


PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) *including* RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE)

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Purpose of Study

PSHE education including RHSE is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

The PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHE education provision is an essential to safeguarding pupils, as Ofsted has set out.

PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

National Curriculum

At Asby Endowed, we tailor our PSHE programme to reflect the needs of our pupils, and we use our PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Content

The contribution of PSHE and RSHE to teaching in other curriculum areas

English – PSHE and RSHE contribute significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. The children develop oral skills in PSHE lessons through discussions (for example talking about feelings). They develop their writing skills through contributing to their Jigsaw Journal.

Mathematics - PSHE and RSHE contribute to the teaching of mathematics in a number of ways. They use numbers in many of their answers and conclusions.

Computing - Children use ICT in PSHE lessons where appropriate. They use it to support their work in PSHE by learning how to find, select, and analyse information on the Internet. Children use ICT to research, record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

Spiritual, moral, social and cultural development – The teaching of PSHE supports the social development of our children through the way we expect them to work together, and we give them the chance to discuss their ideas and results.

Quality of Education

Intent

At Asby Endowed, we offer pupils the opportunity to learn how to become healthy, independent and responsible members of society. Pupils are given the chance to explore the way they are developing personally, socially and morally. Our school values are central to all that takes place at Asby Endowed; they are woven into the topics discussed and explored as pupils relate to the moral, social and cultural issues that are part of growing up. PSHE learning is not restricted to the classroom, with valuable discussions taking place at any given opportunity. We aim to give them the knowledge and social skills to take care of themselves and to form positive relationships in our ever-changing society. To do this we cover the key areas as suggested in The Relationship Education, Relationships and Sex Education and Health Education Statutory Guidance:

- Families and people who care for me
- Caring friendships • Respectful relationships
- Online relationships
- Being safe.

These key areas will be taught by using these six themes (Puzzles) as set out in our Jigsaw Scheme which ensures accurate personal and health and social education coverage:

- Being me in my world – Who I am? Understanding your own identity and how I fit well in class, school and global community.
- Celebrating Difference – Understanding diversity, respect, anti-bullying including cyber and homophobic bullying.
- Dreams and Goals – Achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
- Healthy Me – Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise.
- Relationships – Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss.
- Changing Me – Change, transition, relationships and Sex Education.

Implementation

At Asby Endowed, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

At Asby Endowed, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern

Britain. The Sex Education aspects of PSHE are also taught through the 'Jigsaw'.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

- Autumn 1: Being Me in My World
- Autumn 2: Differences (including anti-bullying)
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me (including Sex Education)

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Impact

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSHE at an age-appropriate level
- have respect for themselves and others.
- have a positive self-esteem.

Progression of Knowledge

Substantive knowledge focuses on the main themes of:

- Being me in my world – Who I am? Understanding your own identify and how I fit well in class, school and global community.
- Celebrating Difference – Understanding diversity, respect, anti-bullying including cyber and homophobic bullying.
- Dreams and Goals – Achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
- Healthy Me – Body and mid, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise.

- Relationships – Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss.
- Changing Me – Change, transition, relationships and Sex Education.

Disciplinary knowledge in PSHE is the interpretation of themselves and how to support themselves and others through changes. They will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

A EYFS - Reception PSHE citizen	Year 1 PSHE citizen	Year 2 PSHE citizen	Year 3 PSHE citizen
<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily. • Know that some people are different from themselves. • Know that hands can be used kindly and unkindly <p>Celebrating Differences:</p> <ul style="list-style-type: none"> • Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Understand that challenges can 	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices <p>Celebrating Differences:</p> <ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been 	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know how to make their class a safe and fair place • Show good listening skills • Be able to work co-operatively <p>Celebrating Differences:</p> <ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to 	<p>Being Me in My World:</p> <ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively <p>Celebrating Differences:</p> <ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers <p>Dreams and Goals:</p>

