

# Myland Primary School



## PSHE Policy

### September 2024

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### Intent:

At Myland Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is a vital subject which supports children in acquiring the essential knowledge, skills and understanding that they need in order to lead confident, healthy and independent lives. Under the new guidance issued by the DfE, Relationships Education and Health Education in primary school will be compulsory from September 2020.

Through the teaching of PSHE, we aim to:

- Provide children with the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens.
- Encourage children to value themselves as individuals and to value others.
- Enable children to become increasingly responsible for themselves and their own learning and to make informed choices.
- Ensure children understand their rights and responsibilities as individuals and as members of a democratic society.
- Teach children to understand what constitutes a safe and healthy lifestyle.
- Promote safety by teaching children about forming and maintaining healthy relationships with families and friends.
- Help pupils to identify the characteristics of healthy relationships; how relationships may affect mental and physical health and how to stay safe online.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Provide children with ways to understand and manage their emotions.
- Provide children with information in order for them to make informed, positive life choices.
- Allow pupils the opportunity to acknowledge and appreciate difference and diversity.
- Enable children to understand issues relating to the environment and be aware of ways to protect natural resources.

## **Implementation:**

### **Relationships Education:**

As part of Relationships Education at Myland, we focus on the characteristics of positive and healthy relationships, including those with family and friends and those with other children and adults. We teach children how to have positive relationships online with an essential focus on online safety and appropriate behaviour, as well as being and keeping safe offline.

### **Health Education:**

As part of Health Education at Myland, we focus on supporting children with their mental wellbeing, including how to talk about emotions and seek support where necessary. Children are taught about internet safety and physical health and fitness, including how to keep an active lifestyle and the impact of a balanced diet. Children are also taught about the impact of drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

### **Living in the Wider World:**

As part of Living in the Wider World at Myland, children are taught about rules, rights and responsibilities, including supporting their understanding of looking after the environment. They are also taught about living in a diverse community and valuing diversity and how stereotypes and prejudice can negatively influence behaviours and how to challenge these. Children are also given opportunities to learn about economic wellbeing including money, work and career.

## **Impact**

Children achieve well at Myland. As a result of the PSHE curriculum, they leave us as confident, articulate, resilient learners who are well placed to contribute effectively to their school and wider community. They understand how to lead healthy and independent lives.

## **Curriculum and Organisation**

The planning of PSHE is based on guidance from the National Curriculum and the PSHE Association. At Myland, a cyclical curriculum approach is used to ensure coverage and progression across curriculum areas to cater for mixed age classes. The PSHE curriculum is supported by theme-based learning, driven by termly, high-quality texts. These texts have been selected carefully to support the teaching of different themes in PSHE. Each term, the teaching of PSHE will focus on three key aspects: a theme, one of our core values and one of our golden rules.

The statutory guidance from the National Curriculum is comprehensively covered by learning opportunities across three core areas: Relationships Education, Health Education and Living in the Wider World. These are integrated (where appropriate) into the different themes. However, where this is not fitting, stand-alone, discreet lessons will be taught to cover these

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objectives. The use of whole-school and class assemblies are also essential in supporting the PSHE curriculum. At Myland, teaching is always personalised and teachers and staff members will ensure that, as and when issues arise, time is made in the curriculum to meet the needs of the children. Our provision is further enriched by a Safety Week each year where every afternoon is dedicated to teaching 'Keeping Safe' and 'Internet Safety'. This will also include assemblies with visitors, such as Essex Police. We allocate weekly, one-hour lessons for PSHE teaching and learning.

### Our Core Values

1. Co-operation
2. Honesty
3. Friendship
4. Responsibility
5. Respect
6. Perseverance



### Our Golden Rules

1. Do be gentle
2. Do be kind and helpful
3. Do be honest
4. Do work hard
5. Do listen
6. Do look after property



### **Early Years**

PSHE in the Early Years is taught within the specific area of ‘Personal, Social and Emotional Development’ (PSED). This specific area is one that MUST develop naturally and be supported through high quality provision in order for children to develop well-rounded life skills and learning behaviours. Through carefully planned environments and activities, adults support children in developing resilience, independence, conflict resolution skills and confidence, as well as forging bonds with peers in their cohort. The children are given opportunities to settle in to school routines and develop a strong sense of self and community through high quality continuous provision with familiar adults. This is supported by baseline and continuous assessment on the ‘Leuven Scales of Wellbeing and Involvement’. These scores indicate which children may need a little support in developing the strong sense of self confidence and awareness required to acknowledge and apply the school’s Golden Rules. This ‘Leuven Scale’ score is reassessed regularly and passed on to the child’s KS1 teacher. Regular class ‘Circle Time’ encourages children to discuss feelings and understand the importance of friendship, empathy and to talk through what they learn about themselves and others through continuous provision.

