely on in our school &amp; local community &amp; their roles</p> <p>The needs of the local environment &amp; how these can change over time, e.g. more traffic</p> <p>How to share responsibilities &amp; understanding how our actions can affect ourselves &amp; others in positive &amp; negative ways</p> <p>Why &amp; how rules &amp; laws that protect us are made &amp; enforced</p> <p>About the role of the school council, how they benefit the school community &amp; taking an active role in discussions</p>	<p>How to make decisions about money considering saving, spending &amp; budgeting</p> <p>How to keep money safe &amp; know how we can plan for future saving</p> <p>How to understand the advantages &amp; disadvantages of different ways of saving (high street bank, building society, post office)</p> <p>How to identify jobs we would like to do when we are older</p> <p>How it feels to have hopes &amp; dreams &amp; how to make a new plan &amp; set new goals if we have been disappointed (resilience)</p> <p>To understand risks in relation to money, e.g. borrowing &amp; debt</p> <p>How they can use money to help others locally &amp; globally (charities &amp; appeals)</p>	<p>How household items can be recycled &amp; the impact this has on the environment (Bolton council recycling competition)</p> <p>The biodiversity within different habitats, e.g. the Arctic</p> <p>To identify things that can damage habitats, e.g. river pollution, litter, etc.</p> <p>To learn about ways to care for habitats (conservation areas)</p> <p>That humans have a responsibility to protect some habitats (link to endangered species in the Arctic)</p> <p>To understand &amp; compare the difference between two climate zones &amp; the impact this has on the environment</p> <p>The impact of global warming, plastic &amp; other pollution is having on different habitats, including the Arctic</p>	<p>How to recognise &amp; talk about their emotions, including having a varied vocabulary of words to use when talking about their own &amp; others' feelings</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary &amp; service-based activity on mental wellbeing &amp; happiness</p> <p>That bullying (including cyberbullying) has a negative &amp; often lasting impact on mental wellbeing</p> <p>Where &amp; how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Learn about personal responsibility &amp; how the responsibility for this increases with age</p> <p>Know how to reduce risks that we may face: walking alone, answering the door or phone, speaking to strangers &amp; road safety</p> <p>How to show resilience by managing &amp; reframing setbacks</p> <p>The importance of recognising &amp; expressing emotions through talking</p>	<p>How to consider the effect of their online actions on others &amp; know how to recognise &amp; display respectful behaviour online &amp; the importance of keeping personal information private</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying &amp; harassment can take place, which can have a negative impact on mental health</p>	<p>That families are important for children growing up because they can give love, security &amp; stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection &amp; care for children &amp; other family members, the importance of spending time together &amp; sharing each other's lives</p> <p>To appreciate the life experiences of older generations &amp; discuss any personal experiences of bereavement</p>	<p>How to respond safely &amp; appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise &amp; report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, &amp; to keep trying until they are heard</p> <p>How to know the difference between 'risk', 'danger' &amp; 'hazard'</p> <p>How to recognise that our increased independence means that we have increased responsibility for our own safety &amp; the safety of other people</p> <p><b>NSPCC: 'Speak out Stay Safe' Assembly</b></p>	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) &amp; how to get help</p> <p>How to respond to hurtful behaviour appropriately &amp; learning that our actions affect ourselves &amp; others</p> <p>What a stereotype is, &amp; how stereotypes can be unfair, negative or destructive</p>

Key:

Blue Text - Statutory Health and Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text- PSHE School Objectives

**Year 4 ~ End of Year Expectations**

<b>Knowledge ~ Learners should know:</b>	<b>Skills ~ Learners should be able to:</b>
How their actions may affect themselves & others in the community Way to save & borrow money safely Some of the potential negative aspects of the internet The characteristics of a healthy family dynamic That the UNCRC rights are unconditional & universal	Take an active role in protecting & caring for habitats Use the zones of regulations to recognise when support is needed Show resilience & determination during challenging situations Report to a trusted adult when feeling unsafe around an adult Respond appropriately to hurtful behaviour

