



**Curriculum Implementation:
PSHE LTP & Milestones**

PSHE LTP and Milestones

The Goldsborough Sicklinghall Federation believe that personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. We place pupils' spiritual, moral, social and cultural (SMSC) development at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE by supporting our pupils to become healthy and responsible members of society, as well as preparing them for the opportunities, responsibilities and experiences they will encounter in later life. We place great importance upon supporting our pupils and providing them with the skills and strategies that enable them to be confident and happy individuals.

The Goldsborough/Sicklinghall Federation PSHE curriculum is based upon the NYCC overview. It takes into consideration the seven areas of PSHE outlined below. The overview has been adapted for our federation to create a LTP which reflects the needs of our children.

Objectives colour coded based on links to NYCC Guidance	
Relationships and Sex Education	Online Safety
Drugs, Alcohol and Tobacco and wider risk taking	Careers education and personal finance
Becoming an active citizen	Healthy life styles (Physical and Emotional Wellbeing) Emotional health and wellbeing

The milestones below reflect the 'Meeting' standard.

Children that are 'Working Towards' will be beginning to understand and comment on these objectives, providing reasoning for some of their ideas.

Children that are working at Greater Depth understand all of the statements below, can comment on them with confidence, making conclusions, providing reasons for all and make links between them. They also fully understand the British Values and Ethos Statements that are woven through the school curriculum and can link these to the statements below.

In addition to the PSHE curriculum outlined below, our federation use:

- Relax Kids to teach mindful and relaxation techniques
- Mindmate lessons each half term; each year group has six designated MH lessons, however in mixed year classes the class teacher will need to decide which year group's objectives meets the specific needs of the class.
- Weekly collective worships to teach the British Values as outlined on the collective worship LTP.
- Weekly collective worships linked to wellbeing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Topic	Kindness Creation <i>Dinosaurs/Great Fire of London</i>	Friendship Forgiveness <i>Pirates/Arctic</i>	Peace Thankfulness <i>Being Brave/Space</i>	Endurance Hope <i>Aeroplanes/Farms and animals</i>	Humility Trust <i>Boats/Kings, Queens and Castles</i>	Wisdom Compassion <i>Seaside/FairTrade</i>
PSHE focus	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<p><u>ELG, Self confidence and awareness:</u> Children are confident to try new activities. They adjust their behaviour to different situations, and take changes of routine in their stride. <u>ELG: Managing feelings and behaviour</u> They work as part of a group or class, and understanding and follow the rules. Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p><u>ELG, Making relationships:</u> Children play co-operatively, taking turns, they show sensitivity to others' needs and feelings, and form positive relationships with adults and children. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They take account of one another's ideas about how to organise their activity.</p> <p><u>ELG, Self-confidence and awareness:</u> Children say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>ELG: Managing feelings and behaviour:</u> They work as part of a group or class, and understanding and follow the rules. They adjust their behaviour to different situations. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p><u>ELG, Making relationships:</u> Children play co-operatively. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and children.</p> <p><u>ELG, Self-confidence and awareness:</u> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They are confident to speak in a familiar group, will talk about their ideas.</p> <p><u>ELG: Managing feelings and behaviour:</u> They work as part of a group or class, and understanding and follow the rules. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They respond to the feelings and wishes of others.</p>	<p><u>ELG, Physical development – Health and self care:</u> Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><u>ELG, Making relationships:</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and children.</p> <p><u>ELG, Self-confidence and awareness:</u> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><u>ELG: Managing feelings and behaviour:</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understanding and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p><u>ELG, Self-confidence and awareness:</u> They show sensitivity to others' needs and feelings, and form positive relationships with adults and children. Say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas</p> <p><u>ELG: Managing feelings and behaviour:</u> They work as part of a group or class, and understanding and follow the rules. Children talk about how they and others show feelings.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Topic	Kindness Creation <i>Dinosaurs/Great Fire of London</i>	Friendship Forgiveness <i>Pirates/Arctic</i>	Peace Thankfulness <i>Being Brave/Space</i>	Endurance Hope <i>Aeroplanes/Farms and animals</i>	Humility Trust <i>Boats/Kings, Queens and Castles</i>	Wisdom Compassion <i>Seaside/FairTrade</i>
