

QUEEN MARGARET PRIMARY SCHOOL

PSHE Policy

2022/23



AIMS:

At Queen Margaret Primary School, we recognise that each child is an individual and we aim to give them the best chance to develop their capabilities to the full. We also aim to equip them with the knowledge, skills and understanding they will need to lead a safe and healthy lifestyle and to make informed choices about their lives both now and in the future.

This policy explains how PSHE and its provision at Queen Margaret Primary School will contribute to the achievements of these aims. The appendix to the policy shows our provision for PSHE.

It was produced by the headteacher and PSHE lead through consultation with a sample group of parents. Pupils have been involved in the creation of this policy through discussions at school council level. The policy will be reviewed annually.

Parents and carers will be informed about the policy through the newsletter and it will be available on the school website although if paper copies are required then this can be arranged through the school office.

Our school's ethos is/overarching aims and objectives for our pupils are:

Children are at the heart of what we do. Through an exciting, dynamic and experiential curriculum, we challenge children to know more, remember more and believe in themselves so they begin their life-long journey of learning, discovery and success.

"We encourage children to believe in themselves, have the courage to succeed, everything is possible"

Our PSHE curriculum helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in. We use Dimension 3D curriculum to support this.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility: -

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World**

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing

- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

End Goals

EYFS

Our aim in teaching PSHE in EYFS is to begin to develop pupils' self-awareness as individuals and their place in their class environment. Pupils should be able to communicate with both adults and their peers in the classroom, expressing how they feel, what they need and using language appropriately to solve simple social disagreements. Pupils should be able to make friends in their class and show kindness and thoughtfulness towards others. As well as the adults in their classroom and school, they will be aware of people in the wider community who can help them. They should also be able to give some simple suggestions of ways in which they can help their peers and other members of the school community if they need it. For example, if someone has hurt themselves, they should know that they need to let an adult know. By the end of this phase, pupils should be able to recognise similarities and differences between them, particularly physical differences. They should also be able to name some basic body parts. They will have been made aware that some people have disabilities that make certain tasks challenging and they should be able to suggest some ways in which they could help others achieve a task. Pupils should also be able to set themselves some simple targets, such as being able to climb a little higher on the climbing frame or to write their own name. This phase also allows pupils to become aware of the rules of the classroom, follow them without needing much prompting from adults and to take some responsibility for keeping their classroom safe and tidy.

KS1

Our aim in teaching PSHE in KS1 is to expand and build on pupils' awareness of themselves and others and develop skills learnt in Explorers. Pathfinders should be able to, not only communicate more clearly with their peers and adults, but also show signs of careful and attentive listening. They will have had opportunity to talk in more depth about how they and others may be feeling in a given situation and offer some suggestion for how they could make someone feel happier if they were sad or hurt. Pupils should be aware of what bullying is in simple terms and what they should do if they, or someone else, is being bullied. They will have discussed ways in which they can take responsibility for their own behaviour and how their responsibilities can extend beyond the classroom into the wider community. At the end of the Pathfinders phase, pupils should have an initial awareness of what makes a healthy lifestyle, recognising the importance of physical activity and a varied diet. They will be made more aware of the similarities and differences between people based on gender. Pupils will have also been introduced to financial literacy and be made aware, in basic terms, of keeping safe online.

LKS2

Our aim in teaching PSHE in LSK2 is to encourage pupils to become more aware of their own strengths and weaknesses and to broaden their horizons in terms of recognising diversity and celebrating difference within their close and wider communities. Pupils should be able to show sensitivity to people from backgrounds different to their own and learn about the life experiences that some people have had, or are currently experiencing. In this phase, the idea of what makes a family is looked at in more details and pupils should be aware that a family can look very different from their own; not everyone has the same family set up as them. They should show awareness and sensitivity when talking about families and understand that some people may not want to share much about their family environment. By

the end of the Adventurers phase, pupils should be able to work more collaboratively with their peers and understand the terms 'resilience' and 'perseverance' when tackling a task that requires more effort and a sense of teamwork. They should have developed their communication skills in order to discuss, listen and delegate tasks to their peers and have improved skills for resolving conflicts more effectively.

Pupils will have continued to be aware of their body and recognise some ways it grows and changes as they get older. They will also be able to talk about nutrition and physical activity in more detailed terms and how these features contribute to a healthy lifestyle. Finally, pupils should have a better understanding of online safety, having looked at the reasons for age restrictions on social media and gaming, as well understanding ways in which they can keep themselves safe online.

UKS2

Our aim in teaching PSHE in UKS2 is to continue to build on the knowledge and skills acquired across the previous three phases by giving pupils a broader, more global viewpoint. By the end of this phase, pupils should be able to clearly articulate their own ideas and draw their own conclusions in discussions and when assessing scenarios. They should be able to share why a conflict has occurred and offer the best solution resolving it. In the Navigators phase, pupils will have come across some difficult, hard-hitting topics. They will have needed to draw on all their knowledge and skills to approach these issues with sensitivity and empathy. Through the global events of September 11th 2001, pupils will have explored what can lead people towards extremist and radicalised views and pupils should be able to offer suggestions as to how they could help someone who appears to be vulnerable and potentially harbouring some extremist views. Pupils should also be able to discuss the feelings associated with death and loss and know that it is normal to be very upset and go through the process of grieving when someone or something beloved dies. As well as approaching some difficult topics, pupils should also have a deeper understanding of more complex financial issues and financial literacy. In terms of health, they should be aware that health doesn't just cover aspects of physical wellbeing, but also mental wellbeing and know what to do if they are feeling anxious, unhappy or suffering from low self-esteem. Finally, pupils should know what the term 'anarchy' means and have a good understanding of rules and responsibilities far beyond the classroom.

Curriculum provision

Curriculum Intent:

At Queen Margaret Primary School, we aim to enable children to develop the knowledge, skills, attributes and understanding they will need to lead a safe and healthy lifestyle, play active roles as citizens and make informed choices about their lives both now and in the future.

We are committed to providing opportunities for children to enhance their personal, social, emotional, spiritual, moral and cultural development, and believe it is an essential part of the curriculum and values of our school.

