

Stamford Green Primary School and Nursery



Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) Compendium

“Be the change you want to see in the world.”
Mahatma Gandhi

What is the vision for PSHE and RSE at Stamford Green?

It is our vision that our children:

- Understand how to keep themselves safe in both the real world and virtually too
- Explore their own identity and celebrate the differences of themselves and others
- Explore the relationships with those around them, know how to sustain friendships and build confidence in new situations
- Have a greater understanding of the world around them and the role they play in society, by exploring themes such as democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, citizenship and environmental issues
- Become aspirational in setting themselves goals for the future and overcoming challenges that they may face

Our PSHE curriculum is brought to life by our seven commitments:

HAPPINESS

In our PSHE lessons, we will be exploring different types of relationships and how they contribute to making us feel happy. We will enable the children to develop skills to make positive relationships with the people in their lives, whilst also understanding how to manage any conflict that they may face. As part of our PSHE offer, we ensure that there is a timetabled daily slot in every classroom to listen to a story for enjoyment. Class story time is that special time when the children can listen and enjoy a story, read by their class teacher. In the Early Years and Year 1, children regularly enjoy a book from their '5 Special Books' in order to foster a love of reading and that sense of enjoyment, a familiar story can bring.

INSPIRING

We want the children to be inspired to make a difference through their learning of our PSHE curriculum offer. We will ensure that the children understand and celebrate the differences between individuals and know how to help people who may be treated differently because of this. Our curriculum aims to inspire to children as they learn and develop their own social and emotional skills and understand how to make the world a better place. Children will learn about the role they play as global citizens and will feel inspired to 'do their bit' for society.

LEARNING

Our offer for the PSHE curriculum is based on five key components:

- The use of the Jigsaw curriculum to enable the children to learn emotional literacy, social and life long skills, RSE and resilience in an age appropriate manner.
- The teaching of neuroscience using MindUp, allowing the children to understand how their brain works and how to regulate their emotions;
- The Golden Run – ensuring that the children are physically active on a regular basis
- Daily story time – to develop reading for enjoyment and to teach the children how reading can contribute to mental wellbeing;
- Whanau – bringing together the community of the school to discuss and explore current issues, building on social skills with others and celebrating diversity in the world.

The key learning in PSHE lessons is around the wider world that the children live in and the effect that their footprint has. Children learn about diversity and accept everyone's right to difference. Children know how to keep themselves safe and healthy, both in reality and online. Our PSHE curriculum also teaches the children that the changes that will take place in their life, including puberty. The Jigsaw curriculum is a spiral curriculum that is taught on a weekly basis and as a

result, all children across the school learn the same theme or 'puzzle' at the same time, in an age appropriate way.

TOGETHERNESS

Throughout our PSHE curriculum, children will work together as a class to share their views and develop their social and emotional skills. As part of the teaching sequence, there are regular opportunities to develop positive relationships and work collaboratively with their peers. Children in Year 1 to Year 6 take part in a weekly community group called Whanau. This is where children from different year groups come together to discuss and explore pertinent issues, such as themes introduced in our Diversity, Equality, Inclusion and Belonging assemblies. Whanau sessions are led by our year six children, developing their leadership skills. As part of our year group welcome meetings with parents/carers at the end of the summer term, in preparation for the next academic year, parents are informed about the RSE teaching that takes place. As a result, they are knowledgeable about the curriculum coverage for the 'Changing Me' puzzle, including which parts are statutory and which parts parents are free to withdraw their children from.

VALUES

Our PSHE lessons encourage the children to demonstrate the school's twenty two values as well as the British values of democracy, rule of law, respect and tolerance, individual liberty. Our curriculum encourages the children to show compassion to others, have hope and aspirations for themselves and respect others. The curriculum teaches the children about tolerance and acceptance and to understand a sense of justice. Children will know about democracy and being democratic and will understand what is meant by individual liberty through their PSHE lessons.

AMBITION

We want our children to be ambitious for themselves. The 'Dreams and Goals' puzzle aims to help children think about their own hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. We aim that the children are ambitious for themselves and support their peers in being aspirational too. As a school, we are ambitious for our staff through regular continuing professional development and learning opportunities to deepen knowledge and skills of PSHE.

ACHIEVEMENT

Through the experience of setting goals, the children will learn about a sense of achievement. Children will know about the resilience that is needed on the journey to meet goals and that steps to success may be required. The structure of each PSHE lesson allows the children time to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. It is our aim that children achieve age appropriate milestones which demonstrate the learning, knowledge and skills that have taken place each year.

By the end of Year 6 at Stamford Green...