<p>be difficult</p> <ul style="list-style-type: none"> • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Can explain what they need to do to stay healthy • Recognise how exercise makes them feel • Can give examples of healthy food • Can explain what to do if a stranger approaches them <p>Relationships:</p> <ul style="list-style-type: none"> • Know what a family is • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can recognise what being angry feels like 	<p>achieved</p> <ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know how to keep safe when crossing the road • Keep themselves safe • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help <p>Relationships:</p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like 	<p>persevere</p> <ul style="list-style-type: none"> • Know how to recognise what working together well looks like • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices <p>Relationships:</p> <ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships 	<ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels <p>Relationships:</p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know how to access help if they are concerned about anything on social
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Changing Me: <ul style="list-style-type: none"> • Know the names and functions of some parts of the body • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby 	Changing Me: <ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Understand and accept that change is a natural part of getting older • Can suggest ways to manage change, e.g. moving to a new class • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) 	Changing Me: <ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know there are different types of touch and that some are acceptable and some are unacceptable • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened 	<p>media or the internet</p> <ul style="list-style-type: none"> • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community Changing Me: <ul style="list-style-type: none"> • Know that the male and female body needs to change • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can suggest ways to help them manage feelings during changes they are more anxious about • Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry
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Year 4 PSHE citizen	Year 5 PSHE citizen	Year 6 PSHE citizen
Being Me in My World: <ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Identify the feelings associated with being included or excluded • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Know how to regulate my emotions Celebrating Difference: <ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions about a person because of the 	Being Me in My World: <ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively Celebrating Difference: <ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable 	Being Me in My World: <ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role model 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 a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from

<p>way they look or act</p> <ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a successful group • Know how to share in the success of a group • Know that hopes and dreams don't always come true • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know that there are leaders and followers in groups • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and know-how to be assertive <p>Relationships:</p> <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/relationship to end if it is causing 	<ul style="list-style-type: none"> • Know what culture means • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own <p>Dreams and Goals:</p> <ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency 	<ul style="list-style-type: none"> • Know that difference can be a source of celebration as well as conflict • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • 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 <p>Dreams and Goals:</p> <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 that the world is facing • Know some ways in which they could work with others to make the world a better place • 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 that person's achievements • Empathise with people who are suffering or living in difficult situations <p>Healthy Me:</p> <ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure <p>Relationships:</p> <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
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<p>negative feelings or is unsafe</p> <ul style="list-style-type: none"> • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate <p>Changing Me:</p> <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Have strategies for managing the emotions relating to change 	<p>Relationships:</p> <ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest strategies for managing unhelpful pressures online or in social networks <p>Changing Me:</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 that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification 	<p>types of loss that cause people to grieve</p> <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 resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and wellbeing <p>Changing Me:</p> <ul style="list-style-type: none"> • 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 • 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
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Progression of Vocabulary

EYFS - Reception	Year 1	Year 2	Year 3
<p>Being me in my world: Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p> <p>Celebrating Differences: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p> <p>Dreams and Goals: Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> <p>Healthy Me: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare.</p> <p>Relationships: Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p> <p>Changing Me: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>	<p>Being me in my world: Safe, Special, Calm, Belonging, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p> <p>Celebrating Differences: Similarity/similar, Same as, Different from, Difference, Similarity, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebration, Difference, Special, Unique</p> <p>Dreams and Goals: Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Achievement, Celebrate, Learning, Stretchy, Challenge, Feelings, Challenge, Obstacle, Overcome, Achieve, Goal, Stepping stones, Success, Celebration, Internal treasure chest, Goals, Dreams, Garden.</p> <p>Healthy Me: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Medicines, Trust, Safe, Safety, Green Cross Code</p> <p>Relationships: Family, Belong, Different, Same, Greeting, Touch, Feel, Texture, Like, Dislike, Friends, Friendship, Qualities, Caring, Sharing, Kind, Help, Helpful, Community,</p>	<p>Being me in my world: Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate, Learning, Charter, Rewards, Problem-solving, Choices.</p> <p>Celebrating Differences: Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Differences, Special, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for Help, Male, Female, Difference, Diversity, Fairness, Kindness, Friends, Special, Unique, Different, Similarities, Value.</p> <p>Dreams and Goals: Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, Challenge, Difficult, Easy, Learning together, Success, Celebrate, Achievement, Goal, Partner, Team work, Challenge, Product, Dream, Group, Team work, Problem solve, Proud.</p> <p>Healthy Me: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Fuel, Nutritious, Energy.</p> <p>Relationships: Family, Different, Similarities, Special, Relationship, Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes/dislikes, Conflict, Point of view, Positive problem solving, Secret,</p>	<p>Being in my world: Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning, Charter, Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Feelings, Fairness, Choices, Learning, Charter, Challenge, Group dynamics, Team work, Actions, View point, Ideal school, Belong.</p> <p>Celebrating Differences: Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve it together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Special, Unique, Difference, Similarity.</p> <p>Dreams and Goals: Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decoration, Dream, Goal, Team work, Enterprise, Design, Cooperation, Challenge, Product, Team work, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Obstacles, Frustration, 'Solve it together' technique, Solution, Team work, Review, Learning, Strengths, Success, Self-review, Celebrate, Evaluate.</p> <p>Healthy Me: Oxygen, Energy, Calories/</p>

	<p>Feelings, Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings.</p> <p>Changing Me: Changes, Life cycle, Baby, Adulthood, Grown up, Growing up, Adult, Mature, Change, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping.</p>	<p>Surprise, Good secret, Worry secret, Telling, Adult, Trust, Surprised, Happy, Sad, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate.</p> <p>Changing Me: Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Adult, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>	<p>Kilojoules, Heartbeat, Lungs, Heart, Fitness, Energy, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Healthy, Safe, Choice, Risk.</p> <p>Relationships: Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming, Global communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Needs, Wants, Rights, Deprivation, United Nations, Equality, Justice, Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation.</p> <p>Changing Me: Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Change, Puberty, Control, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina, Stereotypes, Task, Roles, Challenge, Change, Looking forward, Excited, Nervous, Anxious, Happy.</p>
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Year 4	Year 5	Year 6
<p>Being Me in My World: Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p> <p>Celebrating Difference: Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p> <p>Dreams and Goals: Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p> <p>Healthy Me: Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p> <p>Relationships: Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p> <p>Changing Me: Personal, Unique, Characteristics, Parents, Making love, Fertilise, Conception, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Being Me in My World: Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p> <p>Celebrating Difference: Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p> <p>Dreams and Goals: Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference</p> <p>Healthy Me: Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p> <p>Relationships: Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p> <p>Changing Me: Body image, Self-image, Looks,</p>	<p>Being Me in My World: Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p> <p>Celebrating Difference: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Paralympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p> <p>Dreams and Goals: Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p> <p>Healthy Me: Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Antisocial behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p> <p>Relationships: Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p> <p>Changing Me: Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation,</p>

	Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights Menstruation, Periods, Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement	Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, Menstruation, Periods, Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement
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Long Term Planning

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me

Action Plan: 2022 – 2024

Intent		Success Criteria:		Longer Term Developments:	
<ul style="list-style-type: none">To maximise the opportunities for every child to succeed, by providing a rich and varied curriculum, that enhances pupil enjoyment and engagement and promotes independence and creativity.		Impact: <ul style="list-style-type: none">To provide an engaging curriculum for all.To provide opportunities for children to excel in an area which interests them.To enhance the creative curriculum.		<ul style="list-style-type: none">To have an embedded PSHE curriculum across school.	
Implementation					
<ol style="list-style-type: none">Improvements to curriculum delivery and enrichment choices.Provide more enrichment opportunities in the form of trips, visitors, events.Ensure opportunities are available to all children.Good use of outside agencies to support in delivering NC and enhance the provision for the children.High quality PSHE delivery from staff to ensure confidence is transferred on to children.					
Implementation strategy	Actions for implementation	Responsibility/ timescale	Resources	Training needs	Monitoring and evaluation
To ensure high quality, enjoyable PSHE provision with clear curriculum coverage and progression of skills across all year groups.	<ol style="list-style-type: none">Curriculum review - MC to talk to staff and re: curriculum coverage and support teachers’ planning of PSHE.Pupil Voice - MC to talk to children and undertake pupil voice i.e.– Do they enjoy PSHE? What aspects do they like / dislike? How would you rate your confidence in PSHE? Have you taken PSHE in extra-curricular activities?Quality of Provision - MC to undertake learning walks across the school to ensure quality of PSHE provision.Curriculum Coverage – MC to check curriculum coverage through book/planning scrutiny (class books			Key staff that teach PSHE to have initial training.	MC to monitor PSHE delivery and evidence of work once a term.

	and any evidence uploaded to Showbie.				
To ensure high quality, useful and manageable assessments are used to move children's learning forward.	<ol style="list-style-type: none"> 1. MC to research quality and manageable assessment system for PSHE 2. MC to support teachers in assessing PSHE effectively – how to use the chosen system 3. MC to monitor the effectiveness of evidence collection for PSHE – how and where is evidence to be collated? 			Staff Meeting on how to use the assessment system for PSHE	MC to monitor progress and attainment of key groups of children
To ensure children have access to high quality resources	<ol style="list-style-type: none"> 1. FH to carry out an audit of what equipment we have in school. 2. Regular checks that equipment is in good condition and replaced where necessary. 3. Regular checks to ensure equipment is being used and stored correctly. 				
To ensure PSHE has a high profile in and around school	<ol style="list-style-type: none"> 1. PSHE is represented on the school Web Site 				Ensure there are pictures and videos representing PSHE on the school website