We understand the importance of maintaining emotional and physical wellbeing, to take responsibility for their actions, to feel confident about themselves, to develop a sense of belonging and purpose and to develop healthy relationships both now and in the future.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. We promote diversity and inclusion will consider all pupils 'needs b making adaptations to planning where necessary.

PSHE is taught through a wide range of planned learning opportunities, some lessons are planned within the Curriculum Themes with some lessons and areas being taught in separate lessons (see appendix). We encourage children to discuss subjects in a respectful manner and use circle times to do this where appropriate.

We also employ a Pastoral Support Worker who works with individual children who are experiencing social, emotional and behavioral difficulties.

Learning in PSHE takes place through:

1. Planned lessons where direct subjects are discussed, giving children the opportunity to participate and give their views
2. The promotion of the school's aims, values and ethos, and through reinforcing the school's expectations for learning and behaviour.
3. The promotion of 'The 5 Ways to Wellbeing'
4. Religious Education: The aims of R.E. and PSHE are closely linked and they both seek to develop the child holistically.
5. Whole school activities – such as weekly Celebration Assemblies, the Daily Mile, Forest School, Anti-Bullying Week, a wide range of extra-curricular clubs, and educational and residential visits
6. The School Council and Peer Mediator role
7. Assemblies using a values approach
8. All classes experience the 'Life Education' visit once a year.

The PSHE/RSHE Lead and Senior Leadership Team are responsible for the monitoring and evaluation of PSHE throughout the school.

In addition, we recognise that all adults coming into contact with the children regularly in school must promote PSHE, as well as Spiritual, Moral, Social and Cultural experiences and learning. It is expected that all adults will be positive role models for children, and must be familiar with and uphold the school's Behaviour Policy underpinned by our positive ethos and embedded 'growth mindset' approach.

The promotion of children's PSHE is not viewed in isolation and we believe firmly in the partnership between school and home. We welcome parents into school and have an 'open door' policy. The school also endeavors to keep regular contact with parents through letters and meetings.

ASSESSMENT, REPORTING AND MONITORING:

There is no formal assessment of PSHE but children have the regular opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them.

However, monitoring of PSHE is planned within the schedule on the schools Monitoring and Evaluation Cycle. PSHE is reported to parents in writing within children's end of year report.

Parent Consultation Evenings provide an important opportunity for discussion about the personal and social development of pupils.

The Senior Leadership Team is responsible for monitoring standards and quality in PSHE alongside the PSHE lead. This is done through discussion with class teachers and pupils, pupil and parent questionnaires, providing guidance with planning and monitoring of pupil behaviour.

This policy should be read in conjunction with the following school policies and documents:

- RSE Policy
- Behaviour Policy
- Safeguarding /Child protection Policy
- R.E. Policy
- Teaching and Learning Policy

Prepared by: Sara Bennion
Approved by: SLT and Teachers



Date: January 2023

Agreed at FGB 19th January 2023

Co Chairs Joy Pegg and Emily Bytheway

Review due: January 2024



Appendix 1: Overview of learning

LMTW Thematic PSHE Knowledge Progression

Reception

Under The Sea	Help is At Hand
<p>An Old Friend</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers (ELG 2021) Initiates conversations, attends to and takes account of what others say (DM 40-60 months) <p>Key Vocabulary</p> <p>moving house, boxes, moving van, packing, neighbours, best friend, talk, chat, share</p>	<p>I Feel Poorly</p> <ul style="list-style-type: none"> Asks appropriate questions of others Recognises what can cause different feeling (e.g. sympathy, sadness, relief) <p>I'm Stuck</p> <ul style="list-style-type: none"> Says when they do or don't need help Knows the people who looks after them and their different roles and responsibilities <p>Key Vocabulary</p> <p>poorly, sick, unwell, doctor, appointment, doctor's surgery, medicine, get well soon, rest, roles, responsibilities, help, 999, police, ambulance, fire service, hospital, siren, fire engine, bandage</p>
<p>Happy To Be Me</p> <p>Busy Body</p> <ul style="list-style-type: none"> Show sensitivity to their own bodies and to others' needs (ELG 2021) Recognises that their bodies can do lots of different things Knows why it is important to be physically active Shows awareness of physical differences Joins in and enjoys a range of activities <p>Family Fun</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers (ELG 2021) Recognises ways in which their families are special <p>Me and You</p> <ul style="list-style-type: none"> Recognise that they are unique See themselves as a valuable individual <p>Key Vocabulary</p> <p>sports day, active, movements, skipping, running race, events, wheelchair, disability, winning, losing, family, relatives, cousins, mum, dad, sister, brother, family members, family portrait, grandad, grandma twin, identical, features, same, different, sibling, individual, me</p>	<p>No Place Like Home</p> <p>Nan's House</p> <ul style="list-style-type: none"> Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) Say why someone is special to them <p>The New Pet</p> <ul style="list-style-type: none"> Show an understanding of their feelings and those of others, and begin to regulate their behaviour accordingly (ELG 2021) Knows how to care for living things <p>Key Vocabulary</p> <p>Nan, grandma, scared, nervous, happy, hug, smile, special people, pets, animals, care for, look after, bed, hutch, cage, bedding, water, food, sawdust, hay, rabbit, dog, cat, hamster, fish</p>

Additional 3D PSHE Lessons

Reception

Lesson 1 – Hide and Seek

- Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021)
- Knows when to say 'Thank you' and 'Sorry'

Lesson 3 – I like...

