



PSHE Policy 2024

Adopted by the Local Governing Bodies of
New Road Primary and Nursery School and
Park Road Primary and Nursery School

on 18th/19th March 2024

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The Local Governing Bodies of New
Road Primary and Nursery School and
Park Lane Primary and Nursery School

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Park Lane and New Road PSHE policy

(Personal, Social, Health and Emotional Wellbeing)

Contents

	Page
Statement of intent	1
Domains of knowledge	2
Key concepts	2
The importance of Personal, Social, Health Education	3
Key intentions	3
Aims and purposes	5
Objectives	5
The teaching sequence of PSHE	6
Organisation	7
Foundation stage	7
Adaptation for SEN and children working above age related	8
Planning and Evaluation	8
Assessment, recording and reporting	9
Resources	9
Appendix 1- curriculum map	10

Statement of Intent:

Our PSHE curriculum will result in all children knowing and remembering how to be healthy, safe and happy. The children will use this knowledge to help them lead healthy, safe and happy lives.

Domains of knowledge:

- Keeping/ staying safe
- Keeping/ staying healthy
- Relationships
- Being responsible
- Feelings and emotions
- Computer safety
- Money matters/ the working world
- Hazard watch/ a world without judgement

Key concepts:

- Physical and mental well being
- Happy, sad, exercise, rest, self-esteem, confidence, relaxed, stress, anxiety, grief, worry, safety, healthy, balanced, lifestyle, emotion
- Families Identity, belonging, home, sanctuary, comfort, discomfort, responsibility, exploitation, bullying, harassment and control
- Respectful relationships including friendships
- Friendship, empathy, respect, disrespect, loyalty, compassion, equality, changes, sex, gender, race, religion, sexual orientation or disability
- Living in wider world Awareness, contribution, fairness, society, sacrifice, democracy, values, individual liberty, tolerance, rule of law, faiths and beliefs
- Internet Safety E-safety, Cyberbullying, social media, searching online, impact of digital media, fake news,

“What we instil in our children will be the foundation upon which they build their future.”

S. Maraboli

The importance of Personal, Social, Health Education

Park Lane and New Road Primary Schools are welcoming and caring schools, promoting high standards and encouraging every pupil to be a positive participant in society.

Our ‘Expect the Best’ motto underpins every part of our teaching and learning and staff members strive to provide children with skills for life through our PSHE curriculum. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning. At Park Lane and New Road, PSHE education linked with SMSC and the teaching of British Values, addresses both pupils’ direct experience and preparation for their future and ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

Our PSHE programme is tailored to meet all pupils’ needs regardless of their educational needs, gender, race, disability, ethnicity or faith. It is also tailored to our local circumstances. Children reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Also, they find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. It is not enough to simply teach pupils about issues covered. Children need to be able to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives (PSHE Association, 2017).

Key Intentions.

Park Lane Primary and Nursery School and New Road Primary and Nursery School have identified key intentions that drive our PSHE curriculum. At Park Lane Primary and Nursery School and New Road Primary and Nursery School our PSHE curriculum intentions are:

INTENT	IMPLEMENTATION	IMPACT
Intention 1: To build a PSHE curriculum, which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community.	<ul style="list-style-type: none">• Clear and comprehensive scheme of work in line with National Curriculum. The PSHE curriculum has three core learning themes: health and wellbeing, relationships and living in the wider world. It also incorporates the RSE policy and SOW and identifies links to British Values, Cultural Capital, SMSC and schools Key skills into the curriculum.	<ul style="list-style-type: none">• Children will know more and remember more about PSHE.• Children will recognise and apply the British Values of Democracy, Tolerance, Mutual

<p>Children will know more, remember more and understand more.</p> <p>To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p> <p>To Introduce Learning and Life skills programme to run alongside and support our PSHE curriculum.</p>	<ul style="list-style-type: none"> • Knowledge Children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum. • PSHE Working Walls PSHE will focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, BV and SMSC, which enables pupils to make links across the wider curriculum. • Wider Curriculum All subjects make a link to PSHE, BV, SMSC and the language is used consistently by all staff. • Assemblies Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC. 	<p>respect, Rule of law and Liberty.</p> <ul style="list-style-type: none"> • Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good. • The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.
<p>Intention 2: To build a PSHE curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.</p> <p>To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.</p>	<ul style="list-style-type: none"> • Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum. • The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more. • RSE programme of work is explicitly resourced. Children will become more aware of RSE and know the purpose of it. • Parent Consultation. Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support / clarification will be given if required. 	<ul style="list-style-type: none"> • Children will develop positive and healthy relationship with their peers both now and in the future. • Children will understand the physical aspects involved in RSE at an age appropriate level. • Children will have respect for themselves and others. • Children will have positive body images.