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

**Blue Phase PSHE (Personal, Social, Health & Economic) and Relationships Education Overview**

Year 5

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Physical Health & Fitness, Healthy Eating & Drugs, Alcohol & Tobacco	Changing Adolescent Body	Health & Prevention & Basic First Aid	Caring Friendships	Online Relationships	Respectful Relationships
<p>What class promises are &amp; links to the United Nations Conventions of the Rights of the Child, school ethos &amp; values</p> <p>About valuing diversity &amp; the different skills needed to resolve conflicts between culture groups</p> <p>Demonstrating compassion towards others, including those different from ourselves</p> <p>How to make choices about our own behaviour &amp; understand the consequences of actions can impact on other people &amp; the shared responsibility for group actions</p> <p>The roles of voluntary groups &amp; charities</p> <p>About the rule of law &amp; how British laws are made in the Houses of Parliament</p> <p>How democracy &amp; learner voice benefits the school community</p> <p>The role of the school council &amp; taking an active role in discussions</p>	<p>How to identify their career interests &amp; aspirations &amp; explore how much people earn in different jobs</p> <p>What influences career choices e.g. money, hours of work &amp; personal interests</p> <p>What is taken away (deducted) from the money that we earn &amp; why (national insurance, tax &amp; pensions)</p> <p>How to identify &amp; challenge workplace stereotypes</p> <p>To consider the needs of the global environment &amp; the impact of consumer choices (Fairtrade)</p> <p>The importance of helping others to achieve their goals at home &amp; abroad (global &amp; local fundraising)</p>	<p>To protect the environment e.g. energy use, recycling</p> <p>How the local environment has changed over time</p> <p>How any proposed changes in local land use impacts the environment</p> <p>The impact of changes on the local community &amp; people's points of view &amp; how the changes affect people in different ways, e.g. pros &amp; cons of building on the all-weather pitches</p> <p>To understand that people of different ages &amp; abilities require different environments &amp; respect this fact (recreational, living opportunities, wheelchair access)</p>	<p>The characteristics &amp; mental &amp; physical benefits of an active lifestyle &amp; the risks associated with an inactive lifestyle (including obesity)</p> <p>How &amp; when to seek support including which adults to speak to in school if they are worried about their health</p> <p>The characteristics of a poor diet &amp; risks associated with unhealthy eating (including, obesity &amp; tooth decay) &amp; other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>The facts about legal &amp; illegal harmful substances &amp; associated risks, including smoking, alcohol use &amp; drug-taking</p> <p>That images in the media can be adapted &amp; do not always reflect reality &amp; the dangers of this</p>	<p><b>Health Development Worker</b> <b>Puberty Talk: Physical &amp; emotional changes in puberty &amp; personal hygiene routines</b></p> <p>Key facts about puberty &amp; the changing adolescent body, particularly from age 9 through to age 11, including physical &amp; emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p>	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>About safe &amp; unsafe exposure to the sun, &amp; how to reduce the risk of sun damage, including skin cancer</p> <p>How to make a clear &amp; efficient call to emergency services if necessary</p> <p><b>Concepts of basic first-aid, for example dealing with common injuries, including head injuries (St John's Ambulance first aid training)</b></p>	<p>That most friendships have ups &amp; downs &amp; that these can often be worked through so that the friendship is repaired or even strengthened, &amp; that resorting to violence is never right</p> <p>How to recognise who to trust &amp; who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations &amp; how to seek help or advice from others, if needed</p> <p>About teenage role models &amp; group or individual behaviour expectations - How should I react? Is it right to...?</p>	<p>How to critically consider their online friendships &amp; sources of information including awareness of the risks associated with people they have never met.</p> <p>How to become aware of influences, which can change the way they feel about themselves &amp; develop coping strategies, e.g. social media, bullying, etc.</p> <p>How to use the privacy settings &amp; reporting/blocking strangers</p> <p><b>How information &amp; data is shared &amp; used online</b></p> <p><b>NSPCC: 'Speak out Stay Safe' Assembly</b></p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Characteristics of respectful &amp; disrespectful relationships &amp; how to ask for help with these</p> <p>The importance of self-respect &amp; how this links to their own happiness</p>

Key:

Blue Text - Statutory Health and Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objective

**Year 5 ~ End of Year Expectations**

<b>Knowledge ~ Learners should know:</b>	<b>Skills ~ Learners should be able to:</b>
What laws are & how there are consequences to our behavior What taxes are & how they are used How changes in the local area impact the environment The negative effects of a poor diet How school & our local community help us access the UNCRC rights	Recognise how puberty changes the body Make appropriate choices during emergencies Critically analyse the reliability of information online Ask for help & support when managing friendships Use a range of strategies to manage challenging emotions