- Confident to speak to others about own needs, wants, interests and opinions (DM 40-60 months)
- Knows personal likes, dislikes and preferences

Lesson 5 – What a Problem

- Beginning to be able to negotiate and solve problems without aggression (DM 40-60 months)
- Joins in and enjoys a range of activities
- Works together cooperatively towards common goals

Lesson 6 – Take the Plunge

- Confident to try new activities (ELG 2021)
- Says when they do or don't need help (ELG 2021)

Lesson 9 – Stick to the Rules

- Works as part of a group or class, and understands and follows the rules (ELG 2021)

Lesson 10 – Rainy Days

- Takes account of one another's ideas about how to organise an activity (ELG 2021)
- Confident to speak in a familiar group (ELG 2021)
- Talks about their ideas (ELG 2021)

Lesson 12 – Clean and Tidy

- Talks about their own and others' behaviour and its consequences (ELG 2021)
- Understand the importance of personal hygiene

Lesson 15 – One Gold Star

- Can describe self in positive terms and talk about abilities (DM 40-60 months)
- Recognises their achievements and what they are good at

Lesson 18 – A Piece of Cake

- Asks appropriate questions of others (DM 40 -60 months)
- Chooses resources they need for their chosen activities (ELG 2021)

Lesson 21 – Getting in a Knot

- Says when they do or don't need help (ELG 2021)

Lesson 22 – E-Safety, Be Safe

- Says when they do or don't need help (ELG 2021)
- Knows how to make good decisions
- Begins to develop an awareness of E-safety

Lesson 23 – Eid Mubarak

- Explains own knowledge and understanding (DM 40-60 months)
- Shows sensitivity to others' needs and feelings and forms positive relationships with adults and other children (ELG 2021)

Lesson 24 – Playtime Games

- Talks about their own and others behaviour and its consequences (ELG 2021)
- Plays cooperatively and learns to take turns

LMTW Thematic PSHE Knowledge Progression

Year 1

Year 2

Happily Ever After



Pupils will begin by exploring the concept of what a bully is / what bullying is through the story of “The Ugly Duckling”. Pupils will understand that bullying is not just physical but can occur through name calling or being consistently unfriendly. Pupils will have opportunity to talk about their experiences of bullying or being bullied. They will be made aware that not everyone will want to share and that we must respect people’s decision not to talk in a group. Finally, pupils will explore how bullying can be tackled in their class and wider school and the help available for those who feel they are being bullied.

Concepts **Core 2 - Relationships**

- Learn about bullies and bullying behaviour
- Understand that bullying is wrong
- Learn strategies to cope with unfair teasing
- Understand that there are different types of teasing and bullying
- Understand who can help if someone is affected by bullying
- Understanding that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying
- Understand what is positive and negative behaviour
- Recognise how their behaviour affects other people

PinK - Friends and Family

Land Ahoy!



Pupils will learn about the importance of taking responsibility for their own actions and behaviour. They will learn why rules are important, not just in school but in society as a whole. Pupils will have the opportunity to make their own ‘Class Charter’ which will see their class rules become expectations which encourages taking responsibility for upholding these expectations. Pupils will discuss the importance of sharing and how this can cement the feeling of responsibility for the greater good.

Concepts **Core 3 – Living in the wider world**

- Learn to take responsibility for their own actions
- Learn to be responsible for another living thing
- Understand why we have rules /expectations
- Understand the reason why we have rules
- Learn about rules as expectations
- Understand to agree and follow rules for their group and classroom
- Recognise why rules and expectations are important
- Learn about how they can contribute to the life of the class
- Understanding the importance of sharing
- Know that everyone has a responsibility to consider the needs of others

PinK – Citizenship and British values

Zero to Hero



In this unit, pupils will be introduced to the concept of gender stereotyping through questioning what boys and girls can or can’t do. They will learn that it is ok to be unsure and that they should always ask questions to gain clarity. They will also start to recognise their own achievements, things that they do well and find out how setting goals enables us to get better at things we aren’t so good at yet.

Concepts **Core 2 - Relationships**

- To identify and respect similarities and differences between boys and girls
- To recognise and respect similarities and differences between people
- To recognise what they are good at
- To value their own achievements
- To learn how to set simple goals and targets for themselves
- To recognise how they can use their strengths to contribute to different groups

PinK – All about me

Light Up the World



In this unit, pupils will explore their emotions and will initially look at identifying emotions through facial expressions. They will learn that it is ok to feel a whole range of emotions and be able to identify them confidently. Pupils will talk about what makes them angry or sad and what they can do to cheer themselves up. They will talk about loss and change and how that can make us feel extreme emotions. In links to science, pupils will also learn about how to keep safe in the sun.

Concepts **Core 1 – Health and Well –being**

- Recognise, name, manage and express feelings in a positive way
- Understand and be aware of the different ways to show sadness
- Understand about coping with change and loss
- Learn about making positive choices and how they can lead to happiness
- Learn about a range of different feelings and emotions
- Understand that it is acceptable to feel a range of emotions

LMTW Thematic PSHE Knowledge Progression

Year 1

Unity in the Community



Through the PSHE lessons in this unit, pupils will develop their understanding of what makes a community. Initially, they will think about their school community and the members that make it work. They will discuss the responsibilities they have as members of the school community and how they can make it a positive and successful team. They will then broaden their community horizons by thinking about their local community and the responsibilities they have within a larger community.

Concepts Core 2 - Relationships

- Understand our role in the class community
- How to contribute to the life of the classroom
- Develop a strong relationship with the local community
- Understand the importance of shared responsibility within all communities
- Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe
- Develop an awareness of the Green Cross Code
- Understand that they belong to various groups and communities
- Develop a sense of belonging in the wider community
- Understand the role of the local community

PinK - Citizenship and British values

Year 2

Inter-Nation Media Station



In this unit, pupils will learn how to share their opinions effectively and how to debate with their peers in simple terms. They will start to learn the roles played in debates and how they need to be managed properly so that everyone has their turn to speak and be heard. They will also start to look at ways in which the internet needs to be used safely and they should not share personal information with anyone online.

Concepts Core 1 – Health and Well-being

- Learn about the importance of using the internet safely
- Understand that it is important to share their opinions and to be able to explain their views confidently
- Learn to listen to other people and play and work co-operatively
- To take part in a simple debate about topical issues
- Communicate their feelings to others
- Share opinions and explain their views
- Listen to other people and work cooperatively

PinK – Internet safety

British Values – Liberty

Going Wild



Pupils will develop their understanding of the human body by continuing to name particular parts of the body but will now talk about some of the similarities and differences between boys and girls. They will expand on their understanding of what is needed to keep healthy, especially the concept of exercise to stay fit and well.