Behaviours	The children will demonstrate the behaviour of respect to each other and celebrate their similarities and differences, values and cultures. They will know what behaviour is expected of them and will understand what constitutes anti-social behaviour. When help or further support is needed, both in keeping themselves safe and when encountering and dealing with conflict, children know who to seek for help and support and how to resolve.
Attitudes	The children will demonstrate positive attitudes to each other and know how to form relationships with others. Children will recognise what constitutes a positive and healthy relationship and will recognise unhealthy relationships. Children will understand the importance of challenging stereotypes and be confident with their own self-identity. The PSHE curriculum will encourage the children to want to make a difference to society and have high aspirations for themselves and others.
Skills	The children will have the skills to negotiate the different relationships that they will have throughout their lives. Children will feel confident to speak out and ask for help if necessary and will demonstrate the skills to keep themselves safe, including when they are online. Children will develop the skills to resolve conflict and be able to support others.
Knowledge	The children will understand the importance of keeping themselves healthy. They will know what constitutes a healthy lifestyle and keeping themselves active through taking part in the Golden Run. Through studying mindfulness and using elements of the Mindup curriculum, the children will demonstrate the understanding and knowledge about how their brain works and will be able to recognise and deal with a range of emotions. They will develop and learn coping strategies.
Experiences	Our five key components for our PSHE curriculum, enable the children to have experienced an in-depth approach to their area of the curriculum. In addition to learning about the wider world and the role they play in it, children will have experienced coming together as a school community to discuss important issues. Our Golden Run ensures that the children are active on a regular basis and work together to achieve goals, such as our termly initiatives.
Technology	Technology continues to evolve and it is of the utmost importance that the children know how to behave safely when they are online. Children need to recognise potential dangers and the importance of 'live real, play virtual'. The children will understand that everything that they see online is not always true or representative and they understand the social media effect. Children will understand the impact of a digital footprint and consider their future.
Sustained	The PSHE curriculum will ensure that the children will be encouraged to use the skills and attitudes to keep themselves safe, particularly as they get older and have more responsibility. Children will develop high aspirations for themselves; will set achievable goals and will begin to consider potential careers for the future.

British Values and Spiritual, Moral, Social and Cultural Learning in PSHE

British Values: Through the use of 'Jigsaw' British Values are promoted in every PSHE lesson. Children are encouraged to work together to create a safe learning environment, where all ideas are valued. Children are taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). Children are taught about equality and their rights, to understand

how both they should be treated, and how they should treat others. Children are taught to have respectful conversations about thought provoking and sometimes sensitive subjects.






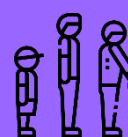





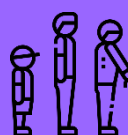


























Spiritual: Through high quality interactions and discussions within lessons, links are made to their morals and values. Teachers help children to be able to reflect upon important concepts, experiences and beliefs through lessons, assemblies and visitors. Spiritual development is encouraged by engaging children with a range of mindfulness activities.




























Moral: Through the PSHE curriculum, children learn about different cultures and how these can assist them to understand and develop their own morals. This allows the children to accept and embrace differences. Children will be taught to be tolerant and understanding of different people.

Social: Children are provided with opportunities to discuss their views knowing that they are in a safe environment. Children are encouraged to listen and allow others to have their own opinions.

Cultural: The PSHE curriculum supports cultural development by exposing them to a wide range of experiences, situations and exploring them from other people's point of view. Children will learn to be open and respectful.

PSHE and RSE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being Me in My World 	Celebrating Differences 	Dreams and Goals 	Healthy Me 	Relationships 	Changing Me 
	Being Me in My World 	Celebrating Differences 	Dreams and Goals 	Healthy Me 	Relationships 	Changing Me 
Year 1	Being Me in my World 	Celebrating Differences 	Changing Me 	Healthy Me 	Relationships 	Dreams and Goals 
	Mind Up 				Mind Up 	
Year 2	Being Me in My World 	Celebrating Differences 	Changing Me 	Healthy Me 	Relationships 	Dreams and Goals 
	Mind Up 		Mind Up 		Mind Up 	
Year 3	Being Me in My World 	Celebrating Differences 	Changing Me 	Healthy Me 	Relationships 	Dreams and Goals 
	Mind Up 		Mind Up 		Mind Up 	

Year 4	Being Me 	Celebrating Differences 	Changing Me 	Healthy Me 	Relationships 	Dreams and Goals 
	Mind Up 		Mind Up 		Mind Up 	
Year 5	Being Me 	Celebrating Differences 	Changing Me 	Healthy Me 	Relationships 	Dreams and Goals 
	Mind Up 		Mind Up 		Mind Up 	
Year 6	Being Me 	Celebrating Differences 	Changing Me 	Healthy Me 	Relationships 	Dreams and Goals 
	Mind Up 		Mind Up 		Mind Up 	