Mindmate lessons	<u>Life Changes</u> Obj: New school/class. Making new friends. I understand that talking about my feelings can help	<u>Feeling good & being me</u> Obj: Recognise feelings. I can talk about how I am feeling	<u>Friends & Family</u> Obj: Recognise how others show feelings & know how to respond. I know when my friends are feeling happy	<u>Strong emotions</u> Obj: Recognise what is fair/ unfair right/wrong. I know when someone is being unkind, including myself	<u>Being the same, being different</u> Obj: Celebrating differences. I know the people in my class are all different	<u>Solving problems/ Making it better</u> Obj: Setting goals & targets. I can work & play well in a small group
	Pupils should... learn how to communicate their feelings about new experiences to others recognise how others show feelings & know how to respond	Pupils should... think about themselves & the different feelings they have develop a vocabulary to describe their feelings to others & simple strategies for managing feelings	Pupils should... identify & talk about times when people feel happy learn to communicate their feelings to others recognise how others show feelings & know how to respond	Pupils should... recognise what is fair & unfair, kind & unkind, what is right & wrong, learn what to do when someone is unfair or unkind	Pupils should... recognise that everyone is different begin to learn about empathy	Pupils should... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome
PSHE focus	Me and my relationships	Becoming and active citizen	Keeping myself safe	My healthy lifestyle	My future	SRE
Yr1	<p>I know that family and friends should care for each other and families can give love, security and stability I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention I can play and work cooperatively I can listen to other people and show them respect I can share appropriately I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) I know how to be nice to people both on and offline</p> <p><u>Exploring the school rules/class charter</u> I can agree and follow rules for my group and classroom I can respectfully ask questions and listen to the answers</p> <p><u>School council vote</u> I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council I can represent the views of others.</p> <p><u>Enterprise project</u> I know that we have to pay for what we buy I know how to keep money safe</p>	<p>I can express a simple opinion, agreement and disagreement I play a full part in the life of my classroom</p> <p><u>Anti bullying week</u> I can recognise that my behaviour affects others both on and offline I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline I can recognise there are different types of teasing both on and offline I know what being a good friend means both on and offline and how they should make us feel happy and secure I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends.</p>	<p>I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines I know that some substances can help or harm the body including household substances like dishwasher tablets I recognise the need for safety rules – road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency (Topical link – Real life heroes who bravely help us) I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline</p> <p><u>Safer Internet Day (week)</u> I know the internet has many benefits but I know I need to balance my time spent on and offline I know that people you don't know are strangers and this applies online as well as offline I know that when people I don't know ask me for private information I don't share it online or in person I understand that some websites, games and social media sites have age restrictions and I know what to get help if I see something I am unhappy with online.</p>	<p>I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day (Topical link – Why do we wash hands after touching animals?) I understand what physical and mental health means and that all humans have it I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences</p> <p><u>Mental health awareness month</u> I can talk about my emotions and recognise them in others I know what makes me happy I understand what being resilient means to me and I have strategies I can use I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from change</p>	<p>I know that I don't have to spend my money but can save it to use later I can set myself simple goals I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school I can describe the work that people do in my family, my school and where I live.</p> <p><u>Maths focus</u> I can recognise the coins and notes we use I can choose the correct value of coins and calculate change</p> <p><u>Life Changes</u> <u>Feeling good & being me</u></p> <p><u>Friends & Family</u> <u>Strong emotions</u> <u>Being the same, being different</u> <u>Solving problems/ Making it better</u></p>	<p>I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences I know the names for the main body parts (including external genitalia) and why it is important to keep them private</p> <p><u>Children's personal report</u> I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Kindness Creation <i>Dinosaurs/Great Fire of London</i>	Friendship Forgiveness <i>Pirates/Arctic</i>	Peace Thankfulness <i>Being Brave/Space</i>	Endurance Hope <i>Aeroplanes/Farms and animals</i>	Humility Trust <i>Boats/Kings, Queens and Castles</i>	Wisdom Compassion <i>Seaside/FairTrade</i>
Topic						