Concepts Core 1 – Health and Well-being

- Learn the names of different parts of the body
- Recognise similarities and differences based on gender
- Understand the need for physical activity to keep healthy
- Learn to work as a team to solve a simple challenge
- Understand the importance physical activity and rest as part of a balanced, healthy lifestyles

PinK – All about me

Come Fly With Me! Arctic Circle



Pupils will explore the theme of friendship and relationships. They will discuss what makes a good friend and what makes a bad friend and if it is possible to be friends with everyone they meet. They will then explore some of the different ways that people express friendship and greeting across the world and have opportunity to make their own greeting.

Concepts Core 2 - Relationships

- Learn how to develop positive relationships with peers
- Recognise that family and friends should care for one another
- Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
- Understand the importance of making friends
- Identify and respect the differences and similarities between people

British Values – Mutual Respect

Additional 3D PSHE Lessons

Year 1

Autumn 1

RULES AND RESPONSIBILITIES

Concepts Core 3 – Living in the wider world

- Understand the reason why we have rules
- Learn about rules as expectations
- Understand to agree and follow rules for their group and classroom
- Recognise why rules and expectations are important
- Understand the reason why we have rules / expectations
- Learn about how they can contribute to the life of the class
- Know 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
- Know that people sometimes behave differently online, including by pretending to be someone they are not
- Learn about the importance of using the internet safely
- Know the importance of self-respect and how this links to their own happiness

PinK – Citizenship and British values

British Values – Democracy

- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Learn how to develop positive relationships with peers
- Recognise that family and friends should care for each other
- Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they show due respect to others, including those in positions of authority
- Understand the importance of making friends
- Identify and respect the differences and similarities between people
- Be able to take turns
- Agree and follow rules for a collaborative game

Autumn 2

EMOTIONS / COMMUNICATION

Concepts Core 1 – Health and Well-being

- Learn about the conventions of courtesy and manners
- Know 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
- Learn about making positive choices and how they can lead to happiness
- Recognise, name, manage, express feelings in a positive way
- Know how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- Recognise and communicate feelings to others
- Recognise, name and deal with their feelings in a positive way
- Learn to take part in discussions with one other person and the whole class
- Understand that it is important to share their opinions and to be able to explain their views
- Learn to listen to other people and play and work co-operatively

British Values – Mutual Respect

<p>HEALTHY LIFESTYLES Core 1 – Health and Well – being</p> <p>Spring</p> <p>Concepts</p> <ul style="list-style-type: none"> • Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • Learn to eradicate germs and the spread of diseases by washing hands • Importance of maintaining personal hygiene • Understand how germs spread infections and diseases • Learn about where vegetables and fruit grow • Understand the social aspects of eating food together • Know that making good choices about food will improve their health and well-being • Know what constitutes a healthy diet (including understanding calories and other nutritional content) • Understand the need for protein as part of a balanced diet <ul style="list-style-type: none"> • Recognise which types of food are healthy • Know how to make simple life choices that improve their health and wellbeing • Know the principles of planning and preparing a range of healthy meals • Apply their knowledge of healthy eating to plan a menu for a themed party • Know the characteristics and mental and physical benefits of an active lifestyle • Understand the need for physical activity to keep healthy • Learn to work as a team to solve a simple challenge • Know 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>Spring</p> <p>BULLYING / KEEPING SAFE</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help • Learn about bullies and bullying behaviour • Understand that bullying is wrong • Understand that name calling is hurtful and avoidable • Take part in discussions with the whole class • Recognise how their behaviour affects other people • Understand what is and what is not bullying • Learn about the difference between secrets and surprises • Understanding when not to keep adults' secrets • Understanding that is acceptable to say 'no' • Know 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) • Learn about who to go to for help and advice <p>British Values – Mutual respect</p>
<p>Summer 1</p> <p>FAMILIES AND FRIENDS / CARING AND SHARING</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Recognise what is kind and unkind behaviour • Understand that family and friends should care for each other • Know that families are important for children growing up because they can give love, security and stability • Recognise that family and friends should care for each other • Identify special people and what makes them special • Understand that people and other living things have needs and that they have responsibilities to meet them • Learn about responsibility to others • Understand the concept of 'borrowing' • Show responsibility to others • Understand the importance of sharing • Know that everyone has a responsibility to consider the needs of others <p>PinK – Kindness and anti-bullying</p> <p>British Values – Liberty /Mutual Respect</p>	<p>Summer 2</p> <p>KEEPING SAFE / MONEY AND FINANCE</p> <p>Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> • Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • To understand the importance of sun safety • To know how to keep safe in the sun • Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe • Develop an awareness of the Green Cross Code • Understand where money comes from • Recognise notes and coins • Understand the role of money in our society • Understand why it is important to keep money safe <p>British Values – Rule of Law</p>

Additional 3D PSHE Lessons

Year 2

Autumn 1

FAMILY AND FRIENDS / COMMUNITIES

Concepts Core 2 - Relationships

- Know 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
- Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
- Learn about the importance of sharing as part of friendship and kindness
- Recognise what is fair and unfair
- Learn to take part in discussions with the whole class
- Understand our role in the class community
- How to contribute to the life of the classroom
- Understand that they belong to various groups and communities
- Develop a sense of belonging in the wider community
- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

PinK – Citizenship and British Values

British Values – Mutual Respect

Autumn 2

COOPERATION / EMOTIONS

Concepts Core 2 - Relationships

- Understand the difference between right and wrong
- Understand that all actions have consequences
- To take responsibility for our actions
- Learn from experiences
- Think about themselves, learn from experiences and recognise what they are good at
- Recognise choices that they can make and value their achievements
- How to set simple goals and targets for themselves
- Recognise the importance of listening to other people
- Understand the importance of being able to work cooperatively
- Understand the concept of negotiation
- Understand the importance of being able to work and play cooperatively
- To take part in a simple debate about topical issues
- Communicate their feelings to others
- Share opinions and explain their views
- Listen to other people and work cooperatively