### EYFS Yearly Theme Planning

Suggested coverage is entirely flexible and responsive to children’s needs and interests

A	Overarching theme:	Suggested linked texts (LW stock):	Drawing Club Focus (to be amended):	Phonics Focus:	Maths Focus: CHECKPOINTS FOR EACH SMALL STEP ON MATHS BOARD	The Natural World:	People, Culture and Communities:	Past and Present:	Expressive Arts and Design:	PSED coverage:
Autumn 1	<u>Who</u> <b>Suggested coverage:</b> size, families, similarities and differences	The Three Little Pigs/Red Riding Hood/Little Red/Who Are <u>You</u> ?/Colin and Lee, Carrot and Pea/The Very Hungry Caterpillar/Small's Big Dream/What To Do With A <u>Box</u> /Me on the Map/Dear Zoo	TRADITIONAL TALES  Tier 1 vocabulary  Naming body parts and objects	Phase 1 (transition work/assessment) and begin Phase 2 by Week 3 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l <b>is, i, the</b>	Week 1s: Getting to Know You Week 4s: Match, Sort and Compare Week 5/6: Talk About Measure and Patterns Week 7: It's Me, 1,2,3	Local environment – senses walk  How we grow - humans	The street where I belong  I am me  Diwali	How humans change Transition to school Days of the week/months of the year	<b>Cheranga -unit 1</b> <b>Me!</b> <b>Shape printing</b>  <b>House designs</b>	Theme: Legacy Core value: Respect Golden rule: Do listen/do be kind and helpful
Autumn 2	<u>When...</u> <b>Suggested coverage:</b> celebrations, growth and decay, time, seasons, the future	Tom and the Island of Dinosaurs/ Tyrannous Rex/ The Story of Life/ One Fox: A Counting Story/The Story of Life/ Tap the Magic Tree/Snow/Circle/Triangle/The Story of the Mole Who Knew it was None of his Business	First, next, then  Counting to 10  Makaton built in	ff, ll, ss, j, v, w, x, y, z, <b>ss, qu, ch, sh, th, ng, ck, put, pull, full, ac, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</b> <b>FIRST PHASE 2 DECODABLES</b>	Week 1: It's Me 1, 2, 3! Week 2: Circles and Triangles Week 4s: 1, 2, 3, 4, 5 Week 5: Shapes with 4 Sides	Ancient reptiles  Evolution theory	Bonfire Night  Christmas	Palaeontology <b>visit from Teach Rex</b>  Timelines of own lives  Seasons	<b>Cheranga – unit 2</b> <b>My Stories</b> Collage – calendar Christmas performance preparations <b>Design healthy food plate</b>	Theme: Courage Core value: Honesty Golden rule: Do work hard/do listen
Spring 1	<u>What...</u> <b>Suggested coverage:</b> Landmarks from different countries, comparison of places around the world, history of famous landmarks	Naughty Bus/Katie in London/1, Crocodile/We're Sailing Down the Nile/How the Sphinx Got To The Museum/Square/Goodnight/Peace at Last	Tier 2 vocabulary  Part whole	Begin Phase 3 ai, ee, oo, ou, or, ur, ow, oi, ear, air, er <b>4 chop words!</b> <b>was, you, they, my, by, all, are, sure, pure</b>	Week 1/2: Alive in 5 Week 3: Mass and Capacity Week 4/5: Growing 6, 7, 8 Week 6: Length, Height and Time	River Thames/River Nile	Comparing England and Egypt  Lunar New Year	The Pyramids  Ancient Egypt	<b>Cheranga – unit 1</b> <b>Everyone</b>  <b>Making own boats</b> <b>Evaluate – existing boats</b>	Theme: Super/best Core value: Responsibility Golden rule: Do look after property/ do work hard
Spring 2	<u>Where...</u> <b>Suggested coverage:</b> the natural world, birds, eggs, growth	The King's Hats/Pablo/Owl Babies/Small Trail/Hairy Magic and Zachary Quack	Tier 2 vocabulary  Representing numbers	Review Phase 3 <b>Larger words</b> <b>Words with /s/ in the middle</b> <b>Words with /es/ at the end</b> <b>Words with /e/ at the end</b> <b>Revise all tricky words taught so far</b>	Week 1: Length, Height and Time Week 2, 3, 4: Building 9 and 10 Week 5/6: Explore 3D Shapes	Growth – how birds hatch  <b>HATCHING EGGS</b>	Rulers – 'I am in Charge!'  Snail Trail: Art and artists	Focus on growth related vocabulary	<b>Cheranga – unit 2</b> <b>Our World</b>  <b>Artists studies:</b> Jackson Pollock Picasso Salvador Dali Matisse	Theme: Individuality Core value: Friendship Golden rule: Do be gentle/do be kind and helpful
Summer 1	<u>Why...</u> <b>Suggested coverage:</b> the moon, the solar system, change, feelings, answering questions	The Bog Baby/King Of Tiny Things/ Man on the Moon/How to Catch a Star/The Dark/My Shadow/Grandpa's Quilt/Mr. Gumpy's Outing/A Real Princess/ Paper Planes	Tier 2 vocabulary  Shapes	Phase 4 and consolidation <b>Adjacent consonants</b> <b>CVCC/CCVC/CCVCC/CVCVCV</b> <b>C/CCVCVC</b> <b>Compound words</b> <b>Words ending in suffixes -ing -ed etc.</b>	Week 1s: To 20 and Beyond Week 3: How Many Now? Week 4/5: Manipulate, Compose and Decompose Week 6: Sharing and Grouping	The Moon  Planets of the Solar System	Ramadan Eid	Then and <b>Now</b> – preparation for change in Summer 2	<b>Cheranga – unit 1</b> <b>Big Bear Funk</b>  <b>Paper planes</b>	Theme: Lost Core value: Cooperation Golden rule: Do be honest/do be gentle
Summer 2	<u>How...</u> <b>Suggested coverage:</b> flight, gravity, balloons	The Tree Keepers/Blown Away/Blue Footed Booby/What the Ladybird Heard/Mr. Gumpy's Motor Car	Tier 2 vocabulary  Number formation	Phase 4 long vowel graphemes with adjacent consonants <b>said, so, have, like, some, come, love, were, there, little, one, when, out, what, says, here, today</b>	Week 1: Sharing and Grouping Week 2/3/4: Visualise, Build and Map Week 5: Make Connections <b>Consolidation</b>	Creating maps of environments	Yann <b>Arbus</b> , Bertrand (birds eye view)	Dodos - extinction	<b>Cheranga unit 2</b> <b>Reflect, review and replay</b>  <b>Create birds eye view artwork</b>	Theme: Growth Core value: Perseverance Golden rule: Do be honest/do work hard