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

Autumn: Living in the Wider World			Spring: Health Education			Summer: Relationships Education		
Belonging to a Community	Economic Education	Environment	Mental Wellbeing, Drugs, Alcohol & Tobacco	Changing Adolescent Body	Internet Safety & Harms	Families* & People Who Care For Me	Being Safe	Respectful Relationships
<p>That many children do not receive UNCRC rights &amp; how to help</p> <p>Understanding laws around respecting diversity, including the Equality Act 2010</p> <p>What makes a good role model &amp; what is expected of the school ambassadors: head boys &amp; girls, deputy head boys &amp; girls &amp; prefects</p> <p>How to understand the aims of pressure groups to impact on citizens choices (organisations, media, retailing)</p> <p>About the rule of law &amp; how British laws are made in the Houses of Parliament</p> <p>The role of the school council in benefitting the school community</p>	<p>How to understand that needs &amp; wants can be met through saving (UNCRC)</p> <p>Positive influences &amp; attitudes to money</p> <p>About financial risks &amp; the importance of ensuring spending does not exceed savings (credit card dangers)</p> <p>That individual &amp; community rights &amp; responsibilities need to be taken into account when making decisions</p> <p>What is meant by the term 'value for money'</p> <p>What enterprise is &amp; how this relates to our lives now &amp; in the future</p> <p>How to set goals &amp; plan learning steps to achieve these goals</p> <p>How to recognise the achievements &amp; contributions of others &amp; giving praise</p>	<p>Why plastic pollution is a problem &amp; alternative materials to use</p> <p>About the destruction of the rainforests &amp; how it will affect the ecosystems of the world, in an adverse manner</p> <p>About organisations that work to protect the world &amp; its creatures (WWF, Greenpeace)</p> <p>That supplying energy for the world has had an adverse effect on the environment (global warming)</p> <p>How we can reduce global warming &amp; the negative effects of this (link to Antarctica topic)</p> <p>Understanding that humans have responsibility for sharing the world &amp; its resources</p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>How to judge whether feelings &amp; behaviours are appropriate &amp; proportionate</p> <p>Isolation &amp; loneliness can affect children &amp; the importance of discussing their feelings with an adult &amp; seeking support</p> <p>It is common for people to experience mental ill health. The problems can often be resolved if the right support is made available, especially if accessed early enough</p> <p>The facts about legal &amp; illegal harmful substances &amp; associated risks, including smoking, alcohol use &amp; drug-taking</p>	<p>Health Development Worker Puberty Talk: Physical &amp; emotional changes in puberty &amp; personal hygiene routines</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p> <p>How to increase independence &amp; manage transition to secondary school</p> <p>About the importance of self-esteem</p> <p>How to cope with pressure, e.g. peer or media influences, &amp; maintaining high standards of self-control</p> <p>Recognising that stress can be positive &amp; negative &amp; learning coping strategies</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices &amp; the impact of positive &amp; negative content online theirs &amp; others' mental &amp; physical wellbeing</p> <p>Why some social media, computer &amp; online gaming, are age restricted</p> <p>How links are made between habit &amp; addiction, e.g. gaming, mobile phone use, etc.</p> <p>How to be a discerning consumer of information online, including knowing that information, from search engines, is ranked, selected &amp; targeted</p>	<p>That others' families*, in school or the wider world, sometimes look different from their own, but that they should respect those differences &amp; know that other c families* are also characterised by love &amp; care</p> <p>That stable, caring relationships, of different types, are at the heart of happy families*, &amp; are important for children's security as they grow up</p> <p>That marriage** represents a formal &amp; legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, &amp; how to seek help or if needed</p>	<p>That each person's body belongs to them, appropriate vs inappropriate or unsafe physical, &amp; other, contact including the role of mutual consent</p> <p>How to recognise inappropriate &amp; appropriate online relationships</p> <p>How to report concerns or abuse including online abuse, &amp; the vocabulary &amp; confidence needed</p> <p>How information &amp; data is shared &amp; used online &amp; the dangers of this to our emotional health</p> <p>NSPCC: 'Speak out Stay Safe' Assembly &amp; workshop</p> <p>Crucial Crew: staying safe in different situations e.g. road &amp; railway safety, internet safety, bullying &amp; fire safety</p> <p>St John's Ambulance First Aid Training</p>	<p>Practical steps to improve or support respectful relationships</p> <p>That in school &amp; wider society they can expect to be treated with respect, &amp; that they should show due respect to others, including those in positions of authority</p> <p>The importance of permission-seeking &amp; giving in relationships with friends, peers &amp; adults</p> <p>That some people express extreme views &amp; how to respond if they try to influence us, e.g. radicalisation, discrimination &amp; the law (Equality Act 2010)</p> <p>How to develop strategies to negotiate, compromise &amp; give constructive feedback</p> <p>Healthy Relationships Workshop</p>