British Values – Rule of Law

Spring 1

HYGIENE

Concepts Core 1 – Health and Well –being

- Learn about the importance of and reasons for bathing and showering
- Understand the importance of maintaining personal hygiene
- Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- Learn about the importance of effective teeth cleaning and good dental hygiene
- Know about the importance of a healthy lifestyle
- Learn how to take care of teeth, in addition to brushing
- Understand the importance of dental hygiene
- Know 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)
- Find out which foods are good for us
- Understand the importance of a healthy lifestyle, including dental hygiene
- Learn about the importance of medicine safety
- Know that all household products, including medicines, can be harmful if not used properly

British Values – Individual liberty

Spring 2

GROWING AND CHANGING

Concepts Core 1 – Health and Well –being

- Identify and respect similarities and differences between boys and girls
- Learn about the process of growing from young to old
- Learn the names for different parts of the body
- Recognise similarities and differences based on gender
- Learn about the physical changes in our bodies as we grow
- Understand emotional changes as we grow up
- Know that they have rights over their own bodies
- Learn about how our needs change and grow as we develop
- Understand how muscles work
- Learn to make simple choices that improve their health and well-being
- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Know the importance of building regular exercise into daily and weekly routines and how to achieve this
- Know the importance of physical activity and rest as part of a balanced, healthy lifestyle

PinK – All about me

Summer 1

BULLYING AND FAIRNESS / COMMUNITIES

Concepts **Core 2 – Relationships/ Core 3 – Living in the wider world**

- Know how to ask for advice or help for themselves or others, to keep trying until they are heard
- Know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help
- Understand who can help if someone is affected by bullying
- Understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying
- Understand that family and friends should care for each other
- Learn strategies to cope with unfair teasing
- Understand that there are different types of teasing and bullying
- Understand the role of the local community
- Develop a strong relationship within the local community
- Understand the importance of shared responsibility within all communities
- Learn to be responsible for our actions
- Learn to be responsible for another living thing

PinK – Kindness and anti-bullying

British Values – Mutual Respect

Summer 2

HEALTHY LIFESTYLES / MONEY AND FINANCE

Concepts **Core 1 – Health and Well-being/ Core 3 – Living in the wider world**

- Know 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
- Learn about a range of different feelings and emotions
- Understand that it is acceptable to feel a range of emotions
- Learn about the importance of love
- Recognise, name and manage their feelings in a positive way
- Understand and be aware of the different ways to show sadness
- Understand about coping with change and loss
- Understand the importance of managing money carefully
- Understand the importance of choices and spending money wisely
- Gain a basic understanding of enterprise

LMTW Thematic PSHE Knowledge Progression

Y3

Come Fly With Me! Africa



In this unit, pupils focus on food, where it comes from and the importance of a balanced diet. They will initially discuss whether an ingredient or food stuff is plant based or comes from an animal, using the context of pizza toppings. They will learn about the major food groups and the importance of having a plate with as many varieties of these as possible. They will explore the concept of a balanced diet where things need to be eaten in moderation to stay healthy. They will then move onto looking at community and the variety of backgrounds, ethnicities and cultures in their community and then explore a community different to their own. Finally, pupils will touch briefly upon the issue of poaching and how this is an issue across Africa.

Concepts **Core 1 – Health and Well-being**

- Know about and understand the function of different food groups for a balanced diet
- Understand that we need to protect and care for animals
- Know where different foods come from
- Understand why it is important to be part of a community

PinK – Personal Responsibility

Y4

Cry Freedom



Pupils will explore the concept of diversity and how having a diverse classroom and community we can find out so much more about one another and have a much greater level of tolerance. In this unit, pupils will also focus on the topic of child labour and discuss how and why children are used for work, usually in very dangerous places for very little pay. They will look at charities and organisations that are working globally to eliminate child labour and provide greater levels of education so that children can go on to find better, more well paid jobs as adults.

Concepts **Core 2 - Relationships**

- Understand the term 'diversity' and appreciate diversity within school
- Learn about the need for tolerance for those who are different from us
- Know what child labour is
- Understand some of the causes and consequences
- Know some of the ways that we can help to eliminate child labour

PinK – Citizenship and British Values

British Values – Rule of Law / Democracy

That's All, Folks!



PSHE in That's All Folks focuses on setting targets/goals and recognising personal strengths and weaknesses in order to set reasonable and achievable targets. Pupils will identify what they consider to be their strengths and then the things that they consider themselves not to be so good at. They will then discuss what they would like to achieve in the future and look at setting some goals that might help them to achieve their dreams. They will also look at setting themselves some short term goals that are achievable and identify some people who have done things that may seem impossible but through targets and hard work have achieved their goals.

Concepts **Core 3 – Living in the wider world**

- Know how to set realistic targets
- Understand that everyone has different strengths and weaknesses
- Understand how to break down the steps needed to achieve a goal

Picture Our Planet



Pupils will look at the value of money and how they manage their money if they had a large amount to spend. They will discuss the importance of knowing how to manage their money and base their spending and saving on needs vs wants criteria. They will create a plan for a new playground but will need to stick to a strict budget and learn how to show costings in order to fit with their given budget.

Concepts **Core 3 – Living in the wider world**

- Learn about and reflect on their own spending habits / choices
- Understand why financial management and planning is important from a young age

PinK – Financial Capability

LMTW Thematic PSHE Knowledge Progression

Y3

Athens v Sparta



In this unit, pupils will revisit the topic of bullying and acting unkindly towards others and why this may occur. It may be due to frustration with that other person and them not listening or helping. Pupils will look at how listening, acknowledging and working with others can help them to achieve a common goal much faster and that it is important not to give up when working in group because each person has an important role to play. Pupils will discover that persistence can have negative affects especially when it comes to name-calling and other bullying behaviours.

Concepts Core 2 - Relationships

- Understand why it is important to work collaboratively
- Understand the terms 'resilience' and 'persistence' and why these character traits are important
- Know how to recognise the difference between isolated hostile incidents and bullying
- Understand why it is important to listen to others
- Know how to recognise bullying behaviour

PinK – Kindness and anti-bullying

British Values – Mutual Respect

Y4

Law and Order



Pupils will revisit the importance of rules and responsibility in this unit, They will explore it through the context of taking responsibility for the learning done in their classroom. Pupils will need to work together in pairs to create a short learning experience for their classmates which will include planning to ensure that each sensory area of learning is covered and that classroom rules and standards of behaviour are maintained. They will be filmed and be given the opportunity to look back at their teaching and critique themselves.