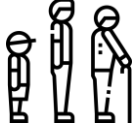
Long Term Plan: Early Years Foundation Stage – Nursery and Reception



Milestones – By the end of Reception, children will...
<ul style="list-style-type: none"> • I know how to show kindness to others • I know that it is important to keep trying to achieve a goal • I know how to wash my hands • I know what a stranger is and how to say no • I can talk about my emotions • I can talk about my friends and family • I can celebrate being me • I know what it means to be healthy

The new vocabulary the EYFS children will use will include:			
	Tier 1	Tier 2	Tier 3
Being me in my world	kind, friend, happy	gentle, similar, different, rights, feelings, angry, excited, nervous, sharing, taking turns	similarity responsibilities
Celebrating difference	kind, friends, happy, sad, family	different, special, same, similar, frightened, angry	proud
Dreams and Goals	kind, happy	dream, job	goal, challenge, ambition, perseverance, achievement, encourage
Healthy Me	head, shoulders, knees, toes, sleep, wash	healthy, exercise, clean, stranger, scare	'stranger danger'
Relationships	family, friend, words	jobs, lonely, argue, fall-out, feelings, angry, upset, breathing	relationship
Changing Me	eye, foot, ear, mouth, arm, leg, knee, nose, finger, toe, hand, baby	eyebrow, forehead, chest, tongue, stomach, grown-up, adult, change, worry	excited, memories

In the EYFS, the curriculum coverage is as follows:

<p>Being Me in My World</p> 	<p>The children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have.</p> <p>The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p>
<p>Celebrating difference</p> 	<p>Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways.</p> <p>The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>
<p>Dreams and Goals</p> 	<p>The children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal.</p> <p>The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>
<p>Healthy Me</p> 	<p>Children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p>
<p>Relationships</p> 	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>
<p>Changing Me</p> 	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>

For progression of skills and taught knowledge – please see internal PSHE Compendium

Long Term Plan: Year 1








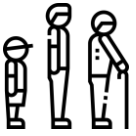
Milestones – By the end of Year 1, children will demonstrate...

- I can demonstrate why my class is a happy and safe place to learn
- I can give different examples where I or others make my class happy and safe
- I can say some ways that I am different and similar to other people in my class, and why this makes us all special
- I can explain what bullying is and how being bullied might make somebody feel
- I can explain how I feel when I am successful and how this can be celebrated positively
- I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy
- I can give examples of when being healthy can make me feel happy
- I can explain why I have special relationships with some people how these relationships help me feel safe and good about myself
- I can explain how my qualities help these relationships
- I can give examples of behaviour in other people that I appreciate and behaviours I don't like
- I can compare how I am now to when I was a baby and explain some of the changes that will happen to me when I get older

The new vocabulary the Year 1 children will use will include:

	Tier 1	Tier 2	Tier 3
Being me in my world	safe, special	calm, belonging, rewards, proud, upset, disappointed	consequences, illustration
Celebrating difference	similar, special, fair	similarity, same as, difference, bullying, deliberate, on purpose, unfair, included, bully, bullied, celebrations, unique	bullying behaviour
Dreams and Goals	learn, stones	proud, success, learning, working together, celebrate, learning, stretchy, feelings	stepping process, team work, challenge, obstacle, overcome, achieve
Healthy Me	healthy, sleep, clean, safe, eyes, ears, look, listen, wait	unhealthy, balanced, exercise, choices, body parts, keeping clean, safety	hygienic, safe medicines, green cross code
Relationships	same, different, friend caring, sharing, kind, like, help, special,	belong, friendship, qualities, greeting, touch, feel, texture, dislike, helpful, skills, self-belief, incredible, proud, celebrate,	community, confidence, praise, relationships, appreciate
Changing Me	changes, adult, girl, boy, learn, new, grow, feelings	life cycles, mature, male, female, anxious, worried, excited, coping	adulthood, vagina, penis, testicles, vulva, anus

In Year 1, the curriculum coverage is as follows:

<p>Being Me in My World</p> 	<p>The children discuss rights and responsibilities and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>
<p>Celebrating Differences</p> 	<p>The children explore similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help.</p> <p>The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being kind to and looking after other children who might be bullied.</p>
<p>Dreams and Goals</p> 	<p>The children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>
<p>Healthy Me</p> 	<p>The children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell.</p> <p>The children learn about road safety and about people who can help them to stay safe.</p>
<p>Relationships</p> 	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important.</p> <p>As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>
<p>Changing Me</p> 	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates.</p> <p>As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>

****For progression of skills and taught knowledge – please see internal PSHE Compendium****

Long Term Plan: Year 2



Milestones – By the end of Year 2, children will demonstrate...