Mae Jemison



**Key Stage One (Years 1 and 2)**

First year of cycle	Key Stage One	Relationships Education	Health Education	Living in the Wider World
<p><b>Autumn Term</b></p> <p><b>Key Texts</b>                      Book 1 Autumn 1: 'Revolting Rhymes' by Roald Dahl                       Book 2 Autumn 2: The Wild Symphony by Dan Brown</p>	<p><b>Theme: Legacy</b>  <b>Core value: Co-Operation</b>  <b>Golden rule: Do listen/do be kind and helpful</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility and recognising the importance of honesty.</li> <li>• Making decisions based on what is right or wrong.</li> <li>• Friends, appreciating the role of sharing in friendships.</li> </ul>	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• the importance of telling someone if something in their family makes them feel unhappy or worried</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> </ul>	<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• ways to keep safe in familiar and unfamiliar environments (e.g beach, the street, swimming pool) and how to cross the road safely</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> </ul>	<p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>• about what rules are, why they are needed, and why different rules are needed for different situations</li> </ul> <p><b>Economic wellbeing: money</b></p> <ul style="list-style-type: none"> <li>• what money is; forms that money comes in; that money comes from different sources</li> <li>• that people make different choices about how to save and spend money</li> <li>• about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• that money needs to be looked after; different ways of doing this</li> </ul>

