

Potters Gate Primary & St Andrew's Infant Schools

Curriculum Subject Progression – Personal, Social, Health and Economic Education (PSHE)

P.S. H.E.	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	<u>Knowledge</u> What will children know at the end of this unit of work?	Our wonderful world – what makes us different, what makes us unique, our families. Learning about new school community – the people in it. Our place in the school. Making new friends. Managing own needs and being able to self-regulate.	Celebrations/Autumn Dangers - fire safety on firework night. Stranger danger – who should we trust. Understanding celebrations within own lives and lives of others. Understanding that Christmas can be different for all people – talk about it being a time for giving.	Brilliant Beasts - Expressing feelings and being aware of others to build respectful and constructive relationships. Team work skills.	People Who Help Us- Be aware of the people in our community that can help us. How they help us and what their job is, who we should trust. Healthy eating – where our food comes from.	Minibeasts- Health and wellbeing – Understanding how to look after ourselves and the importance – Exercise, healthy eating, sleep, staying safe etc... How we can develop skills that we need to look after ourselves during the school day.	Happily Ever After- Expressing ideas and feeling about their experiences – reflection of their year in reception.
	<u>Skills</u> As an expert in this subject children will be able to ...	Be able to talk about themselves in positive terms, what they feel makes them unique. Understand that everyone comes from different families and backgrounds. Be able to talk about their school community. Develop secure friendships within the class. Be able to go to the toilet, drink water etc...independently.	Know how to spot dangers and what we should do if we come across danger. Know what a stranger is and how to keep themselves safe around strangers. Know not to take things from anyone that they do not know.	Be able to regulate their behaviour in accordance of their own feelings and the feelings of others. Be respectful in a team and listen to the ideas of others.	Understand the different job roles of people within our lives who help us. Know and explain what the police, paramedics, firefighters, vets, farmers etc... Know and explain what is good and bad for our bodies and how to eat healthily.	Understand the importance of looking after themselves and how they can do this. Talk about daily routines and what they need to do to help their own health and wellbeing. Know how to look after their own personal hygiene and how to select healthy foods.	Being able to talk confidently about their past experiences and to talk about where they are now and their hopes and aspirations for year 1.
	Creativity & Cultural Development	Draw self – portraits. Pictures of children in the classroom. Photos of family in book in story corner. Pictures of children with their new friends.	Act out scenarios – can the children identify the dangers. Children to act out their own scenarios. Role play celebrations in the classroom.		Role play – create different areas inside and outside so that the children can act out people who help us.		Self portraits. Photo's of them throughout the year in reception.

			Create something for someone at Christmas.				
	Spiritual Development	Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens					
	Community & Courageous Advocacy	Becoming part of a new community – the school. Being aware of people within our community.	Giving food to food banks. Christmas donations – giving toys to children's refuges/hospitals.		Who in our community helps us. Where is our local fire station, police station etc. Who to look for help in our community in different scenarios.		
	Health & Wellbeing	Feeling safe in school. Mental health – finding what the children enjoy in school. Being aware of who to talk to if there are any worries. Who can you trust in school and outside of school.	Looking at the well-being of others at times that they might find difficult.		Learning our address. Knowing what to do in an emergency. How do we call 999 – what information they may ask us.		
	Aspiration	Being myself – finding their voice within the class.	Volunteering in local community. Charity work.	Investigator.	Becoming a police officer, fire fight, paramedic etc...		
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Positive terms to talk about oneself and others. Same, different, family, siblings. Descriptive vocabulary to describe our similarities and differences.	Danger, trust, barrier, warning, safety. Charity, donate, celebrate, celebration,		safety, trust, police, firefighters, paramedics, emergency numbers.		past, present, future, success, achievement.
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Friendship – Making new friends	Resilience – not giving up when helping others.		Trust – who can we trust around us. Who we can go to in danger and how they can help us.		Resilience – they have taken on the challenge of being in reception and starting school and they are ready to go into year 1.
	<u>British Values</u>	Mutual respect – know that we need to			Rule of law.		