- I can explain why my behaviour can impact on other people in my class
- I can compare my own and my friend's choices and can express why some choices are better than others
- I can explain how it feels to have a friend and to be a friend.
- I can explain why it is ok to be different from my friends
- I can explain that sometimes people get bullied because they are seen to be different
- I can explain how I played my part in a group and the parts other people played to create an end product
- I can explain how our skills complement each other in a group
- I can explain how it feels to be part of a group and can identify a range of feelings about group work
- I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices
- I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices
- I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel special
- I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships
- I can use correct terminology to describe parts of my body

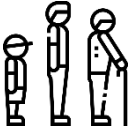
The new vocabulary the Year 2 children will use will include:

	Tier 1	Tier 2	Tier 3
Being me in my world	choices, worries,	hopes, fears, responsible, actions, praise, positive, negative	co-operative, problem-solving
Celebrating difference	boys, girls, special, same, different, bully, kind, feelings, sad, help, kind	similarities, differences, stereotypes, purpose, unkind, lonely, stand up for me, male, female, fairness, kindness, unique, value	assumptions, shield, diversity,
Dreams and Goals	real, goal, strength, easy	realistic, difficult, easy, learning together,	achievement, persevere, partner product
Healthy Me	choose, food, dangerous	healthy choices, lifestyle, motivation, relax, tense, calm, medicines, body, balanced diet, portion, energy	relaxation, proportion, fuel, nutritious
Relationships	same, trust, happy, sad, frightened, honest	similarities, special, important, co-operate, communication, hugs, acceptable, not acceptable, point of view, secret, surprise, telling adult,	physical contact, conflict, positive problem solving, reliability

		trustworthy, honesty, compliment, celebrate	
Changing Me	change, grow, control, old, young, change, baby, toddler, child, touch, cuddle, hug, squeeze, like, dislike, happy, nervous	fully grown, growing up, respect, appearance, physical, teenager, independent, timeline, freedom, responsibilities, vagina, public, private, texture, acceptable, unacceptable, comfortable, uncomfortable, looking forward,	

In Year 2, the curriculum coverage is as follows:

<p>Being Me in My World</p> 	<p>The children will discuss their aspirations for the year ahead (hopes and fears). They will recognise the feeling of being worried and will be taught how manage this by knowing when and who they should ask for help.</p> <p>The children will explore key skills such as how to work collaboratively, how to listen to one another, rights and responsibilities and how to make their classroom safe and fair. The children will also learn about consequences and choices.</p>
<p>Celebrating differences</p> 	<p>The children learn about and recognise gender stereotypes; that boys and girls can have similarities and differences and that is ok. They learn how children can be bullied because they are different, that is not ok and how to support someone who is experiencing this. They will also learn about differences that may occur within friendships.</p>
<p>Dreams and Goals</p> 	<p>The children explore setting realistic goals and how they can achieve them. They learn about perseverance and how to recognise strengths and weaknesses. The children consider what it means to work as part of a group and what makes group work successful.</p>
<p>Healthy Me</p> 	<p>The children will learn about healthy food, talk about healthy relationships with food and how to make healthy food choices. The children will design and create healthy snacks/meals and understand why these are good for them.</p> <p>The children will learn more about medicines, how they work and how to use them. They will explore what it means to be stressed and relaxed and what helps with these feelings.</p>
<p>Relationships</p> 	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending relationships. This becomes more formalised and the children learn and practise two different solutions for conflict resolution.</p> <p>Children consider the importance of trust in relationships and what this feels like. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are scared.</p>
<p>Changing Me</p>	<p>Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age.</p>



As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness.

Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

Long Term Plan: Year 3



Milestones – By the end of Year 3, children will demonstrate...






- I can explain how my behaviour can affect how others feel and behave
- I can explain why it is important to have rules and how that helps me and others in my class learn.
- I can describe the different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen
- I can say how being involved in a conflict makes me feel and can offer strategies to help solve the situation
- I can explain the different ways that help me learn and what I need to do to improve
- I am confident and positive when I share my success with others
- I can identify things, people and places that I need to keep safe from and can say some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services
- I can express how feeling anxious, scared and unwell feels
- I can explain how my life is influenced positively by people I know and also by people from other countries
- I can explain why my choices might affect my family, friendships and people around the world who I don't know

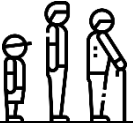
The new vocabulary the Year 3 children will use will include:

	Tier 1	Tier 2	Tier 3
Being me in my world	pleased, goal, emotions, feelings, dream, behaviour, fair	welcome, valued, achievements, personal goal, nightmare, support, fairness, team work, view point, ideal school, belong	acknowledge, affirm, solutions, group dynamic,
Celebrating difference	loving, caring, safe, connect, feelings, tell, hurt, compliment	connected, conflict, solve it together, solutions, resolve, witness, bystander, bullying, consequences, hurtful,	gay
Dreams and Goals	dreams, goals, future, garden, decorate, design, excited,	challenges, success, obstacles, ambitions, co-operation, strengths, motivated, enthusiastic, efficient, responsible, frustration, solutions, review, learning, evaluate	perseverance, aspirations, enterprise
Healthy Me	sugar, fat, feelings, body, choice	oxygen, heartbeat, lungs, heart, fitness, labels, saturated fat, healthy, drugs, attitude, anxious, scared, strategy, advice, harmful, risk, complex, appreciate,	calories/kilojoules,

Relationships	men, women, male, female, job, differences, similarities, safe, unsafe,	unisex, stereotype, career, role, responsibility, respect, conflict, win-win, solution, solve it, internet, social media, online, risky, gaming, inequality, climate, transport, rights, needs	private message, direct message, global, communication, fair trade, exploitation,
Changing Me	changes, animals, babies, mother, growing up, task	birth, stereotypes, roles, challenge	

In Year 3 , the curriculum coverage is as follows:

<p>Being Me in My World</p> 	<p>The children recognise their self worth and identify positive things about themselves and their achievements. They will be taught how to face new challenges with positivity and understand the need for rules with relation to rights and responsibilities. The children will explore choices, how to work collaboratively and developing the need to see things from others' point of view.</p>
<p>Celebrating difference</p> 	<p>The children learn about families, that they are all different and that sometimes they fall out with each other. The children revisit the topic of bullying and discuss what a witness is, the choices a witness has and how these choices can affect the bullying taking place. The children also explore problem solving techniques in bullying situations. The children learn about the giving and receiving of compliments and the feelings associated with this.</p>
<p>Dreams and Goals</p> 	<p>The children will look at examples of people who have had to overcome challenges and achieve success. Children discuss facing new challenges, obstacles that might stop them achieving their goals and identify strategies to overcome these. They reflect on their progress and successes and identify how to improve next time.</p>
<p>Healthy Me</p> 	<p>The children learn about the importance of exercise and how it helps your body stay healthy. They link this learning to understanding more about the heart and lungs, what they do and how they are important. The children discover facts about calories, fat and sugar and understand what each of these are and how the amount consumed of each can affect our health. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>
<p>Relationships</p> 	<p>Children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate. They will also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded of techniques for negotiating conflict situations and the concepts of a win-win outcome is introduced.</p> <p>Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children are learn that they are a part of a global community and they are connected to others they don't know in many ways e.g. global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>
<p>Changing Me</p>	<p>This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female</p>



that carries the baby in nature. Children will discuss stereotypical ideas about family roles.

****For progression of skills and taught knowledge – please see internal PSHE Compendium****

Long Term Plan: Year 4







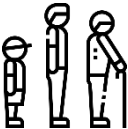

Milestones – By the end of Year 4, children will demonstrate...

- I can explain why being listened to and listening to others is important in my school community
- I can explain why being democratic is important and can help me and others feel valued
- I can tell you a time when my first impression of someone changed as I got to know them
- I can explain why bullying might be difficult to spot and what to do about it if I'm not sure
- I can explain what it is good to accept myself and others for who we are
- I can plan and set new goals even after disappointment
- I can explain what it means to be resilient and to have a positive attitude
- I can recognise when people are putting me under pressure and can ways to resist this when I want to
- I can identify feelings of anxiety and fear associated with peer pressure
- I can recognise how people are feeling when they miss a special person or animal
- I can give ways that might help me manage my feelings when missing a special person or animal
- I can summarise the changes that happen to boys' and girls' bodies
- I can explain some of the choices I might make in the future and some of the choices that I have no control over

The new vocabulary the Year 4 children will use will include:

	Tier 1	Tier 2	Tier 3
Being me in my world	role, job, description, school, community, decisions, vote,	included, excluded, democracy, democratic, voting, authority, contribution, observer,	UN Convention on Rights of Child (UNCRC)
Celebrating difference	character, surprised, different, appearance, secret, on purpose, changed	judgement, accept, influence, opinion, attitude, deliberate, bystander, witness, problem solve, text message, website, physical features, impression	cyber bullying, troll,
Dreams and Goals	hope, disappointment, fears, hurts, plans, help,	determination, resilience, positive attitude, positive experiences, cope, self-belief, motivation, commitment,	enterprise
Healthy Me	friendship, emotions, relationships, friendship, groups, roles, leader, agree, disagree, advice,	value, follower, assertive, smoking, pressure, peers, guilt, alcohol, liver, disease, anxiety, fear, believe, opinion, right, wrong	
Relationships	relationship, close, jealousy, emotions, positive,	disbelief, numb, denial, guilt, despair, souvenir, memento,	

	negative, loss, shock, sadness, pain, hope, remember, empathy,	memorial, acceptance, relief, negotiate, compromise, loyal,	
Changing Me	personal, unique, characteristics, parents, seasons, change, control, emotions	periods, circle, acceptance	menstruation