Mindmate lessons	Feeling good & being me Obj: Celebrate strengths I'm good at.... & I am going to try & be better at...	Friends & Family Obj: Impact of behaviour on others. I know that what I say & do can affect my friends	Life Changes Obj: Loss; Losing loved object/pet/person. I can talk about feeling sad when I have lost something	Strong emotions Obj: Comfortable & uncomfortable feelings. I can talk about what makes me feel sad	Being the same, being different Obj: Beginning to understand empathy. I understand my friend might have different feelings to me	Solving problems/ Making it better Obj: Not giving up/Perseverance. I understand it is important to keep going when something is tricky
	Pupils should... learn from their experiences recognise & celebrate their strengths set simple but challenging goals	Pupils should... recognise how their behaviour affects other people understand the importance of being co-operative with others	Pupils should... learn about change & loss & the associated feelings (including moving home, losing toys, pets or friends) understand how it feels to lose something special describe times when people might feel loss	Pupils should... Describe how it feels to be sad/unhappy express & share feelings of unhappiness	Pupils should... start to understand empathy start to empathise with others & how they may be feeling	Pupils should... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome reflect on & celebrate their achievements, identify their strengths & areas for improvements
PSHE focus	Me and my relationships	Becoming and active citizen	Keeping myself safe	My healthy lifestyle	My future	SRE
Yr2	<p>I know the characteristics of a healthy family life and the importance of caring for each other and spending time together</p> <p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention</p> <p>I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient</p> <p>Exploring the school rules/class charter I can contribute positively to the life of the class and the school</p> <p>School council vote I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council</p>	<p>I can take part in discussions/ simple debate with others about topical issues</p> <p>I know that people and other living things have needs and recognise my own responsibility to meet those needs</p> <p>I know that I belong to different groups and communities i.e. school, family</p> <p>I know what improves and harms the environment and about some of the ways people look after them</p> <p>I know some ways to look after my environment</p> <p>Anti bullying week I know that there are different types of negative behaviours, bullying and teasing both on and offline</p> <p>I know that these behaviours are wrong and know how to deal with them including if I experience or witness it,</p> <p>I know how to get help</p> <p>I can listen to others and respect their viewpoints can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically)</p>	<p>I use simple skills which will help to maintain my personal safety both on and offline</p> <p>I understand that all drugs can be harmful if not used properly</p> <p>I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</p> <p>I can recognise and say what is right and wrong both on and offline</p> <p>I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</p> <p>I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency</p> <p>(Topical link – Real life heroes who bravely help us)</p> <p>I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep</p> <p>Safer Internet Day (week) I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games</p> <p>I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online</p> <p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not</p> <p>I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met</p>	<p>I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy</p> <p>I can make simple choices to improve my physical and emotional health</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly</p> <p>(Topical link – Why do we wash hands after touching animals?)</p> <p>Mental health awareness month I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</p> <p>I have simple strategies to manage my feelings</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p>	<p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used</p> <p>I understand that the choices we make affect ourselves and others</p> <p>I can explain the difference between needs and wants</p> <p>I understand individuals and families have to find ways to balance wants and needs</p> <p>I understand that it may not be possible to have everything you want, straight away, if at all</p> <p>I can describe why learning is important</p> <p>I am positive about who I am, what I have achieved and take into account what other people say about me</p> <p>I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p>	<p>I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change</p> <p>I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)</p> <p>I understand the importance of valuing of one's own body and recognising its uniqueness</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers)</p> <p>(Topical link – No one should see what our swimming costume covers)</p> <p>Children's personal report I can identify positive achievements during my time in Year 2</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 3</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Topic	Kindness Creation <i>Egyptians/Maya</i>	Friendship Forgiveness <i>Weather/S. America</i>	Peace Thankfulness <i>Romans/Stone Age</i>	Endurance Hope <i>Volcanoes/France</i>	Humility Trust <i>The Industrial Revolution/ Modern culture</i>	Wisdom Compassion <i>Local Geography/Britain</i>