\* Families can include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

\*\* Marriage in England & Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious

Key:

Blue Text - Statutory Health and Relationships Expectations (Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education - July 2019)

Purple Text - External Partner Lessons, Workshops or Assemblies (See Additional Information)

Black Text - PSHE School Objectives

## Year 6 End of Year Expectations

<b>Knowledge ~ Learners should know:</b>	<b>Skills ~ Learners should be able to:</b>
How to resist pressures & make responsible choices The 9 protected characteristics set out by the equality act Some of the long-lasting negative effects of global warming The potential risks of harmful substances The risks of excessive screen time & internet use (including social media) There are many different family structures Appropriate boundaries within a relationship Ways to help children around the world access the UNCRC rights	Manage money through enterprise opportunities Use the zones of regulation to understand others' emotions & provide appropriate support Manage the physical & emotional changes associated with puberty Raise concerns confidently to trusted adults Respond to extreme views appropriately Negotiate, compromise & give constructive feedback

**Throughout and at the end of every planned unit of work all learners will have been assessed against the relevant year group expectations (knowledge and skills) utilising bespoke Kahoot low-stakes quizzes assessments, the outcomes of discussions (discussion books), workbooks and appropriate assessment tasks.**

## Whole School British Values & UNCRC Links

### Autumn

Belonging to a Community	Economic Education	Environment
<p><b>British Values Links:</b></p> <p>Applying their social skills in different contexts, including supporting, working &amp; socialising with learners from different religious, ethnic &amp; socio-economic backgrounds</p> <p>A willingness to participate in a variety of community &amp; social settings, including by volunteering, co-operating well with others &amp; being able to resolve conflicts effectively</p> <p>Understanding &amp; appreciation of the wide range of cultural influences that have shaped their own heritage &amp; that of others</p> <p>Respect &amp; appreciation of the range of different cultures within school &amp; further afield as an essential element of their preparation for life in modern Britain</p> <p><b>UNCRC Links:</b></p> <p><b>Article 14:</b> Every child has the right to think &amp; believe what they want &amp; practise their religion</p> <p><b>Article 15:</b> Every child has the right to meet with other children &amp; to join groups &amp; organisations</p> <p><b>Article 23:</b> A child with a disability has the right to live a full &amp; decent life with dignity &amp; independence &amp; to play an active part in the community</p> <p><b>Article 30:</b> Every child has the right to learn &amp; use the language, customs &amp; religion of their family</p>	<p><b>British Values Links:</b></p> <p>Development &amp; demonstration of skills &amp; attitudes that will allow them to participate fully in &amp; contribute positively to life in modern Britain</p> <p><b>UNCRC Links:</b></p> <p><b>Article 26:</b> Governments must provide extra money for the children of families in need</p>	<p><b>British Values Links:</b></p> <p>Ability to recognise the difference between right &amp; wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil &amp; criminal law of England</p> <p>Interest in investigating &amp; offering reasoned views about moral &amp; ethical issues &amp; being able to understand &amp; appreciate the viewpoints of others on these issues</p> <p><b>UNCRC Links:</b></p> <p><b>Article 12:</b> Every child has the right to have a say in all matters affecting them &amp; to have their views taken seriously</p> <p><b>Article 13:</b> Every child must be free to say what they think &amp; to seek &amp; receive all kinds of information</p> <p><b>Article 17:</b> Every child has the right to reliable information from the media</p> <p><b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food &amp; a clean environment.</p>