<p><b>Spring Term</b>                  Book 1 Spring 1:                  Think of an Eel by                  Karen Wallace</p> <p>Book 2 Spring 2:                  Fanatical About                  Frogs by Owen                  Davey</p>	<p><b>Theme:</b> Super/best  <b>Core value:</b>                  Responsibility  <b>Golden rule:</b> Do be                  gentle / do work                  hard / Do be Kind</p> <ul style="list-style-type: none"> <li>• Taking responsibility.</li> <li>• Making decisions and choices.</li> <li>• Friends, learning to value themselves as people.</li> <li>• Multicultural understanding, recognising that we are all different in some ways. Appreciating similarities and differences.</li> </ul>	<p><b><u>Caring friendships</u></b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• how to recognise when they or someone else feels lonely and what to do</li> </ul> <p><b><u>Online Relationships</u></b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> </ul>	<p><b><u>Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• how to recognise things that make us feel good (e.g. playing outside, doing things you enjoy, seeing family)</li> </ul>	<p><b><u>Shared Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> </ul> <p><b><u>Economic wellbeing: Aspirations, work and career</u></b></p> <ul style="list-style-type: none"> <li>• that everyone has different strengths</li> <li>• that jobs help people to earn money to pay for things</li> <li>• different jobs that people they know or people who work in the community do</li> <li>• about some of the strengths and interests someone might need to do different jobs</li> </ul>

<p><b>Summer Term</b>                  Summer 1: The Moon Dragons                   Summer 2: Heart in a Bottle by Oliver Jeffers</p>	<p><b>Theme: Lost</b>  <b>Core value: Respect</b>  <b>Golden rule: Do be honest/do be gentle</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility.</li> <li>• Making decisions and choices.</li> <li>• Personal strengths and weaknesses.</li> <li>• Feelings of loss</li> <li>• Resilience</li> <li>•</li> </ul>		<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</li> </ul>	<p><b>Communities</b></p> <ul style="list-style-type: none"> <li>• about the different groups they belong to about the different roles and responsibilities people have in their community</li> <li>• to recognise the ways they are the same as, and different to, other people</li> </ul>
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Second year of cycle	Key Stage One	Relationships Education	Health Education	Living in the Wider World
<p><b>Autumn Term</b> Book 1 Autumn 1 Stone Girl, Bone Girl by Laurence Anholt</p> <p>Book 2 Autumn 2 The Flower by John Light</p>	<p><b>Theme: Courage</b> <b>Core value: Honesty</b> <b>Golden rule: Do work hard/do listen</b></p> <ul style="list-style-type: none"> <li>• Taking responsibility and recognising the importance of honesty.</li> <li>• Making decisions based on what is right or wrong.</li> <li>• Resilience</li> </ul>	<p><b><u>Families and people who care for me</u></b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</li> </ul>	<p><b><u>Health and prevention</u></b></p> <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> </ul>	<p><b><u>Communities</u></b></p> <ul style="list-style-type: none"> <li>• about the different groups they belong.</li> <li>• about the different roles and responsibilities people have in their community.</li> <li>• to recognise the ways they are the same as, and different to, other people.</li> </ul>
<p><b>Spring Term</b> Book 1 Spring 1 Stinky Cheese Man by Jon Scieszka</p> <p>Book 2 Spring 2 Who Pushed Humpty Dumpty? by David Levinthal</p>	<p><b>Theme: Individuality</b> <b>Core value: Friendship</b> <b>Golden rule: Do be gentle/do be kind and helpful</b></p> <ul style="list-style-type: none"> <li>• Friends, appreciating the role of sharing in friendships.</li> <li>• Understanding differences in cultures and ways of living.</li> </ul>	<p><b><u>Caring friendships</u></b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	<p><b><u>Basic first aid</u></b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• ways to keep safe in familiar and unfamiliar environments (e.g beach, the street, swimming pool) and how to cross the road safely</li> </ul>	<p><b><u>Shared Responsibilities</u></b> about things they can do to help look after their environment.</p>