In Year 4 , the curriculum coverage is as follows:	
<p>Being Me in My World</p> 	<p>Explore and understand what it means to be part of a team. The children will understand how their attitudes and actions effect their class and will learn more about their school community; who people are and the roles they have. The are introduced to democracy and link this to their own school council, it's purpose and how it works. The children will learn how to deal with conflict and how to consider other people's feeling.</p>
<p>Celebrating difference</p> 	<p>The children consider the concept of judging people by their appearance, of first impressions and what influences their thinking on 'what is normal'. They revisit the topic of bullying, including more about online bullying and what to do if it happens. The discuss and highlight the pressures of being a witness to bullying and reasons why some may not tell. Children will celebrate what is special about themselves and share their own uniqueness.</p>
<p>Dreams and Goals</p> 	<p>The children consider their hopes and dreams and discuss how it feels when these dreams don't come true and feelings associated with this such as sadness, disappointment. The children will also learn how to overcome challenges as part of a group.</p>
<p>Healthy Me</p> 	<p>The children reflect on friendship groups that they are part of , how they are formed, how they have leaders and followers and what role they play. They consider how different people make them feel and which friends they value most and why. The children will learn about smoking and drinking and the effect it has on people's health. They will explore reasons why people smoke and drink. They learn about peer pressure and how to successfully deal with it.</p>
<p>Changing Me</p> 	<p>Bodily changes at puberty are taught with vocabulary around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. They also learn that genetic information carries personal characteristics. Feelings associated with change and how to manage these are also explored.</p>
<p>Relationships</p> 	<p>Learning starts focusing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with relationship changes, the possible reasons for the change and strategies for coping with the change.</p> <p>The children learn that change is natural in relationships and they will experience (or have already experienced) some of these changes. Children revisit skills of negotiation, particularly to help manage the change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationships ending can be amicable.</p>

For progression of skills and taught knowledge – please see internal PSHE Compendium

Long Term Plan: Year 5






Milestones – By the end of Year 5, children will demonstrate...



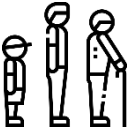
- I can compare my life with other people in my country and explain why have rules, rights and responsibilities to try and make the school and the wider community a fair place
- I can explain how the actions of one person can affect another and can give examples for this from school and a wider community context
- I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved in a bullying situation
- I can explain why racism and other kinds of discrimination are unkind
- I can express how I feel about discriminatory behaviour
- I can compare my hopes and dreams with those of young people from different cultures
- I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel
- I can explain different roles that food and substances can play in people's lives
- I can explain how people can develop eating disorders relating to body image and how smoking and alcohol misuse is unhealthy
- I can summarise different ways that I respect and value my body
- I can compare different types of friendships and the feelings associated with them
- I can explain how to stay safe when using technology to communicate with my friends and understand how to stand up for myself, negotiate and to resist peer pressure
- I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others
- I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important
- I can summarise the process of conception
- I can express how I feel about the changes that will happen to me during puberty and that I accept these changes might happen at different times to my friends

The new vocabulary the Year 5 children will use will include:

	Tier 1	Tier 2	Tier 3
Being me in my world	challenge, goal,	attitude, citizen, views, opinion,	collective
Celebrating difference	culture, conflict, similarity, belong, cyber bullying, texting, indirect, direct, happiness,	culture wheel, colour, race, ribbon, rumour, name-calling, problem solving, celebration, display, presentation	racism, racist, discrimination, homophobic, developing world, artefacts
Dreams and Goals	feeling, money, grown up, adult, lifestyle, job,	career, profession, salary, contribution, determination, motivation, country, sponsorship, communication,	