	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	respect teachers, people in the class and other people within the					
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P.S. H.E.	School Curriculum Intent (JIGSAW PROGRAMME)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Knowledge</u> What will children know at the end of this unit of work?	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	<u>Skills</u> As an expert in this subject children will be able to ...	I feel special and safe in my class. I understand the rights and responsibilities as a member of my class. I know that I belong to my class. I understand the rights and responsibilities of being a member of my class. I know how to make my class a safe place for everybody to learn. I know my views are valued. I can recognise how it feels to be proud of an achievement. I can recognise the choices I make and understand the consequences. I can recognise the range of feelings when I face certain consequences. I understand my rights and responsibilities.	I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends. I can identify differences between people in my class. I can tell you some ways I am different from my friends. I can tell you what bullying is. I understand how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied. I know how to make new friends. I know how it feels to make a new friend. I can tell you some ways I am different from my friends.	I can set simple goals. I can identify my successes and achievements. I can set a goal and work out how to achieve it. I can tell you how I learn best. I understand how to work well with a partner. I can celebrate achievement with my partner. I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when. I overcome them.	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices. I know how to make healthy lifestyle choices I feel good about myself when I make healthy choices. I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe. I understand that medicines can help me if I feel poorly, and I know how to use them safely. I know some ways to help myself when I feel poorly.	I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me. I can identify what being a good friend means to me. I know how to make a new friend. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me. I know who can help me in my school community. I know when I need help and know how to ask for it. I can recognise my qualities as person and a friend I know ways to praise myself.	I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private.

		I understand these differences make us all special and unique.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.	I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.	I can tell you why I appreciate someone who is special to me. I can express how I feel about them.	I understand that every time I learn something new. I change a little bit. I enjoy learning new things. I can tell you about changes that have happened in my life. I know some ways to cope with changes.
Creativity & Cultural Development	Creating a special treasure box.		Obstacle course Teaching each other new skills	Road safety in the playground		
Spiritual Development	Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens					
Community & Courageous Advocacy	Feeling a part of the class and school community	Respecting differences in the community		Staying safe in my community	Learning about my school community	
Health & Wellbeing	Feeling part of a team	Feeling special	Developing a growth mindset	Making healthy choices	Learning to appreciate ourselves.	Understanding changes in my body
Aspiration						
Vocabulary What key vocabulary will children know that is new?	Special Safe Community Consequences Rewards Calm Rights Responsibilities Rewards Proud Consequences	Similarities Differences Bullying Celebrating Similar Different Stereotype Bullying Friend	Success Achievement Learning styles Overcoming obstacles Goal Achieve Success Proud Strengths Persevere Difficult Challenge Team work Problem-solve	Medicine Medication Road safety Motivation Lifestyle Choice Relax Tense Medicine Dangerous Unhealthy Healthy Balanced diet Energy Nutritious	Belonging Physical contact Preferences Celebrations Family Trust Relationship Conflict Compliments Celebrate Positive Negative Appreciate	Life cycles (animal/human) Male Female Changes Life cycle Male Female Vagina Penis Testicles Change Looking forward Excited Nervous Anxious Happy
School Values Friendship, Resilience. Justice, Trust	Friendship, Justice	Friendship, Resilience. Justice, Trust	Friendship, Resilience. Trust	Resilience	Friendship, Trust	Resilience, Trust

	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	the rule of law, individual liberty, and mutual respect	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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Year 2	<u>Knowledge</u> What will children know at the end of this unit of work?	Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	<u>Skills</u> As an expert in this subject children will be able to ...	I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help. I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this. I understand some ways in which boys and girls are different and accept that this is OK. I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels.	I can choose a realistic goal and think about how to achieve it. I can identify my successes and achievements and know how this makes me feel (proud). I can persevere even when I find tasks difficult. I can tell you some of my strengths as a learner. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I understand how working with other people can help me to learn.	I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and	I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.