Mindmate lessons	Life Changes Obj: Life in KS2New faces/ new routines. I am learning to handle change	Solving problems/ Making it better Obj: Dealing with difficult situations. I can work with different people in my class	Friends & Family Obj: Unkind behaviours. I understand that when I am unkind it impacts on others	Strong emotions Obj: Introducing strong emotions, including anger. I know it's ok to feel strong emotions sometimes	Being the same, being different Obj: Differing opinions. I accept that my friends & I might have different opinions	Feeling good & being me Obj: Goals & aspirations. I'm good at.... & I am going to try & be better at...by setting myself a simple target
	Pupils should... Understand the importance of being co-operative with others understand that change happens & can be challenging understand that adapting to change is key to developing emotional wellbeing	Pupils should... understand that people often need to play / work together to reach a shared outcome even when they disagree begin to understand empathy & why people can be different (in behaviour & image)	Pupils should... recognise what is fair & unfair, kind & unkind, what is right & wrong recognise when people are being unkind either to them or others, learn what to do when someone is unfair or unkind	Pupils should... recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions	Pupils should ... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome share their opinions on things that matter to them	Pupils should... reflect on & celebrate their achievements & identify their strengths identify areas for improvement & set high aspirations & goals
PSHE focus	Me and my relationships	Becoming and active citizen	Keeping myself safe	My healthy lifestyle	My future	SRE
Yr3	<p>I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I know about change and loss including separation, divorce and bereavement and the associated feelings</p> <p>Exploring the school rules/class charter I can participate in making and changing rules I know why different rules are needed in different situations</p> <p>School council vote I know where to find impartial advice to inform my decision making</p> <p>Enterprise project I know how to look after and handle money in everyday situations I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity I know there are different ways to gain money, including earning it through work I understand that money is a finite resource for individuals, institutions and the community I begin to understand why we have charities</p>	<p>I know that choices we make can impact on the local, national and global communities I understand the media can be biased I can empathise with other people and situations through topical issues, problems and local and global events (Topical link to deforestation/global warming).</p> <p>Anti bullying week I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) I can empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline</p>	<p>I can identify and explain how to manage risks in different situations including on and offline line I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline I can explain how my behaviour may have consequences for myself and others both on and offline I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency</p> <p>Safer Internet Day (week) I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online I know how to report concerns and get support with issues online</p>	<p>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis I know the benefits of physical exercise and time outdoors (Topical link – discuss the differences in culture, nutrition and wellbeing – Cycle B)</p> <p>Mental health awareness month I know how to look after my mental wellbeing through some self-care techniques e.g. relaxation, benefits of hobbies and interests etc I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately I understand what being resilient means to me and I have strategies I can use I can understand why other people are behaving as they are when they are finding change difficult</p>	<p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity I understand that money is a finite resource for individuals, institutions and the community I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes I am aware that the learning choices I make will affect my future options. I can talk positively about what I like to do and what I would like to do in the future (Topical link – discuss the lives of the rich vs poor during the Industrial Revolution)</p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline I can judge what kind of physical contact is acceptable or unacceptable and how to respond - including who I should tell and how to tell them I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring I know the importance of valuing myself can recognise and challenge stereotypes (including supporting trans children) I understand that it is OK to be different to others I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care (Topical link to Science – animals including humans)</p> <p>Children's personal report I can identify positive achievements during my time in Year 3 I can identify my strengths, areas for improvement and set myself some goals for Year 4</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Topic	Kindness Creation <i>Egyptians/Maya</i>	Friendship Forgiveness <i>Weather/S. America</i>	Peace Thankfulness <i>Romans/Stone Age</i>	Endurance Hope <i>Volcanoes/France</i>	Humility Trust <i>The Industrial Revolution/ Modern culture</i>	Wisdom Compassion <i>Local Geography/Britain</i>