	society, culture,	support, rallying, teamwork, co-operation, difference	
Healthy Me	choices, behaviour, decision, influence, position,	healthy behaviour, unhealthy behaviour, informed, pressure, media, emergency, procedure, recovery, level headed, body image, media, social media, celebrity, self-respect, comparison, eating problem, respect, debate, opinion, fact, motivation	eating disorder
Relationships	qualities, characteristics, unique, comparison, negative, online, positive, negative, safe, unsafe	personal attributes, self-esteem, self-talk, social media, community, rights, social network, violence, trustworthy, appropriate, screen time, physical health, mental health, off-line, social, peer pressure, influences, personal information, passwords, privacy, settings, profile	grooming, troll, gambling, betting
Changing Me	looks, personality, develops, hips, hair, broader, wider, hygiene, legal, laws, responsible, responsibilities, rights, teenager	body image, self-image, perception, self-esteem, affirmation, comparison, breasts, growth spurt, larynx, facial hair, pubic hair, hormones, fertilised, unfertilised, conception, sexual intercourse, embryo, foetus, pregnancy, age appropriateness,	oestrogen, fallopian tube, cervix, Adam's apple, scrotum, genitals, semen, erection, ejaculation, urethra, wet dream, testosterone, circumcised, uncircumcised, foreskin, epididymis, umbilical cord, IVF, contraception, sanitary products, tampon, pad, towel, liner

In Year 5, the curriculum coverage is as follows:	
Being Me in My World 	Think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. The children learn about how their behaviour has an impact on themselves and as group as well as choices, rewards, consequences and the feelings associated with these.
Celebrating differences 	The children explore culture and cultural differences. They will link this to racism, understanding what it is and understand their own feelings towards those from different cultures and backgrounds. They will continue to revisit the topic of bullying with a greater focus on rumour spreading, name calling and different ways of direct and indirect bullying. The children will consider how to be happy regardless of material wealth.
Dreams and Goals 	The children will be considering how money can affect their future aspirations. They will be reflecting on jobs that they would like to do and ones that they know are done by others, of which are paid differently.
Healthy Me	The children look at the risks of smoking and the affect it has on the lungs, heart and liver. Likewise, they will learn about the misuse of alcohol and the risks associated with it. They are taught a range of basic first aid and emergency

	<p>procedures (including the recovery position) and learn how to contact the emergency services when needed.</p> <p>The children investigate how body types and portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>
<p>Relationships</p> 	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMART internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe.</p> <p>Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>
<p>Changing Me</p> 	<p>The children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females.</p> <p>Sexual intercourse is explained. Children are encouraged to ask questions and seek clarification about anything they don't understand. Details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored.</p> <p>Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>

Long Term Plan: Year 6







Milestones – By the end of Year 6, children will...


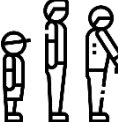
- I can explain how my choices can have an impact on people in my immediate community and globally
- I can empathise with others in my community and globally and explain how this can influence the choices make
- I can explain ways in which difference can be a source of conflict or a cause for celebration
- I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration
- I can explain different ways to work with other to help make the world a better place
- I can explain what motivates me to make the world a better place
- I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others
- I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure
- I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control
- I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations
- I can describe how a baby develops from conception through the nine months of pregnancy and how it was born
- I can recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby



The new vocabulary the Year 6 children will use will include:



	Tier 1	Tier 2	Tier 3
Being me in my world	community, education, wants, needs, empathy, comparison, opportunities, empathise, co-operation, legal, laws,	cocoa plantation, cocoa pods, obstacles, collaboration, illegal, lawful, participation, motivation, decision	Ghana, West Africa, Maslow,
Celebrating difference	male, female, stereotype, different, equality, fairness, identity,	biological sex, individuality, diverse, courage, fairness, rights	gender identity, transgender, non-binary,
Dreams and Goals	learning, stretch, personal, realistic, unrealistic, success, concern, empathy, motivation,	criteria, learning steps, global issue, suffering, hardship, sponsorship, admire, respect, praise, compliment, contribution, recognition	
Healthy Me	responsibility, prevent pressure, crime, pressure	immunisation, prevention, drugs, effects, prescribed, restricted, unrestricted, over-the-counter, illegal, volatile, substances, exploited,	'legal highs',

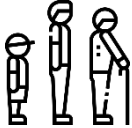

		vulnerable, criminal, gangs, strategies, reputation, anti-social behaviour, mental health, emotional health, mental illness, symptoms, stress, triggers	
Relationships	stress, anxiety, support, worried, signs, warning, emotions, feelings, sadness, loss, fear, grief, denial, despair, anger, power, communication, control, bullying, pressure, technology, power, cyber bullying, abuse, safety	mental health, ashamed, stigma, self-harm, bereavement, coping-strategies, authority, script, risks, influences, self-control, judgement	
Changing Me	opportunities, relationship, love,	mental health, midwife, labour, freedoms, attraction, transition, secondary, journey, worries, anxiety, excitement	negative body-talk, sexting,