Concepts Core 3 – Living in the wider world

- Understand why rules are needed in different situations
- Recognise that rules may need to be changed
- Understand why it is important to plan ahead and think of potential consequences as a result of their actions
- Understand why it is important to behave responsibly
- Recognise that actions have consequences

British Values – Rule of Law

Under the Canopy



PSHE in Under The Canopy focuses on family units, relationships and the feelings surrounding losing and finding things. Pupils will explore how some children can live between two homes or have more than one mum or dad. They will see that family units can differ significantly and regardless of how families are set up, the feelings of love, care and support should be the same. They will also look at how we are connected to groups of people outside of our families and how these connections can provide care and support. Pupils will read stories about losing and finding important things and how this can make us feel.

Concepts Core 2 - Relationships

- To know and understand how the make-up of family units can differ
- Understand how we are all connected by our similarities
- Understand that family units can be different and can sometimes change

PinK - Friends and Family

British Values – Mutual respect

Lightning Speed



In this unit, pupils will look more closely at online safety and protecting themselves online. They will discuss why it is important to keep personal and secret information to themselves and how to make sensible choices about who they communicate with and sites they access online. Pupils will have the opportunity to talk about social media and how it can be used for good things but it does have risks associated with it and they need to be aware of these. Age restrictions and rules around online gaming and social media sites will be addressed.

Concepts Core 1 – Health and Well-being

- To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- To begin to make responsible choices and consider consequences
- To use ICT safely including keeping electronic data secure
- To use ICT safely including using software features and settings
- To know why social media, some computer games and online gaming, for example, are age restricted

PinK – Internet safety

British Values – Liberty / Rule of Law



Additional 3D PSHE Lessons



Year 3


Autumn 1	Autumn 2
<p>E-SAFETY / RULES AND RESPONSIBILITIES</p> <p>Concepts Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> • Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • Know 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 • Know 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 • Understand why rules are needed in different situations • Recognise the rules may need to be changed • Understand why it is important to plan ahead and think of potential consequences as a result of their actions • Understand why it is important to behave responsibly • Recognise that actions have consequences <p>PinK – Internet safety</p> <p>British Values – Rule of law /Mutual respect/Tolerance</p>	<p>HEALTHY RELATIONSHIPS / EMOTIONS</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Know and understand the features of a good friend • Understand why it is important to be positive in relationships with others • Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Know 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 • Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Know 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 <p>PinK - Friends and Family British Values – Mutual respect /Tolerance</p>
Spring 1	Spring 2
<p>HEALTH</p> <p>Concepts Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know and understand the difference between the terms physical, emotional and mental • Become more self-aware • Understand why setting goals is important • Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn <p>British Values – Mutual Respect</p>	<p>COMMUNICATION / DIVERSITY</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Recognise that there are many ways to communicate • Understand the need to communicate clearly • Understand why it is important to listen to others • Understand why it is important to be part of a community

Summer 1	Summer 2
GROWING AND CHANGING / FIRST AID Concepts Core 3 – Living in the wider world <ul style="list-style-type: none"> • Understand that the rate at which we grow differs from person to person • Know and understand how to look after our teeth • Understand what happens when we lose teeth as we grow up and why this happens • Know how to make a clear and efficient call to emergency services if necessary PinK – Growing up British Values – Mutual Respect/ Tolerance	HEALTHY LIFESTYLES / COLLABORATION Concepts Core 1 – Health and Well –being / Core 2 - Relationships <ul style="list-style-type: none"> • Understand the meaning of the word 'healthy' • Know the risks associated with an inactive lifestyle (including obesity) • Know the recommended guidelines for physical activity and understand the reasons for these • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Understand why it is important to listen to others • Understand why it is important to work collaboratively • Know how to identify ways to improve the environment • Know how to spot problems and find ways of dealing with them

Additional 3D PSHE Lessons	
Year 4	
Autumn 1	Autumn 2
E-SAFETY / STEREOTYPING Concepts Core 1 – Health and Well –being <ul style="list-style-type: none"> • To use ICT safely including using software features and settings • Know how information and data is shared and used online • Know that for most people the internet is an integral part of life and has many benefits • Know 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 • To know why social media, some computer games and online gaming, for example, are age restricted • To know where and how to report concerns and get support with issues online • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive • Know and understand the terms 'discrimination' and 'stereotype' • Challenge stereotypes relating to work and gender PinK – Internet safety British Values – Rule of Law	BULLYING Concepts Core 2 - Relationships <ul style="list-style-type: none"> • Know how to recognise the difference between isolated hostile incidents and bullying • Understand what self-esteem is and why it is important • Know how to communicate their opinions in a group setting • Understand the 'resilience' and 'persistence' and why these character traits are important • Know 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 • Know how to recognise bullying behaviour • Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate British Values – Mutual Respect/ Tolerance
Spring 1	Spring 2
NUTRITION AND FOOD Concepts Core 1 – Health and Well –being <ul style="list-style-type: none"> • Know what constitutes a healthy diet (including understanding calories and other nutritional content) • Know where different foods come from • Know about and understand the function of different food groups for a balanced diet 	COMMUNICATION / EMOTIONS Concepts Core 2 - Relationships <ul style="list-style-type: none"> • Understand why it is important to listen to others • Know how to communicate their opinions in a group setting • Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