Mindmate lessons	<u>Feeling good & being me</u> Obj: Feelings - Intensity. I can use a range of words to describe my feelings	<u>Friends & Family</u> Obj: Skills to maintain & keep positive relationships. I can describe a healthy relationship	<u>Life Changes</u> Obj: Positive & negative effects on emotional wellbeing & mental health. I am learning to accept that I will feel a wide range of emotions depending on the situation	<u>Strong emotions</u> Obj: Resisting pressure. I can stand up for myself without hurting others	<u>Being the same, being different</u> Obj: Know actions affect themselves & others. I know that discrimination can hurt people's feelings	<u>Solving problems/ Making it better</u> Obj: Coping with difficult situations. I can cope in difficult situations
	Pupils should... extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others	Pupils should... recognise what constitutes a positive, healthy relationship develop the skills to form & maintain positive & healthy relationships	Pupils should... name some factors, including changes, that can affect people's emotional wellbeing & that feeling different emotions is a part of life understand that everyone's mental health & change can change over time	Pupils should... know that people can experience conflicting emotions at different times, such as times of loss & change, stress, anxiety & recognise when & how to ask for help use basic techniques for resisting pressure to do something dangerous, unhealthy and so on	Pupils should ...understand that their actions affect themselves & others develop self-awareness, doing the right thing learn the connection between discrimination & uncomfortable feelings	Pupils should... recognise that, at times, they may experience conflicting emotions understand more about managing their emotions
PSHE focus	Me and my relationships	Becoming and active citizen	Keeping myself safe	My healthy lifestyle	My future	SRE
Yr4 "I can describe the 'British Values' and give examples of what they mean in school and in society" Threaded through school assemblies	I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people I understand a range of feelings and how these make me feel both emotionally and physically <u>Exploring the school rules/class charter</u> I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school <u>Enterprise project</u> I can demonstrate how to look after and save money	I can acknowledge that others have different points of view both on and offline I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints I understand how my choices may impact on the environment (<u>Topical link to the sustainable resources – rainforest</u>) I can describe the values of the school and know why they are important I can demonstrate respect and tolerance both on and offline towards people different from my themselves <u>Anti bullying week</u> I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers	I can describe what risk means to me both on and offline I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency I have some effective strategies to cope with peer influence and peer pressure both on and offline <u>Safer Internet Day (week)</u> I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. I know how to recognise and display respectful behaviour online	I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors I understand what is meant by a healthy diet (including understanding calories, and nutritional content) I can make informed choices about healthy eating and exercising I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage (<u>Topical link – to compare nutrition between France and the UK</u>). <u>Mental health awareness month</u> I understand a range of feelings and how these make me feel both emotionally and physically I have a range of strategies for managing and controlling strong feelings and emotions I can respond appropriately to other people's feelings I can recognise my worth as an individual and the worth of other people I understand what being resilient means to me and I have strategies I can use I can identify positive things about myself, recognise some of my mistakes and learn from them I can make some changes quickly and easily but also understand that some changes are hard and can take a long time	I can demonstrate how to look after and save money I can begin to develop an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money I recognise the range of jobs carried out by people they know I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options. I can identify my strengths, areas for improvement and set high aspirations and goals (<u>Topical – discuss the lives of the rich vs poor during the Industrial Revolution</u>)	I feel good about myself and my body and having an understanding of how the media presents 'body image' I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body (<u>Topical link to Science – animals including humans</u>) I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism <u>Children's personal report</u> I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Topic	Kindness Creation WW1 & WW2/ Ancient Greece	Friendship Forgiveness WW2/China	Peace Thankfulness Anglo Saxons/Tudors	Endurance Hope Rivers/The Water cycle	Humility Trust Vikings/Benin	Wisdom Compassion Globalisation
Mindmate lessons	Life Changes Obj: Aspirations to manage change positively I am seeing changes in a more positive light	Feeling good & being me Obj: Self-Belief I can do ...	Friends & Family Obj: Unhealthy friendships & relationships I can describe an unhealthy relationship	Strong emotions Obj: Strong emotions & mental health I know what mental health is	Being the same, being different Obj: Stigma I know what stereotyping is	Solving problems/ Making it better Obj: Talking it through - Restorative justice I can support my friends when things go wrong