	<ul style="list-style-type: none"> <li>• Understand individuality.</li> </ul>			
<p><b>Summer Term</b> Book 1 Summer 1</p> <p>The Fox and the Star Coralie Bickford-Smith</p> <p>Book 2 Summer 2 The Curious Garden Peter Brown</p>	<p><b>Theme: Growth</b> <b>Core value: Perseverance</b> <b>Golden rule: Do be honest/do work hard</b></p> <ul style="list-style-type: none"> <li>• Not giving up.</li> <li>• Facing challenges and dealing with these.</li> </ul>	<p><u>Online relationships</u></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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.</li> </ul>	<p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• how to recognise things that make us feel good (e.g. playing outside, doing things you enjoy, seeing family)</li> </ul> <p><u>Physical health and fitness</u></p>	<p><u>Economic wellbeing: money</u></p> <ul style="list-style-type: none"> <li>• what money is; forms that money comes in; that money comes from different sources</li> <li>• that people make different choices about how to save and spend money</li> <li>• about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• that money needs to be looked after; different ways of doing this</li> </ul>

			<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>	
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**Being Safe to run throughout**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
  - to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private
  - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
  - that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
  - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
  - how to recognise and report feelings of being unsafe or feeling bad about any adult
  - how to ask for advice or help for themselves or others, and to keep trying until they are heard,
  - how to report concerns or abuse, and the vocabulary and confidence needed to do so
  - where to get advice, for example family, school or other source
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- **Internet safety and harms to run throughout (Internet Safety Day)**
  - that for most people the internet is an integral part of life and has many benefits
  - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

First year of cycle	Lower Key Stage 2	Relationships Education	Health Education	Living in the Wider World
<p><b>Autumn Term</b> <u>Key Texts</u></p> <p><b>Autumn 1</b> The Girl of Ink and Stars</p> <p><b>Autumn 2:</b> The Invention of Hugo Cabret</p>	<p><b>Theme:</b> Being me <b>Core value:</b> Responsibility <b>Golden rule:</b> Do look after property/do work hard</p> <ul style="list-style-type: none"> <li>Strategies for making difficult decisions</li> <li>Understanding our feelings</li> <li>Taking responsibility for our actions</li> <li>Understanding right and wrong</li> </ul>	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>the importance of seeking support if feeling lonely or excluded</li> </ul>	<p><u>Healthy eating</u></p> <p><b>Covered in Science and DT Au 1</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul> <p><u>Health and prevention</u></p> <p><b>Covered in Science Au 1</b></p> <ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> </ul>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <ul style="list-style-type: none"> <li>recognise positive things about themselves and their achievements/set goals to achieve personal outcomes</li> </ul>
<p><b>Spring Term</b></p> <p><b>Spring 1</b></p> <p>Iron Man, Ted Hughes</p>	<p><b>Theme:</b> Hero/villains <b>Core value:</b> Respect <b>Golden rule:</b> Do listen/do be kind and helpful</p> <ul style="list-style-type: none"> <li>Recognising the qualities of a good friend</li> </ul>	<p><u>Online relationships</u></p> <ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>	<p><u>Physical health and fitness</u></p> <p><b>Covered in Sci/DT Au 1</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> </ul>	

<p><b>Spring 2</b> Krindlekrax, Philip Ridley</p>	<ul style="list-style-type: none"> <li>• How to respect ourselves and others</li> <li>• Respecting and valuing differences, identifying aspects of racism</li> <li>• Considering people living in other places and times</li> </ul>	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul> <p><b><u>Respectful Relationships</u></b></p> <ul style="list-style-type: none"> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	
<p><b>Summer Term</b>  <b>Summer 1</b>  Shackleton's Journey  <b>Summer 2</b>  The Longest Night of Charlie Noon,</p>	<p><b>Theme:</b> Fear <b>Core value:</b> Honesty <b>Golden rule:</b> Do be honest/do be gentle</p> <ul style="list-style-type: none"> <li>• How to overcome our fears</li> <li>• Understanding the concept of freedom</li> <li>• Identifying ways, we can help others in the community</li> <li>• Understanding the importance of honesty in our everyday lives</li> </ul>		<p><b><u>Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions,</li> </ul>	<p><b><u>Communities</u></b></p> <ul style="list-style-type: none"> <li>• about the different groups that make up their community; what living in a community means.</li> <li>• To value the different contributions that people and groups make to the community.</li> <li>• About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> </ul>