		<p>I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place. I understand how following the school rules will help me and others learn. I can work cooperatively. I am choosing to follow the school rules.</p>	<p>I can be kind to children who are bullied. I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied. I know some ways to make new friends. I know how it feels to be a friend and have a friend. I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>I can work cooperatively in a group to create an end product. I can work with other people to solve problems. I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group. I know how to share success with other people. I know how contributing to the success of a group feels and I can store those feelings in my internal treasure chest (proud).</p>	<p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most. I can decide which foods to eat to give my body energy. I have a healthy relationship with food, and I know which foods are most nutritious for my body. I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.</p>	<p>don't like and can talk about this. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving techniques to resolve conflicts with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone. I can express my appreciation for the people in my special Relationships. I am comfortable accepting appreciation from others.</p>	<p>I feel proud about becoming more independent. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl. I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help. I can identify what I am looking forward to when I am in Year 3. I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
Creativity & Cultural Development			Understanding & respecting differences				
Spiritual Development	<p>Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens</p>						
Community & Courageous Advocacy	Working cooperatively	Standing up for self and others		Working cooperatively		Learning from people in the community who help us	Expressing personal boundaries

	Health & Wellbeing	Having strategies to support emotional well-being			Leading a healthy lifestyle		
	Aspiration						
	Vocabulary	Hope Fear Fair Valuing Contributions Choices Assumptions Stereotypes Calm Rights Responsibilities Rewards Proud Consequences	Gender Gender diversity Similar Different Stereotype Bullying Friend	Realistic Strengths cooperation Contributing Goal Achieve Success Proud Strengths Persevere Difficult Challenge Team work Problem-solve	Relaxation Nutrition Lifestyle Motivation Lifestyle Choice Relax Tense Medicine Dangerous Unhealthy Healthy Balanced diet Energy Nutritious	Boundaries Secrets Trust Appreciation Family Trust Relationship Conflict Compliments Celebrate Positive Negative Appreciate	Life cycles (plants) Young Old Independence Life cycle Male Female Vagina Penis Testicles Vulva Anus Public Private Acceptable Unacceptable Comfortable Uncomfortable Change Looking forward Excited Nervous Anxious Happy
	School Values	Justice- exploring equal rights & treating people fairly	Fellowship- being a good friend, showing kindness	Resilience- working towards a goal		Trust- Who can we trust?	
	British Values	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	the rule of law, individual liberty, and mutual respect	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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Year 3	<u>Knowledge</u> What will children know at the end of this unit of work?	I know how to create a happy and collaborative learning environment. I know	I know how to interact with other people to become a better communicator.	I know some enterprising ways I can support a charity	I can understand different relationships with friends and family.	I know how to have a healthy body and mind	I know how to keep myself safe, who I can trust and where to find help.

		why it is important to establish ground rules.	I know how to stay safe in different environments and situations.	I know how others can help me achieve my goals and how I can help others. I have thought about the importance of teamwork.	I know that personal hygiene is important.		
<u>Skills</u> As an expert in this subject children will be able to ...		I can understand why we need rules in the school and the classroom. I know why ground rules are needed and our rights and responsibilities towards others. I can respect other people's views – finding out about each others likes and dislikes. I can make decisions whilst respecting other people's ideas and thoughts. I can work with different people, forming and maintaining relationships.	I know how to listen in a discussion, taking turns and respecting other opinions. I can see things from another point of view I can stay safe in risky situations – personal safety, fire safety, road safety, bonfire night.	I know I am responsible for my own learning and behaviour. I know what wants and needs are and how to maintain a happy and healthy life. I can start to consider the needs of another country and developed skills for working as a team. I can think about the needs of people and prices of goods in other countries. (Fair trade) I can work as part of a team and agreed group decisions. I know how, as a class, we can contribute to a range of activities that help us to become more enterprising.	I understand what guilt means and how it makes us feel. I know that families are different (different forms of family units) I can identify my own strengths and weaknesses. I understand the importance of taking responsibility for my own personal hygiene. I know what makes us different. I know that I can say 'non' when I need to.	I can understand what makes me who I am, respecting differences by the way we behave What does it mean to be surprised? I can identify the key elements of a balanced diet. I can find out the reasons why people exercise. I can identify why people exercise. I can develop ways to identify the feelings of others.	I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them. I know how to stay safe on the street and around water. I know how to get help and who we can trust. I understand the key features of ESafety.
	Creativity & Cultural Development	Building relationships with others		Feeling part of a team			
	Spiritual Development	Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens					
	Community & Courageous Advocacy		Staying safe in my community	How we can help others			Staying safe in the community