	Pupils should... learn that different people respond differently to different changes learn that some people find change easier than others find out that there are things they can do that help them cope with or accept change	Pupils should... develop self-awareness, doing the right thing understanding that their actions affect themselves & others	Pupils should... recognise ways in which a relationship can be unhealthy & who to talk to if they need support know what positively & negatively affects their physical, mental & emotional health	Pupils should... define what is meant by 'mental health' & can identify what mental health looks like recognise the link between strong emotions & poor mental health & develop protective strategies recognise that anyone can be affected by poor mental health identify the appropriate language to use to describe mental health know what people can do to support their mental health & where people can get help	Pupils should... learn about stereotyping, including gender stereotyping know that stereotypes exist for different groups & can explain what is meant by the word 'stereotype'	Pupils should... develop an awareness & understanding of the role peers can play in supporting one another including restorative approaches
PSHE focus	Me and my relationships	Becoming and active citizen	Keeping myself safe	My healthy lifestyle	My future	SRE
Yr5	I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation (Topical link – compare to Ancient Greek methods of immunisation) I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention I know how to respond safely and appropriately to adults I meet (including online) whom I do not know I know where individuals, families and groups can get help and support. I understand what boundaries are appropriate in friendships with peers and others both on and offline I feel able to confidentially challenge their viewpoint School council vote I know what democracy is and how a democratic government works	I know how to access local and national support groups both on and offline I know that circumstances in other countries and cultures may be different from our own I understand why some people have chosen to leave their country and migrate to the UK I understand the difference between economic migrant, asylum seeker and refugee (Topical link – Migration from rural to cities in China/ cities to rural during the world wars). I know about Fair Trade and what it means I understand that choices we make as individuals, a community and a nation impact internationally I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances I can recognise and challenge stereotypes I know where to find impartial advice to inform my decision making and understand about media bias I can express my views confidently and listen to and show respect for the views of others I can talk and write about my opinions confidently and listen to and show respect for the opinions of others	I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media Safer Internet Day (week) I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend I know how to present myself safely online and understand the potential risks of providing personal information online I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others I understand that the person that I think I am communicating with on-line may not be who they say they are.	I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image. (Topical link – safe drinking water, to compare to other countries without it) I understand the importance of good oral hygiene, including regular visits to the dentist I know where individuals, families and groups can get help and support both on and offline Mental health awareness month I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others I understand what resilience is and have strategies I can use to build my own resilience I can resolve differences, looking at alternatives, making decisions and explaining choices I know some of the ways of dealing with the feelings that sometimes arise from changes Parliament week I understand the consequences of breaking the law and how the criminal justice system works in the UK I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)	I am able to make considered decisions about saving, spending and giving I can differentiate between essentials and desires – needs and wants I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and others I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I know and understand how I can develop skills to make a contribution in the future I am starting to consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this I know that there are a range of earnings for different jobs I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)	I know the ways in which children grow and develop in puberty –physically and emotionally I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship Children's personal report I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6

	<p>I have taken part in democratic events in school (eg: voting for school council, mock election)</p> <p><u>Enterprise project</u> I understand 'value for money' and can make informed choices to get 'value for money'</p>	<p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p> <p><u>Anti bullying week</u> I know how to be a good friend both on and offline and how to manage a fallout with a friend without a physical reaction e.g not violent I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I am aware of some of the rights and responsibilities when it comes to treating people fairly</p>	<p>I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website</p>			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value Topic	Kindness Creation WW1 & WW2/ Ancient Greece	Friendship Forgiveness WW2/China	Peace Thankfulness Anglo Saxons/Tudors	Endurance Hope Rivers/The Water cycle	Humility Trust Vikings/Benin	Wisdom Compassion Globalisation