<ul style="list-style-type: none"> • Know the principles of planning and preparing a range of healthy meals • Learn to prepare and cook a variety of dishes <p>PinK – Personal Responsibility</p>	<ul style="list-style-type: none"> • Know 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 • Understand that family units can be different and can sometimes change
<p style="text-align: center;">Summer 1</p> <p>ASPIRATIONS Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> • Understand that everyone has different strengths and weaknesses • Learn about the importance of self-respect and how this links to their own happiness • Know how to set realistic targets • Understand how to break down the steps needed to achieve a goal <p>British Values – Mutual Respect</p>	<p style="text-align: center;">Summer 2</p> <p>SIMILARITIES AND DIFFERENCES / ECONOMIC AWARENESS Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> • Understand how we are all connected by our similarities • Know 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 • Know and understand how the make-up of family units can differ • Understand and appreciate the range of different cultures and religions represented within school • Learn about the need for tolerance for those of different faiths and beliefs • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive • Understand the term ‘diversity’ and appreciate diversity within school • Learn about the need for tolerance for those who are different from us • Learn about and reflect on their own spending habits / choices • Understand why financial management and planning is important from a young age <p>British Values – Liberty/ Tolerance</p> <p>PinK – Financial Capability</p>
LMTW Thematic PSHE Knowledge Progression	
Y5	Y6
<p style="text-align: center;">Come Fly With Me! America</p>  <p>Pupils will develop ways in which they can become better listeners and explore the importance of listening carefully to each other. They will share experiences of when they felt they weren’t listened to and how that made them feel. Pupils will discuss how not listening and understanding can lead to disputes across cultures and religious groups. This unit gives pupils the opportunity to plan an event that celebrates and represents cultural diversity. They will need to invite some press or have some media coverage and then reflect on the event afterwards.</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Know and understand the importance of listening to others • Understand the role of the listener in any relationship • Recognise that there are many ways to communicate • Understand the need to both listen and speak when communicating with others • Understand the benefits of living in a diverse community and learn to celebrate diversity <p>British Values – Mutual Respect</p>	<p style="text-align: center;">A World of Bright Ideas</p>  <p>In this unit, pupils will combine their understanding and skills in working collaboratively to prepare and cook a menu together in small teams. They will need to consider two courses they will prepare and take note of the nutritional values of the dishes they make. Their meals will be critiqued and judged by their peers, using an agreed upon scoring system.</p> <p>Concepts Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> • Know how to cook and apply the principles of nutrition and healthy eating • Prepare and cook with a variety of ingredients, using a range of cooking techniques

	<p style="text-align: right;">"I Have a Dream..."</p> <p> In 'I Have A Dream', pupils will explore the collaborative nature of a successful community. Pupils will work in teams to create a collaborative community which will require a set of rules or charter to define themselves. They will be given scenarios where the community may not be work as well as it should and they will discuss how the problems should be solved. Within in this unit, pupils will also tackle gender stereotyping when it comes to job roles and share with the class what makes their family unique by introducing some of their traditions and cultures.</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • Understand the need to develop teamwork skills • Recognise that there are many roles within a community • Understand the need to collaborate in a group situation • Learn about cultural differences and how diverse cultures can enhance societies • Learn about gender discrimination and its impact <p>British Values – Tolerance/ Mutual Respect</p>
LMTW Thematic PSHE Knowledge Progression	
Y5	Y6
	<p style="text-align: center;">Wars of the World</p> <p> In this unit, pupils will explore a number of tough topics. They will discuss the importance of showing resilience and courage when standing up for themselves and know that it is important not to always follow the crowd. They will move onto exploring the meanings of 'extremism' and 'radicalisation'. They will share what they consider to be extreme reactions to fairly small events and explore how vulnerable people can be lead into listening to and taking part in extreme activities. This unit uses the events of September 11th 2001 to explain and teach about radicalisation and extremism and should be treated with sensitivity.</p> <p>Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> • Understand the meaning and importance of resilience and courage • Recognise and know how to deal with situations involving peer pressure • Recognise the features of extremism • Identify why and how people are recruited into extremist activity • Identify some of the stereotypes relevant to extremism • Understand how extremism can lead to harm • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify some of the stereotypes relevant to radicalisation • Identify the risks faced in relation to extremist activity • Understand how they can lead to harm • Recognise extremism and radicalisation • Identify why and how people are recruited into radicalised activity • Identify some of the stereotypes relevant to extremism

	<ul style="list-style-type: none"> Identify the risks faced in relation to extremist activity <p>British Values – Rule of Law/ Democracy/ Tolerance</p>
	<p style="text-align: center;">Full of Beans</p> <p> Pupils will expand their understanding of finances in this unit. They will discover new vocabulary such as loan, tax, interest and discount and learn what it means to budget. They will discuss what is involved in basic financial planning and why it is important to be careful with their money. Pupils will share what they know about how money is made and consider the jobs they may want to do as adults to make money.</p> <p>Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> Know and understand financial terms such as loan, interest, tax and discount Learn about budgeting and what it means to budget Understand why financial management and planning is important from a young age Know and understand financial terms such as loan, interest, tax and discount Understand why aspirations are important in helping to plan for the future <p>PinK – Financial Capability</p> <p>British Values – Liberty</p>
Additional 3D PSHE Lessons	
Year 5	
<p style="text-align: center;">Autumn 1</p> <p>RULES AND RESPONSIBILITIES / HEALTH</p> <p>Concepts Core 3 – Living in the wider world / Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> Understand why structure is needed in different situations Understand the term 'anarchy' and understand the implications of living in an anarchic society Know and understand the meaning of the following:- democracy, sovereignty, dictatorship, government, monarchy Learn about organisations such as the United Nations Understand the importance and significance of equal rights Know 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 Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met Know 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 Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>PinK – Developing risk management – keeping safe at home</p> <p>British Values – Rule of Law/ Democracy</p>	<p style="text-align: center;">Autumn 2</p> <p>EMOTIONS</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> Know 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 Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Understand the need for empathy when peers are experiencing conflict at home Understand the benefits of living in a diverse community and learn to celebrate diversity