In Year 6, the curriculum coverage is as follows:	
Being Me in My World 	Focus on the year ahead and learn how to set goals for the future. The children will learn more about the rights of children and how these aren't applied to all children worldwide. They will discuss how their choices can have an effect on themselves, locally or globally and how behaviour can be rewarded or have consequences. They will learn more about democracy, how it benefits the school and how they can contribute towards it.
Celebrating difference 	The children show an understanding of how being different is difficult for some people. The children will explore more about bullying and how people may have power over individuals in a group and discover strategies for dealing with this. The children will learn about people with disabilities and look at a specific example of disabled people who have amazing lives and achievements.
Dreams and Goals 	<p>The children will be sharing their own strengths and how to stretch themselves further by setting challenging and realistic goals. They will be considering what steps they will need put in place to achieve this and understand how to stay motivated.</p> <p>The children will reflect on various global issues and explore places where people may be suffering; whilst doing this, they will reflect on their own emotions linked to this learning. The children will be discussing what they admire about their classmates and focus on the act of giving others praise and compliments.</p>
Healthy Me 	<p>The children understand how to take responsibility for their own physical and emotional health and their choices linked to this. They learn about different types of drugs and how these can have an effect on people's bodies.</p> <p>The children will learn about exploitation as well as gang culture and the associated risks. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies we can use to help.</p>

<p>Relationships</p> 	<p>The children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss.</p> <p>The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p>
<p>Changing Me</p> 	<p>The children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception.</p> <p>They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it.</p>

In Year 6, the children will be taught to:			
Curriculum content	Sequence of lessons	Progression of skills	Social and Emotional Skills
<p>Relationships</p> 	<ol style="list-style-type: none"> 1. What is mental health? 2. My mental health 3. Love and loss 4. Power and control 5. Being online: real or fake? Safe or unsafe? 6. Using technology responsibly 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family 	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well being.
<p>Celebrating Differences</p> 	<ol style="list-style-type: none"> 1. Am I normal? 2. Understanding difference 3. Power struggles 4. Why bully? 5. Celebrating difference 	<ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in bullying or conflict situation 	<ul style="list-style-type: none"> • Empathise with people are different and be aware of my own feelings towards them • Identify feelings associated with being excluded

	(2 lessons)	<ul style="list-style-type: none"> • Know that there are different perception of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives 	<ul style="list-style-type: none"> • Be able to recognise when someone is exerting power negatively in a relationship • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Appreciate people for who they are • Show empathy
<p>Healthy Me</p> 	<ol style="list-style-type: none"> 1. Taking responsibility for my health and well being 2. Drugs 3. Exploitation 4. Gangs 5. Emotional and mental health 6. Managing stress and pressure 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotional well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse • Know that people can be exploited and made to do things that are against the law • Know why some people join gangs and the risks that this can involve 	<ul style="list-style-type: none"> • Are motivated to care for their own physical and mental health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves • Recognise that people have different attitudes towards mental health/illness
<p>Being Me in My World</p> 	<ol style="list-style-type: none"> 1. My year ahead 2. Being a global citizen (2 lessons) 	<ul style="list-style-type: none"> • Know about children's rights (United nations convention and rights of the child). • Know about the lives of children in other parts of the world. 	<ul style="list-style-type: none"> • Knows own wants and needs • Be able to compare life with the lives of those less fortunate. • Demonstrate empathy and understanding towards others.

		<ul style="list-style-type: none"> • Know that personal choices can affect others locally and globally. • Know how to set realistic goals for the year ahead. • Understand what fears and worries are. • Understand how having a voice and democracy benefits the school community. • Understand how to contribute towards the democratic process. 	<ul style="list-style-type: none"> • Can demonstrate attitudes of a positive role model • Can take positive action to help others. • Be able to contribute towards group tasks. • Know how to regulate my emotions. • Make others feel valued and welcomed.
<p>Changing Me (Teach lessons 1, 2, 3, 4a, 5)</p>  <p>Lessons 2 & 3 are extended lessons</p>	<ol style="list-style-type: none"> 1. My self image 2. Puberty 3. Babies: conception to birth 4a. Adolescent Friendships 5. Real self and ideal self <p>Parents have the right to withdraw from lesson 3</p>	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Recognise how they feel when they reflect on the development and birth of a baby • Can celebrate what they like about their own and others' self-image and body image
<p>Dreams and Goals</p> 	<ol style="list-style-type: none"> 1. Personal learning goals 2. Steps to success 3. My dreams for the world 4. Helping to make a difference (2 lessons) 5. Recognising our achievements 	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise their achievements • Empathise with people who are suffering or living in difficult situations • Recognise the emotions they experience when they consider other people in the world who are suffering or living in difficult situations

		<ul style="list-style-type: none">• Know how to set realistic and challenging goals	
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****For progression of skills and taught knowledge – please see internal PSHE Compendium****