Mindmate lessons	<u>Feeling good & being me</u> Obj: Self-Integrity I can stay true to myself despite external pressures	<u>Friends & Family</u> Obj: Celebrating friendship I can talk about how I will maintain positive relationships	<u>Life Changes</u> Obj: Moving on I can talk about changes I am looking forward to	<u>Strong emotions</u> Obj: Happiness I have a good understanding of emotional wellbeing	<u>Being the same, being different</u> Obj: Body image /Social media I can talk & listen in difficult discussions	<u>Solving problems/ Making it better</u> Obj: Winning What does it take? I can look after my mental health
	Pupils should... know what positively & negatively affects their physical, mental & emotional health, including the media	Pupils should... recognise what constitutes a positive, healthy relationship & develop the skills to form & maintain positive & healthy relationships	Pupils should... learn that major life changes can be fun & exciting, at the same time as being daunting for some talk about moving on to secondary school recognise & respond appropriately to a wider range of feelings in others	Pupils should... deepen their understanding of comfortable feelings & extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others know when they might need to listen to their emotions in order to move on	Pupils should... recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class	Pupils should... identify ways that people can look after their mental health understand the importance of being healthy physically, emotionally & mentally
PSHE focus	Me and my relationships	Becoming and active citizen	Keeping myself safe	My healthy lifestyle	My future	SRE
Yr6 Several transition events are planned to support the children's move to secondary - Visits from the Head of Year - Transition days - PSHE focus upon change	I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships) I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and my health and how to attract their attention <u>School council vote</u> I understand what being part of a community means and I can take part more fully in	I understand the mental health benefits of community participation and volunteering I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child (Topical link – to the first treaty in 1923 and what it looked like, how has it changed?) I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment I can research, discuss and debate topical issues, problems and events I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism. <u>Anti bullying week</u> I can recognise the difference between aggressive and assertive behaviour both on and offline and	I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media <u>Safer Internet Day (week)</u> I know the internet has many benefits, but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life I am able to recognise risks, harmful content and contact and now how to report them I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications I understand how the media (advertising and internet) may influence my opinions and choices I	I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet (Topical link – safe drinking water, to compare to other countries without it) I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing I understand early signs of physical illness, such as weight loss, or unexplained changes to the body I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer <u>Mental health awareness month</u> I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions	I know that people buy things online and have online bank accounts and passwords to keep money safe I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices I can describe a range of local businesses and how they are run and the products and / or services they provide I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act I know how to keep myself safe when working and what the law says to protect workers	I understand the physical and emotional changes I will go through at puberty I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this I know about human reproduction including conception I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability) (Topical link – Stereotyping of different cultures) <u>Children's personal report</u> I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am

	<p>school and community activities</p> <p><u>Enterprise project</u> I understand that money we earn also supports the community I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p>	<p>developed some strategies to resolve disputes and conflict I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult.</p>	<p>have an understanding of how my information and data is shared and used online I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) I know how to report concerns and get support with issues online</p>	<p>I have an understanding of mental ill health and how important it is for people to get early help to support them I understand that the media can have a positive and negative effect on mental health, e.g. body image I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging</p> <p><u>Parliament week</u> I understand how democracy works in the UK at a local, regional and national scale I understand that there are other forms of government that are not democratic and can give some examples of these</p>	<p>looking forward to in Year 7</p>
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