<p style="text-align: center;">Spring 1</p> <p>HEALTH / SAFETY</p> <p>Concepts Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • Know the characteristics and mental and physical benefits of an active lifestyle • Understand the importance of making changes in adopting a more healthy lifestyle • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>PinK – Growing up</p> <p>British Values – Mutual respect / Tolerance</p>	<p style="text-align: center;">Spring 2</p> <p>COMMUNICATION</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know about the basic synergy between physical, emotional and mental health • Know the importance of permission-seeking and giving in relationships with friends, peers and adults • Recognise that there are many different ways to communicate • Understand the need for confidentiality in certain situations • Know 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 • Know and understand the importance of listening to others • Understand the role of the listener in any relationship • Recognise that there are many ways to communicate • Understand the need to both listen and speak when communicating with others <p>British Values – Mutual Respect</p>
Additional 3D PSHE Lessons	
Year 5	
<p style="text-align: center;">Summer 1</p> <p>NUTRITION AND FOOD / MENTAL WELLBEING</p> <p>Concepts Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> • Know what constitutes a healthy diet (including understanding calories and other nutritional content) • Know about the different food groups and their related importance as part of a balanced diet • Develop an awareness of their own dietary needs • Know the principles of planning and preparing a range of healthy meals • Know what constitutes a healthy diet (including understanding calories and other nutritional content) • Know how to cook and apply the principles of nutrition and healthy eating • Prepare and cook with a variety of ingredients, using a range of cooking techniques • Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • Know about and understand the importance of touch in a range of contexts • Know the difference between appropriate and inappropriate touches • Know how to recognise and report feelings of being unsafe or feeling bad about any adult 	<p style="text-align: center;">Summer 2</p> <p>COLLABORATION / FIRST AID</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Understand that there are many situations in which collaboration is necessary • Understand the need to develop teamwork skills • Recognise that there are many roles within a community • Understand the need to collaborate in a group situation • Know concepts of basic first-aid, for example dealing with common injuries, including head injuries <p>PinK - Friends and Family</p> <p>British Values – Democracy / Liberty</p>

Additional 3D PSHE Lessons

Year 6

Autumn 1	Autumn 2
<p>ASPIRATIONS</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Be able to reflect on past achievements • Recognise achievements of others as being worthwhile and important • To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <p>British Values – Mutual Respect</p>	<p>SIMILARITIES AND DIFFERENCES</p> <p>Concepts Core 2 - Relationships</p> <ul style="list-style-type: none"> • Know the importance of self-respect and how this links to their own happiness • Learn about racial discrimination and its impact on societies, past and present • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive • Learn about gender discrimination and its impact • Know 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 • Learn about the importance of family within different cultures <p>PinK – Citizenship and British Values</p> <p>British Values – Rule of Law/ Tolerance/ Liberty</p>
<p style="text-align: center;">Spring 1</p> <p>HEALTH AND RELATIONSHIPS</p> <p>Concepts Core 1 – Health and Well –being</p> <ul style="list-style-type: none"> • Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • To know the facts and science relating to allergies, immunisation and vaccination • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong 	<p style="text-align: center;">Spring 2</p> <p>HEALTH AND RELATIONSHIPS</p> <p>Concepts Core 1 – Health and Well –being / Core 2 - Relationships</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health</p> <ul style="list-style-type: none"> • To know that 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 • Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Know that relationships can change as a result of growing up <p>British Values – Tolerance</p>
<p style="text-align: center;">Summer 1</p> <p>ECONOMIC AWARENESS</p> <p>Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> • Learn about budgeting and what it means to budget • Understand why financial management and planning is important from a young age • Know and understand financial terms such as loan, interest, tax and discount • Understand why aspirations are important in helping to plan for the future • Know and understand financial terms such as loan, interest, tax and discount <p>PinK – Financial Capability</p> <p>British Values – Liberty/ Democracy</p>	<p style="text-align: center;">Summer 2</p> <p>MAKING MONEY</p> <p>Concepts Core 3 – Living in the wider world</p> <ul style="list-style-type: none"> • Know and understand the principles of enterprise • Understand profit and loss • Know and understand the principles of charity work <p>PinK – Citizenship and British Values</p> <p>British Values – Liberty/Democracy</p>

British Values in EYFS

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.

- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.

- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.

- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

British Values across KS1 and KS2

Democracy

1. Engage in democratic system in school
2. Know about British system of government can influence decision making
3. Respect democracy
4. Understand how citizens vote and how the electoral system creates legitimate governments
5. Understand how citizens can influence decision making through the democratic processes.
6. Support participation in the democratic processes
7. Understand that there is a separation of power between the executive and the judiciary.
8. Understand that some public bodies such as the police and the army can be held to account through parliament
9. Understand that other public bodies such as courts maintain independence.
10. Have a broad general knowledge of public institutions and services in England
11. Respect public institutions and services.

Rule of Law

1. Know and understand the basis for the schools rules
2. Support and follow the school rules
3. Know the difference between right and wrong
4. Appreciate that living under the rule of law protects individuals and are essential for wellbeing and safety
5. Respect the civil and criminal law in England
6. Respect the basis on which the is made and applied in England
7. Understand that freedom to choose and hold other faiths and beliefs is protected in law
8. Understand that people with different characteristics are equal and that their differences are protected under law.

Individual liberty (From School improvement and inspection)

1. Have self-knowledge self-esteem and self confidence
2. Accept responsibility for their own behaviour
3. Show initiative
4. Understand how they can contribute positively to those living in the locality of the school and to society more widely
5. Make a positive contribution to the school community
6. Support charitable works

Mutual respect and tolerance.

1. Show respect and tolerance to other pupils and adults in the school
2. Respect other people
3. Respect their own and other's cultures
4. Understand the importance of identifying and combatting discrimination
5. Accept that other people have different faiths or beliefs
6. Are nor prejudiced or discriminatory.

Stories to support

Adoption/fostering

- Two dads
- Mommy, mama and me
- Lambaroo
- The Teazel's baby Bunny
- Our Twitchy
- Tracy Beaker

Friendship

- Little beaver and the Echo
- Rainbow fish
- Elmer
- Best mates M Morporgo

Resilience

- War Horse
- Born to run

Reproduction

- Flour babies
- Mum and dad laid an egg

Divorce

- Two homes
- Suitcase Kid – J Blume
- I don't want to talk about it
- It's not the end of the world

Death

- Badgers parting gifts
- Rabbityness
- The memory tree
- Always and forever

Bullying

- Giraffes can't dance
- Clumsy crab
- Blubber – J Blume
- Wonder
- Farmer duck
- Butterfly club
- Willie the wimp

Mutism

- Unspeakable

Community

- One snowy night

Keeping healthy

- I don't want to wash my hands.
- I don't want to have bath. (little tiger book)

New brothers or sisters

- Little tiger's big surprise
- We will paint the octopus red (Disabled sibling)