Aims and purposes:

Through a rigorous and balanced PSHE curriculum, Park Lane and New Road offer opportunities for pupils to:

- feel reassured and secure about the emotional and physical changes in adolescence and their rights concerning their own bodies

- feel positive about themselves
- increase their awareness of healthy lifestyles
- increase their awareness of internet safety.
- take and share responsibility
- participate in discussions towards understanding democratic decision making
- make real choices and decisions
- meet and talk with people
- develop relationships through work and play
- consider social and moral dilemmas that they come across in life
- ask for help, find information and advice
- prepare for change
- explore, clarify and, if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- learn the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives
- develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy

Objectives

At Park Lane and New Road, we aim to:

- provide knowledge and understanding about changes that occur in puberty to adulthood, through the PHSE, Science and P.E. curriculum
- develop an awareness of people's actions and responsibilities for their actions
- encourage children to practise discussion and decision making techniques to resolve problems across the curriculum areas and including when to ask for help
- raise awareness about healthy lifestyles
- provide information about how our bodies work and the effects of dangerous activities and substances with regard to our health and safety (through assemblies, PSHE education, e-safety, P.E. and Science).
- create a safe and caring environment
- provide appropriate guidance on the responsible use of ICT
- have a shared understanding of morality, where staff members foster this for our pupils
- provide pastoral support to our pupils through liaison with outside agencies and parents
- encourage parental involvement, understanding and support with curriculum issues (including through reports, our prospectus, open days and parent evenings)
- provide positive role models

Supporting our catch- up teaching and learning policy, all staff members will ensure that:

- Children know what they are learning.
- Children learn one thing at a time.
- Children learn at their own pace.
- Children are supported.

- Children are helped to remember what they have previously learnt and build upon the skills/ knowledge they already have.

The teaching sequence of PSHE

PSHE is taught explicitly as part of our curriculum provision but also is linked with our Learning behaviours: all members of our community, (staff, governors, parents, pupils) demonstrate these on a day to day basis, instilling the behaviours of:

Being ready- being prepared for all learning, focussed and organised.

Being safe- knowing boundaries, both physical and emotional to keep themselves and others safe.

Being respectful- showing kindness towards others and within their physical environment, respecting themselves as individuals, knowing their rights and responsibilities, at school, at home and within the wider community.

Every year group's units of work must include:

Teaching Sequence in PSHE	Step 1 - 'The Big Picture' – setting the PSHE learning that is about to take place within the chronology of pupils PSHE learning to date. Starting with what the children know, understand, are able to do and able to say.
	Step 2 - Review most recent learning in PSHE (retrieval).
	Step 3 - Specify key vocabulary to be used and its meaning.
	Step 4 - Provide relevant and realistic information, which reinforces positive social norms.
	Step 5 - Provide opportunities for the children to work interactively with the teacher acting as the facilitator.
	Step 6 - Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
	Step 7 - Individual reflection on the learning that has taken place.

In order for pupils to know more, remember more and do more in regards to PSHE, these aspects must be evident in the implementation of the PSHE curriculum throughout school.

Organisation

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
OUR WORLD	OUR WORLD	OUR WORLD	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline Growing in Our World	Living in Our World Working in Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative

Please see appendix 1 for a detailed explanation of what the children will know at the end of each year group.

Foundation stage

Within the Foundation stage children are building on the Early Learning Goals, developing their crucial knowledge, skills and understanding that will help them make sense of the world and which forms the foundation for later work in this subject. The EYFS curriculum includes the themes of:

- Beginning and Belonging
- My Family and My Friends
- My Emotions
- Me and My World
- Keeping Safe
- Identity and Diversity
- Healthy Lifestyles
- My Body and Growing Up

The PSHE Association states that it is important to consider the following three stages of a lesson when planning to cover a topic in PSHE/SMSC:

- explicitly teach **about** an issue: the lessons that offer factual information
- explicitly teach how to **manage** an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

Whenever possible, links are made with other curriculum areas to enhance learning and make PSHE education topics relevant to children's lives. PSHE is woven into many aspects of school life on a daily basis (assemblies, curriculum/visitor links). PSHE is taught in all year groups on a weekly basis.

As schools, Park Lane and New Road are conscious of raising awareness of the importance of Internet Safety during PSHE lessons and participating in Anti-Bullying

Week annually.

Adaptation for SEN and children working above age related

Throughout their school journey, children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings.

Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as relationships and sex education (RSE) or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Planning and Evaluation

Using the 1Decision PSHE scheme, Park Lane and New Road follow a whole school approach to PSHE:

Autumn 1- Keeping/ Staying safe

Autumn 2- Keeping/ Staying healthy

Spring 1- Feelings and emotions

Spring 2- Computer safety

Summer 1- Our world (Y1-3) / A world without judgement (Y4-6)

Summer 2- Relationships (Y1-3)/ Growing and changing (Y4-6)

Staff ensure, when appropriate, that the methods of teaching include a wide variety of approaches to present the opportunity for the learning of high-level skills and for open-ended investigation and research. Circle time is well established in KS1 and class and school councils are carried out on a regular basis.

Assessment, recording and reporting

In each classroom, half termly PSHE objectives are displayed and children are aware of when and why PSHE is part of the primary curriculum.

In all year groups, our intention is to allow pupils opportunities to discuss, share and debate; however, we also show written evidence of our knowledge and understanding in PSHE within our Topic books. Written evidence should be at least once fortnightly as a minimum. Evidence can also be recorded in other ways, such as Seesaw (an app for sharing pupils' work with parents online).

In both KS1 and KS2, assemblies are monitored for PSHE/SMSC links (including a clear focus on British Values) and recorded for staff members to be aware of when planning their assembly. Children are encouraged to share their personal achievements both in class and in school assemblies.

Resources

Our PSHE curriculum is enhanced, where possible, by visitors and trips, for example, local library visits (supporting the local community) and visits to the local fire station.

Our Family Worker also works very closely with specific children to support their individual needs from Year One to Year Six. Each programme is tailored for the individual child and a close link between the mentor and class teacher is established to provide maximum support for the child.

Appendix 1: Curriculum map

Personal, social, health and education (PSHE) curriculum map

Reception	<p><u>Personal, social and emotional development (EYFS)</u></p> <p><i>3-4 year olds:</i></p> <ul style="list-style-type: none"> • Know their sense of responsibility and membership of a community. • Know how to become more outgoing with unfamiliar people, in the safe context of their setting. • Know how to show more confidence in new social situations. • Know how to play with one or more other children, extending and elaborating play ideas. • Know how to find solutions to conflicts and rivalries. • Know how to follow rules and understand why they are important • Know how to be appropriately assertive. • Know how to talk with others and solve conflicts. • Know how to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Know and understand how others might be feeling. <p><i>Reception:</i></p> <ul style="list-style-type: none"> • Know that they are a valuable individual. • Know how to build constructive and respectful relationships. • Know how to express their feelings and consider the feelings of others. • Know how to show resilience and perseverance in the face of challenge. • Know how to identify and moderate their own feelings socially and emotionally. • Know how to think about the perspectives of others. • Know how to manage their own needs.
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Year 1	<p>Autumn 1- Keeping/ Staying safe</p> <ul style="list-style-type: none"> • Know who keeps us safe • Know how we are kept safe • Know different ways to help us stay safe. • Know the difference between safe and risky choices. • Know why it is important to stay safe when crossing the road. • Know a range of safe places to cross the road. <p>Autumn 2- Keeping/ Staying healthy</p> <ul style="list-style-type: none"> • Know the difference between healthy and unhealthy choices. • Know why we need to wash our hands. • Know how germs are spread and how they can affect our health. • Know how to wash our hands properly. <p>Spring 1- Feelings and emotions (jealousy)</p> <ul style="list-style-type: none"> • Know how to recognise and name emotions. • Know how to understand the physical effects of my emotions. • Know the difference between pleasant and unpleasant emotions. • Know a range of skills for coping with unpleasant/uncomfortable emotions. • Know that feelings can be communicated with and without words. <p>Spring 2 - Computer safety</p> <ul style="list-style-type: none"> • Know the difference between pleasant and unpleasant online experiences. • Know how to keep safe on the internet. • Know how your online activity can affect others. • Know the positives and negatives of using technology. • Know who and how to ask for help. <p>Summer 1 - Our World</p> <ul style="list-style-type: none"> • Know the needs of a baby • Know what you can do for yourself now you are older. • Know the common features of family life. • Know the ways in which your family is special and unique. <p>Summer 2- Relationships</p> <ul style="list-style-type: none"> • Know that there are different types of relationships. • Know how to be a good friend. • Know how to recognise kind and thoughtful behaviours. • Know the importance of caring about other people's feelings. • Know how to see a situation from another person's view point.
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Year 2	<p>Autumn 1- Keeping/ Staying safe</p> <ul style="list-style-type: none"> • Know the reasons to make sure your laces are tied. • Know how to tie up laces properly. • Know rules to keep yourself and others safe. • Know the differences between safe and risky choices. <p>Autumn 2- Keeping/ Staying healthy (healthy eating/ brushing teeth)</p> <ul style="list-style-type: none"> • Know that food is needed for our bodies to be healthy and to grow. • Know that some foods are better for good health than others. • Know different types of healthy foods. • Know how to keep yourself and others healthy. • Know the difference between healthy and unhealthy choices. • Know why we need to brush our teeth. • Know how to brush your teeth. <p>Spring 1- Feelings and emotions (worry/anger)</p> <ul style="list-style-type: none"> • Know how to recognise and name emotions/ feelings.
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- Know how to understand the physical effects of my emotions.
- Know the difference between pleasant and unpleasant emotions.
- Know a range of skills for coping with unpleasant/uncomfortable emotions.
- Know that feelings can be communicated with and without words.

Spring 2- Computer safety

- Know how your online actions can affect others.
- Know the positive and negative ways you can use technology.
- Know the risks of sharing images without permission.
- Know the types of images you should and should not post online.

Summer 1 - Our World

- Know why we should look after things.
- Know how we can look after living things both inside and outside of the home.
- Know why it is important to keep our communities and countryside clean.
- Know how to encourage others to help keep their communities and countryside clean.
- Know the different ways we can receive money.
- Know how to keep money safe.
- Know how to describe the skills you may need in a future job or career.
- Know the differences between wants and needs.

Summer 2- Relationships

- Know how to recognise and name a range of feelings.
- Know why we should care about other people's feelings.
- Know that feelings can be shown without words.
- Know how to see and understand bullying behaviours.
- Know how to cope with these bullying behaviours.
- Know how to see a situation from another person's point of view.

Year 3	<p>Autumn 1- Keeping/ Staying safe</p> <ul style="list-style-type: none"> • Know ways to keep yourself and others safe. • Know how to recognise risky situations. • Know how to identify trusted adults around you. • Know the importance of listening to our trusted adults. • Know the differences between safe and risky choices. • Know how to recognise a range of warning signs. • Know how to spot dangers we may find at home. <p>Autumn 2- Keeping/ Staying healthy</p> <ul style="list-style-type: none"> • Know, understand and be able to practise simple safety rules about medicine. • Know when it is safe to take medicine. • Know who we can accept medicine from. • Know the differences between healthy and unhealthly choices. <p>Spring 1- Feelings and emotions (grief)</p> <ul style="list-style-type: none"> • Know how to recognise and name emotions. • Know how to understand the physical effects of my emotions. • Know the difference between pleasant and unpleasant emotions. • Know a range of skills for coping with unpleasant/uncomfortable emotions. • Know that feelings can be communicated with and without words. • Know how to improve our mood and keep our body and mind healthy. <p>Spring 2- Computer safety</p>
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	<ul style="list-style-type: none"> • Know how to identify the possible dangers and consequences of talking to strangers online. • Know how to keep safe in online chatrooms. • Know the positives and negatives of using technology. • Know the difference between safe and risky choices online. <p>Summer 1 - Our World</p> <ul style="list-style-type: none"> • Know the meaning of reduce, reuse and recycle. • Know how we can help look after our planet. • Know how to reduce the amount of water and electricity we use. • Know how we can reduce our carbon footprint. <p>Summer 2- Relationships</p> <ul style="list-style-type: none"> • Know the difference between appropriate and inappropriate touch. • Know why it is important to care about other people's feelings. • Know and understand personal boundaries. • Know who and how to ask for help. • Know names for human body parts. • Know the difference between healthy and unhealthy relationships.
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Year 4	<p>Autumn 1- Keeping/ Staying safe</p> <ul style="list-style-type: none"> • Know strategies we can use to keep ourselves and others safe. • Know the impact and possible consequences of an accident or incident. • Know how to identify a risky choice. • Know a range of ways to keep safe. <p>Autumn 2- Keeping/ Staying healthy</p> <ul style="list-style-type: none"> • Know what is meant by a balanced diet and plan a balanced meal. • Know that too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older. • Know how to understand the nutritional informations on packaged food and explain what it means. • Know different ways to maintain a healthy lifestyle. <p>Spring 1- Feelings and emotions (jealousy)</p> <ul style="list-style-type: none"> • Know the differences between thoughts, feelings and emotions that feel good and those that feel not so good. • Know how we can support others who feel lonely, jealous, or upset. • Know that we can choose how we act on our emotions. • Know that our choices and actions can affect ourselves and other people. • Know a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as loneliness and jealousy. • <p>Spring 2 - Computer safety</p> <ul style="list-style-type: none"> • Know the key values that are important in positive online relationships. • Know the feelings and emotions that may arise from online bullying. • Know coping strategies to use if we or someone we know is being bullied online. • Know how and who to ask for help. <p>Summer 1 – A world without judgement</p> <ul style="list-style-type: none"> • Know how to recognise positive attributes in others. • Know why being different is okay. • Know your own strengths and goals, and understand that these may be different from those around you. • Know some of the ways we can overcome barriers and promote equality. <p>Summer 2- Growing and changing</p> <ul style="list-style-type: none"> • Know the different types of relationships we can have and describe how these can change as we grow.
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	<ul style="list-style-type: none">• Know how our families support us and how we can support our families.• Know how relationships can be healthy or unhealthy.• Know how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.
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Year 5	<p>Autumn 1- Keeping/ Staying safe</p> <ul style="list-style-type: none"> • Know strategies we can use to keep ourselves and others safe. • Know ways to manage peer pressure. • Know the potential outcomes that may happen when we take risks. • Know the impact and possible consequences of an accident or incident. <p>Autumn 2- Keeping/ Staying healthy</p> <ul style="list-style-type: none"> • Know some of the risks associated with smoking (physical, social, and legal). • Know the names of the addictive ingredient found in cigarettes, e-cigs, etc. • Know how smoking can affect your immediate and future health and wellbeing. • Know reasons why someone might start and continue to smoke. • Know skills and strategies to resist any pressure to smoke. <p>Spring 1- Feelings and emotions (anger)</p> <ul style="list-style-type: none"> • Know that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. • Know how feelings can be communicated with or without words. • Know that we can choose how we act on our emotions. • Know that our choices and actions can affect ourselves and other people. • Know a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger. <p>Spring 2 - Computer safety</p> <ul style="list-style-type: none"> • Know reasons for sharing images online. • Know rules to follow when sharing images online. • Know the positive and negative consequences of sharing images online. • Know about the possible influences and pressures to share images online. • <p>Summer 1 – A world without judgement</p> <ul style="list-style-type: none"> • Know some of the ways in which we are different and unique. • Know some of the elements which help us to have a diverse community. • Know strategies to overcome barriers and promote diversity and inclusion. • <p>Summer 2- Growing and changing</p> <ul style="list-style-type: none"> • Know what puberty means. • Know and describe the changes that boys and girls may go through during puberty. • Know why our bodies go through puberty.
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	<ul style="list-style-type: none">• Know coping strategies to help with the different stages of puberty.• Know who and what can help us during puberty.
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Year 6	<p>Autumn 1- Keeping/ Staying safe</p> <ul style="list-style-type: none"> • Know a range of danger signs. • Know a range of strategies that can help keep ourselves and others safe. • Know the impact and possible consequences of an accident or incident. <p>Autumn 2- Keeping/ Staying healthy</p> <ul style="list-style-type: none"> • Know what is considered a risky choice. • Know the risks associated with alcohol. • Know how alcohol can affect your immediate and future health. • Know skills and strategies to keep safe. <p>Spring 1- Feelings and emotions (worry)</p> <ul style="list-style-type: none"> • Know how to recognise our thoughts, feelings and emotions. • Know how we can reduce our feeling of worry. • Know how we can support others who feel worried. • Know that we can choose how we act on our emotions. • Know that our choices and actions can affect ourselves and other people. <p>Spring 2 - Computer safety</p> <ul style="list-style-type: none"> • Know the key applications that we may use now and in the future. • Know and understand why some applications have age restrictions. • Know ways to keep yourself and others safe in a range of situations online and offline. • Know that people may not always be who they say they are online. • <p>Summer 1 – A world without judgement</p> <ul style="list-style-type: none"> • Know that there are a wide range of religions and beliefs in the UK. • Know and explain each of the British values. • Know how all religions can live in cohesion. <p>Summer 2- Growing and changing</p> <ul style="list-style-type: none"> • Know the meaning of the terms ‘conception’ and ‘reproduction’. • Know the function of the female and male reproductive systems. • Know the various ways adults can have a child. • Know the different stages of pregnancy. • Know the laws around consent.
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