							Knowing which information to share with people
	Health & Wellbeing	Forming relationships with others	Knowing what risks are and how to minimise them	The basic needs of a child	Making healthy choices	Knowing what keeps us healthy and why this is important	Online safety
	Aspiration						
	<u>Vocabulary</u> What key vocabulary will children know that is new?	Attentive listening, turn taking, responsive, co-operation, rules/ground rules, charter, decision making	Patience, non-verbal communication, co-operation, safety, harm, danger, personal safety, help, responsibility, confidence	Fair Trade, boredom, frustration, respect, encouragement, empathy, enterprise, fund raising, charity, community, team work, persuasive.	Guilty, apologise, anxious, ashamed, sorry, make amends, nervous, embarrassed, regret, conscience, worried, uncomfortable, fault, blame, choice. Special, unique, surprised, worried, anxious, threatened, hopeful, relaxed. Bacteria, regularly, hygiene, infection, decay, greasy, dirty, soap/toothpaste/wate	Surprised, worried, anxious, threatened, hopeful, relaxed. Diet, vitamins, minerals, protein, carbohydrates. Exercise, heart rate, pulse, health Worried, anxious, feelings, stress, well-being, healthy mind	Change, difficult, opportunities, expected, cope, advantages, shock, help, behaviour. Safe, rivers /canals, safety messages, seaside, swimming pool, road / water safety, advert, cycling, attention. Help, serious, emergency services , information, problem. Safety, organisations: Childline/ NSPCC/ Barnardos,, dangerous, hazard, switchboard operator,
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Friendship trust	Resilience	Justice	Resilience	Trust friendship	Trust
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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Year 4	<u>Knowledge</u> What will children know at the end of this unit of work?	What Mental Health means	To know what a wedding and marriage is.	To have an idea of purchases and where the money goes.	To know what peer pressure means. To know about risks that relate to them.	To know that people sometimes behave differently online, including by pretending	To know the key facts about puberty and the changing adolescent body, particularly from

		A range of feelings and be able to recognise that we can have multiple feelings at once	To know that not all people in love have to get married.	To know what fundraising is. To know how human rights link to fairtrade		to be someone they are not.	age 9 through to age 11, including physical and emotional changes.
<p><u>Skills</u> As an expert in this subject children will be able to ...</p>		<p>- to understand the benefits of time in nature on my mental wellbeing. I am aware of a range of feelings words and understand that I can experience more than one feeling at a time. - recognise and express the feelings: rage, grief, grateful, content, disappointment.</p>	<p>- to understand that marriage and civil partnerships are a public demonstration of the commitment made by two people who love and care for each other and want to spend their lives together and are of the legal age to.</p>	<p>- to understand what it means to be a critical consumer and can think/ look around before I make a purchase. I can fundraise for a cause that is important to me. <u>(Link to Fairtrade)</u> - to understand why and how rules and laws that protect me and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. - to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child and that these universal rights are there to protect everyone and have primacy both over</p>	<p>- to understand the term peer pressure and I have the skills to resist anything that is dangerous, unhealthy, and uncomfortable or feels wrong. - to recognise who might pressure me - to understand what is meant by the term risk and know when it is appropriate to take risks and how this can build up my resilience. - to use a 5 point scale to tell you how risky something is.</p>	<p>- understand 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. - recognise who to trust and who not to trust and can judge when a friendship is making me feel unhappy or uncomfortable. - understand the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - understand that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others</p>	<p>- explain how bacteria and viruses can affect health and that following simple routines can reduce their spread. - make choices about the food I eat and I can recognise what affects the choices I make e.g. taste, friends, media. I know the school rules about health and safety, basic first aid and how to get help in an emergency situation. - understand the basics of rail, water and fire safety. - understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>

			national law and family and community practices.		online including when we are anonymous. - understand the responsibility of bystanders to help prevent bullying.	
	Creativity & Cultural Development					
	Spiritual Development	Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens				
	Community & Courageous Advocacy			Fair-trade Human rights		
	Health & Wellbeing	Nature & well-being		Health of others and the basic needs of a person	Knowing what risks are and how to minimise them	Making healthy choices in friendships that make us happy. Understanding changes in my body, safety of sun
	Aspiration					
	<u>Vocabulary</u> What key vocabulary will children know that is new?	rage, grief, grateful, content, disappointment.	marriage, wedding. Legal, rights	fairtrade, human rights, fundraise	peer pressure, risk, dengaer, health	friendships, violence, respect, beliefs, anonymous bacteria, viruses, exposure to the sun
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Trust	Trust	Trust	Trust	Trust
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