### Spring

Physical Health & Fitness & Healthy Eating	Growing & Changing	Health & Prevention	Mental Wellbeing	Changing Adolescent Body	Internet Safety & Harms
<p><b>British Values Links:</b></p> <p>A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Links:</b></p> <p><b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food &amp; a clean environment.</p>	<p><b>British Values Links:</b></p> <p>A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Links:</b></p> <p><b>Article 5:</b> Governments must respect the rights &amp; responsibilities of parents &amp; carers to direct &amp; guide their child as they grow up</p>	<p><b>British Values Links:</b></p> <p>A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Links:</b></p> <p><b>Article 24:</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food &amp; a clean environment.</p>	<p><b>British Values Links:</b></p> <p>A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Their willingness to reflect on their experiences &amp; that of others</p> <p>An awareness of their own &amp; other's feelings &amp; how this impacts their mental health &amp; wellbeing</p> <p><b>UNCRC Links:</b></p>	<p><b>British Values Links:</b></p> <p>A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Links:</b></p> <p><b>Article 5:</b> Governments must respect the rights &amp; responsibilities of parents &amp; carers to direct &amp; guide their child as they grow up</p> <p><b>Article 6:</b> Every child has the right to live. Governments</p>	<p><b>British Values Links:</b></p> <p>Ability to recognise the difference between right &amp; wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil &amp; criminal law of England</p> <p>Understanding &amp; acceptance of the consequences of their behaviour &amp; actions</p> <p><b>UNCRC Links:</b></p>

<p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs.</p>	<p><b>Article 6:</b> Every child has the right to live. Governments must do all they can to make sure children survive &amp; develop to their full potential</p> <p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs</p> <p><b>Article 29:</b> Education must develop every child's personality, talents &amp; abilities to the full</p>	<p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs</p> <p><b>Article 33:</b> Government must protect children from the use of illegal drugs</p>	<p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs</p> <p><b>Article 31:</b> Every child has the right to relax, play &amp; take part in a wide range of artistic &amp; cultural activities</p>	<p>must do all they can to make sure children survive &amp; develop to their full potential</p> <p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs</p>	<p><b>Article 16:</b> Every child has the right to privacy</p> <p><b>Article 17:</b> Every child has the right to reliable information from the media</p>
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## Summer

Caring Friendships	Online Relationships	Respectful Relationships	Families & People Who Care For Me	Being Safe
<p><b>British Values Links:</b> Applying their social skills in different contexts, including supporting, working &amp; socialising with learners from different religious, ethnic &amp; socio-economic backgrounds</p> <p>A willingness to participate in a variety of community &amp; social settings, including by volunteering, co-operating well with others &amp; being able to resolve conflicts effectively</p> <p><b>UNCRC Links:</b> <b>Article 15:</b> Every child has the right to meet with other children &amp; to join groups &amp; organisations</p> <p><b>Article 31:</b> Every child has the right to relax, play &amp; take part in a wide range of artistic &amp; cultural activities</p>	<p><b>British Values Links:</b> Ability to recognise the difference between right &amp; wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil &amp; criminal law of England</p> <p>Understanding &amp; acceptance of the consequences of their behaviour &amp; actions</p> <p><b>UNCRC Links:</b> <b>Article 16:</b> Every child has the right to privacy</p> <p><b>Article 17:</b> Every child has the right to reliable information from the media</p>	<p><b>British Values Links:</b> Ability to recognise the difference between right &amp; wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil &amp; criminal law of England</p> <p>Understanding &amp; acceptance of the consequences of their behaviour &amp; actions</p> <p><b>UNCRC Links:</b> <b>Article 14:</b> Every child has the right to think &amp; believe what they want &amp; practise their religion</p> <p><b>Article 15:</b> Every child has the right to meet with other children &amp; to join groups &amp; organisations</p>	<p><b>British Values Links:</b> A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p><b>UNCRC Links:</b> <b>Article 5:</b> Governments must respect the rights &amp; responsibilities of parents &amp; carers to direct &amp; guide their child as they grow up</p> <p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs</p>	<p><b>British Values Links:</b> A sense of enjoyment &amp; fascination in learning about themselves, others &amp; the world around them</p> <p>Ability to recognise the difference between right &amp; wrong, readily applying this understanding in their own lives and, in so doing, respecting the civil &amp; criminal law of England</p> <p><b>UNCRC Links:</b> <b>Article 19:</b> Governments must do all they can to ensure children are protected from harm</p> <p><b>Article 27:</b> Every child has the right to a standard of living that meets their physical, social &amp; mental needs</p>