<p>Christopher Edge</p>			<p>including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple safe-care techniques, including the importance of rest, time spent with friends and family and the benefit of hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>• About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>• About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</li> </ul>
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Second year of cycle	Lower Key Stage Two	Relationships Education	Health Education	Living in the Wider World
<p><b>Summer Term</b></p> <p><b>Autumn 1</b> Why the Whales Came, Michael Morpurgo</p> <p><b>Autumn 2</b> The Butterfly Lion, Michael Morpurgo</p>	<p><b>Theme: Home</b> <b>Core value: Cooperation</b> <b>Golden rule: Do listen/do be kind and helpful</b></p> <ul style="list-style-type: none"> <li>Home life and how this differs in different families.</li> <li>That families are important for children growing up because they can give love, security and stability</li> <li>The characteristics of healthy family life,</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences</li> </ul>	<p><b><u>Families and people who care for me</u></b></p> <ul style="list-style-type: none"> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> </ul>	<p><b><u>Physical health and fitness covered in PE</u></b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>the risks associated with an inactive lifestyle (including obesity)</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<p><b><u>Economic Wellbeing: money</u></b></p> <ul style="list-style-type: none"> <li>about the different ways to pay for things and the choices people have about this</li> <li>to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> </ul>
<p><b>Spring Term</b></p> <p><b>Spring 1</b> The Wild Robot,</p>	<p><b>Theme: Friendship</b> <b>Core value: Friendship</b> <b>Golden rule: Do be gentle/do listen</b></p> <ul style="list-style-type: none"> <li>Characteristics of friendships and what makes a good friend</li> </ul>	<p><b><u>Caring friendships</u></b></p> <ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>	<p><b><u>Basic first aid</u></b></p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	

<p>Peter Brown</p> <p><b>Spring 2</b></p> <p>The Space Race</p>	<ul style="list-style-type: none"> <li>Facing challenges and dealing with these.</li> </ul>	<ul style="list-style-type: none"> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>the importance of seeking support if feeling lonely or excluded</li> </ul>	<p><b><u>Health Prevention</u></b></p> <ul style="list-style-type: none"> <li>the facts and science relating to allergies, immunisation and vaccination</li> </ul>	
<p><b>Summer Term</b></p> <p>Summer 1 Wildspark, Vashti Hardy</p> <p>Summer 2 How to Train Your Dragon</p>	<p><b>Theme: Being creators</b> <b>Core value: Perseverance</b> <b>Golden rule: Do be honest/do work hard</b></p> <ul style="list-style-type: none"> <li>Personal strengths and weaknesses</li> <li>Working hard and not giving up.</li> </ul>	<p><b><u>Online relationships</u></b></p> <ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> </ul>	<p><b><u>Health and prevention</u></b></p> <ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>The importance of good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn</li> </ul>	<p><b><u>Shared Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>to recognise there are human rights, that are there to protect everyone</li> <li>about the relationship between rights and responsibilities</li> <li>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</li> <li>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)</li> </ul> <p><b><u>Economic wellbeing: Aspirations, work and career</u></b></p>

				<ul style="list-style-type: none"> <li>recognise positive things about themselves and their achievements/set goals to achieve personal outcomes</li> </ul>
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**Being Safe to run throughout**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other source.
- **Internet safety and harms to run throughout (Internet Safety Day)**
- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

First year of cycle	Upper Key Stage Two	Relationships Education	Health Education	Living in the Wider World
<p><b>Autumn Term</b>  <u>Key Texts</u>                      Autumn 1                      Viking Boy, Tony Bradman</p> <p>Autumn 2                      The Wolf Wilder, Katherine Rundell</p>	<p><b>Theme: Conflict</b>  <b>Core value: Cooperation</b>  <b>Golden rule: Do listen/do be kind and helpful</b></p> <ul style="list-style-type: none"> <li>Identify conflict</li> <li>Ways to resolve conflict</li> <li>Explore extinction of a species (conservation and endangered species)</li> <li>Recognise the impact of a charity (money and charity)</li> </ul>	<p><u>Families and people who care for me</u></p> <ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p><u>Basic first aid</u></p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	<p><u>Shared Responsibilities</u></p> <ul style="list-style-type: none"> <li>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>to recognise there are human rights, that are there to protect everyone</li> <li>about the relationship between rights and responsibilities</li> </ul> <p><u>Economic wellbeing: Aspirations, work and career</u></p> <ul style="list-style-type: none"> <li>recognise positive things about themselves and their achievements/set goals to achieve personal outcomes</li> </ul>
<p><b>Spring Term</b></p> <p>Spring 1                      Stormbreaker, Anthony Horowitz</p> <p>Spring 2                      Cloud Busting, Malorie Blackman</p>	<p><b>Theme: Loss</b>  <b>Core value: Friendship</b>  <b>Golden rule: Do be gentle/do listen</b></p> <ul style="list-style-type: none"> <li>Identify loss</li> <li>Loss of a loved one</li> <li>The value of friendship</li> <li>Jealousy, loneliness and empathy</li> <li>Peer group pressure</li> </ul>	<p><u>Caring friendships</u></p> <ul style="list-style-type: none"> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> <li>strategies for managing peer influence and a desire for peer approval</li> <li>how friendships can change over time and the benefits of</li> </ul>	<p><u>Mental wellbeing</u></p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>isolation and loneliness can affect children and that it is very important for children</li> </ul>	

		<p>having different types of friends</p> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>how information and data is shared and used online</li> </ul>	<p>to discuss their feelings with an adult and seek support</p> <ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>where and 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)</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>	
<p><b>Summer Term</b></p> <p>Summer 1 Kensuke’s Kingdom, Michael Morpurgo</p> <p>Summer 2</p>	<p><b>Theme: Journeys</b>  <b>Core value: Perseverance</b>  <b>Golden rule: Do work hard/do be honest</b></p> <ul style="list-style-type: none"> <li>Personal strengths and weaknesses (resilience)</li> <li>Secondary transition</li> </ul>		<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>	<p><b>Economic Wellbeing: money</b></p> <ul style="list-style-type: none"> <li>that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>to recognise that people make spending decisions based on priorities, needs and wants</li> </ul>

<p>The London Eye Mystery, Siobhan Dowd</p>	<ul style="list-style-type: none"> <li>• Challenging stereotypes</li> </ul>		<p><b><u>Physical health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul> <p><b><u>Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• problem-solving strategies for dealing with emotions, challenges and change, including transition to new schools</li> </ul>	<ul style="list-style-type: none"> <li>• different ways to keep track of money about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> </ul> <p><b><u>Economic wellbeing: Aspirations, work and career</u></b></p> <ul style="list-style-type: none"> <li>• that there is a broad range of jobs/careers and that people can have more than one job during their lifetime</li> <li>• stereotypes in the workplace and that a person’s career aspirations should not be limited by them</li> <li>• that money can impact on people’s feelings and emotions</li> <li>• some skills can help us in our future career (e.g. teamwork, communication and negotiation)</li> <li>• to identify the kind of job that they would want to do when they are older and that there are different routes into careers (e.g. college, apprenticeship, university)</li> </ul>
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Second year of cycle	Upper Key Stage Two	Relationships Education	Health Education	Living in the Wider World
<p><b>Autumn Term</b> Autumn 1 Holes, Louis Sachar</p> <p>Autumn 2 The Boy at the Back of the Class, Onjali Q. Rauf</p>	<p><b>Theme: Justice</b> <b>Core value: responsibility</b> <b>Golden rule: Do work hard/look after property</b></p> <ul style="list-style-type: none"> <li>• What is justice and injustice?</li> <li>• How do we take responsibility for justice? What is our role? <i>(Autumn 1)</i></li> </ul> <p><b>Themes: Migration, immigration, the refugee crisis, belonging, friendship, making a difference</b> <b>Core Value: friendship</b> <b>Golden rule: Do be kind/do be gentle/do work hard</b></p> <ul style="list-style-type: none"> <li>• What is migration/immigration?</li> <li>• What is a refugee?</li> <li>• Is it good to be different?</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online <i>(Covered in computing Autumn 1)</i></li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and 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)</li> </ul> <p><b>Healthy eating <i>(Autumn 1)</i></b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> </ul>	<p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>• to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> <li>• to recognise there are human rights, that are there to protect everyone</li> <li>• about the relationship between rights and responsibilities <i>(Autumn 2 – link to Holes)</i></li> </ul> <p><b>Economic wellbeing: Aspirations, work and career</b></p> <ul style="list-style-type: none"> <li>• recognise positive things about themselves and their achievements/set goals to achieve personal outcomes</li> </ul>

			<ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul> <p><b>Drugs, alcohol and tobacco</b> <i>(Autumn 1)</i></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<p><b>Spring Term</b> Spring 1 Stitch Head, Guy Bass</p> <p>Spring 2 Wonder R.J Palacio</p>	<p><b>Theme: Differences</b> <b>Core value: Respect</b> <b>Golden rule: Do listen/do be kind and helpful</b></p> <ul style="list-style-type: none"> <li>Explore differences in people/ways of living/cultures</li> <li>Celebrate and respect differences</li> </ul>	<p><b><u>Respectful Relationships</u></b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>	<p><b><u>Physical health and fitness</u></b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>	<p><b><u>Communities</u></b></p> <ul style="list-style-type: none"> <li>about the different groups that make up their community; what living in a community means</li> <li>to value the different contributions that people and groups make to the community</li> <li>about diversity: what it means; the benefits of living in a diverse community;</li> </ul>

		<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adult</li> </ul>	<ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<p>about valuing diversity within communities</p> <ul style="list-style-type: none"> <li>• about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> </ul>
<p><b>Summer Term</b>                  Summer 1                  Not My Fault, Cath Howe</p> <p>Summer 2                  The Boy in the Tower Polly Ho-Yen</p>	<p><b>Theme: Family</b>  <b>Core value: Honesty</b>  <b>Golden rule: Do be honest/do be gentle</b></p> <ul style="list-style-type: none"> <li>• Characteristics of a healthy family life</li> <li>• Respecting differences in families</li> </ul> <p><b>Theme: Isolation</b>  <b>Core value: Honesty</b>  <b>Golden rule: Do be kind/do look after property</b></p> <ul style="list-style-type: none"> <li>• Explore themes of loneliness, mental health and isolation                         <ul style="list-style-type: none"> <li>• Looking after each other</li> <li>• Anxiety and worries</li> </ul> </li> </ul>	<p><b><u>Families and people who care for me</u></b></p> <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p><b><u>Changing adolescent body</u></b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul> <p><b><u>Mental wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• problem-solving strategies for dealing with emotions, challenges and change, including transition to new schools</li> </ul>	<p><b><u>Economic wellbeing: Aspirations, work and career</u></b></p> <ul style="list-style-type: none"> <li>• that there is a broad range of jobs/careers and that people can have more than one job during their lifetime</li> <li>• stereotypes in the workplace and that a person’s career aspirations should not be limited by them</li> <li>• that money can impact on people’s feelings and emotions</li> <li>• some skills can help us in our future career (e.g. teamwork, communication and negotiation)</li> <li>• to identify the kind of job that they would want to do when they are older and</li> </ul>

			<p><b><u>Health and prevention</u></b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> </ul> <p><b><u>Basic first aid</u></b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>	<p>that there are different routes into careers (e.g college, apprenticeship, university)</p>
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**Being Safe to run throughout**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,

- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other source

#### **Internet safety and harms to run throughout (Internet Safety Day)**

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

## Assessment

As part of our PSHE curriculum at Myland Primary School, it is important for children to have opportunities to reflect on their learning and for teachers to assess a child's progress. We believe that this will increase children's motivation and improve learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress and to identify future learning needs. Assessing learning at Myland must therefore use a combination of teacher assessment and pupil self and peer assessment.

We will assess children's learning and progress through a range of ongoing assessment strategies. Teachers will observe children at work, use targeted questioning in whole class discussions and on a one-to-one basis and have in-depth discussions with pupils during the lessons. Teachers will also be aware of where children may meet targets in other areas of the curriculum. However, the main focus will be during PSHE lessons.

Baseline assessment activities and end point activities will be used to demonstrate progress. Some of these activities are shown below.

<u>Baseline Activity</u>	<u>End Point Activity</u>
<i>Questioning</i>	Revisit and review key questions, ask children to list in order of importance. Can they think of their own questions?
<i>Discussions</i>	Revisit main arguments from baseline discussion, debates, presentations.
<i>Brain-storming</i>	If anything was written down, use a different colour to add new views and thoughts. Add, amend, expand.
<i>Role-play, hot-seating, freeze-framing</i>	Repeat role-play showing how strategies have developed/changed. Provide children with a more challenging scenario.
<i>Responding to a scenario</i>	Review scenarios and ask children to write down any changes of the response as a result of new learning.
<i>Card sorting (diamond 9)</i>	Repeat the card sort, photograph and compare with the original. Have discussions based around changes and why these may have occurred. Encourage children to justify their responses verbally.

## Roles and Responsibilities

The Year 5 and 6 Team Leader (Miss Pender) is responsible for PSHE across the school supported by the Headteacher and governors. Governors working with the headship team take responsibility for meeting statutory requirements in SRE.