P.S. H.E.	School Curriculum Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 5	<p><u>Knowledge</u> What will children know at the end of this unit of work?</p>	<ul style="list-style-type: none"> -Positive learning environment -What it means to be valued and how we can develop ourselves -Pants -Dyslexia week - To recognise and express the feelings: embarrassed, guilty, powerful, secure. -To understand the effect that bullying can have on mental wellbeing. -To be able to tell how to regulate my feelings. -To understand the term self-esteem and know strategies to help boost my self-esteem. To know what an affirmation is and can write one for myself. To use the learning muscles independently. 	<ul style="list-style-type: none"> -Friendship circles, how you behave differently in different relationships -Anti- bullying week -To work collaboratively towards a shared goal. 	<ul style="list-style-type: none"> - Pants rule - Mental health and keeping well - Identifying ways to look after our own individual mental health - What is mental health and wellbeing and why is it important? - Managing challenges and change - Can I show resilience when things are tricky? 	<ul style="list-style-type: none"> - Autism/ Rules for a healthy working environment <ul style="list-style-type: none"> - To recognise and celebrate difference and challenge any stereotypes - To understand relationships, in particular friendships, and how to manage these. To discuss what makes a good friend and think about our own friendships. - To understand resilience and how this can impact on our wellbeing 	<ul style="list-style-type: none"> -Pants -Hygiene -To understand the effects that puberty will have on my hygiene and will start washing my body more often/ buying deodorant. To understand the term 'body image' and how my opinion of my body can affect my confidence. To understand that bodies come in all shapes and sizes and To can celebrate my body for how it is and the amazing things it can do. To understand that images in the media do not always reflect reality and can affect my body image. 	<ul style="list-style-type: none"> - Difference between being proud and boastful -Feelings, Forgiveness, ask for help, compassion, empathy and support. - To identify different emotions and find ways to manage these.
	<p><u>Skills</u> As an expert in this subject children will be able to ...</p>	<ul style="list-style-type: none"> To have some simple self-care techniques to manage my wellbeing. 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 	<ul style="list-style-type: none"> -To know how to critically consider online friendships and sources of information including awareness of the risks associated with people they have never met. -To know how information and data is shared and used online. 			<ul style="list-style-type: none"> To know the key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. 	

		available, especially if accessed early enough.					
	Creativity & Cultural Development						
	Spiritual Development	Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens					
	Community & Courageous Advocacy				Human rights		
	Health & Wellbeing	Nature and wellbeing	Internet safety	Understanding our bodies and changes	Being a good friend and knowing what friendships entail how to manage them	Understanding bodily changes	Mental wellbeing
	Aspiration						
	<u>Vocabulary</u> What key vocabulary will children know that is new?						
	<u>School Values</u> Friendship, Resilience. Justice, Trust	Trust, resilience, friendship, justice	Trust, resilience, friendship, justice	Trust, resilience, friendship, justice	Trust, resilience, friendship, justice	Trust, resilience, friendship, justice	Trust, resilience, friendship, justice
	<u>British Values</u> democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs	democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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Year 6	<u>Knowledge</u> What will children know at the end of this unit of work?	Growth Mindset	The Resilience Doughnut	Smart Moves -Sleep -Hobbies – what do you like to do for fun? -Responsibilities -Being Brave	Smart Moves -Friendship -Feelings -People who help or hinder -Agreeable disagreement	Smart Moves -Support/asking for support -Problems/solutions -Relaxing -Think positive -Having a laugh	Transition to secondary school
	<u>Skills</u>						

As an expert in this subject children will be able to ...						
	Creativity & Cultural Development					
	Spiritual Development	Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens				
	Community & Courageous Advocacy					
	Health & Wellbeing					
	Aspiration					
	Vocabulary What key vocabulary will children know that is new?					
	School Values Friendship, Resilience. Justice, Trust					
	British Values democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs					