

Subject:	PSHCE
Year:	KS1

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none"> • To take responsibility for personal health and fitness in order to lead healthy, active, safe lives. • A desire to be a responsible citizen with a positive impact on their community and in society. • To take responsibility for their choices. • An interest in the wider world. • An understanding 	<p>Core theme: Health and Wellbeing</p> <ul style="list-style-type: none"> • What constitutes a healthy lifestyle(physical activity, rest, healthy eating, dental health) • To recognise what they like and dislike, how to make real, informed choices and that choices can have good and not so good consequences • To explore good and not so good feelings (dev vocab and simple strategies to manage feelings) • To know about change/ loss and the associated feelings • To know how some diseases are spread and can be controlled To learn about the process of growing (young to old & how people’s needs change) • To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring • To understand that household products, including medicines, can be harmful if not used properly • To learn rules for and ways of keeping physically and emotionally safe (including safety online) • To know about people who look after them, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. 	<p>Many aspects of PSHCE are covered as part of SMSC, our school ethos & values and cover aspects of Safeguarding and British Values.</p> <ul style="list-style-type: none"> • Annual ‘wellbeing’ weeks to promote personal responsibility for maintaining healthy lifestyles • E safety week/day • Anti-bullying week • Half termly values day • Clubs • Assembly • Fun friends programme (yr1) • Visitors (e.g. nurse, fire fighters etc...) • Cross curricular links to Science/P.E./RE/Maths/ Eng/ History/ Geog/ Computing • Explicit teaching Think/Pair/ Share • Teacher modelling Discussion • Experiment/ investigations • Circle time • Worry box etc.. • Use of websites such as • First News, News round • Roles for children within the class & school such as monitors. 	<ul style="list-style-type: none"> • Observations during lessons • Assessment of key skills at end of units of work • Draw and write activities • Can also assess their emotional wellbeing using “strength and difficulties” questionnaires • Fun friends booklets (yr1) See http://www.funfriends.org.nz/about-the-programme/

<p>g about money and how to manage it</p> <ul style="list-style-type: none"> • Tolerance, understanding and respect for themselves and all others • Assertiveness and empathy 	<ul style="list-style-type: none"> • To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' <p>Core theme: Relationships</p> <ul style="list-style-type: none"> • To understand the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises • To recognise what is fair and unfair, kind and unkind, what is right and wrong • To listen to other people and play and work cooperatively (yr1) (incl. strategies to resolve simple arguments through negotiation, yr2) • To identify and respect the differences and similarities between people • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another • To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) • To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • To know that there are different types of teasing and bullying, that these are wrong and unacceptable • To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>Useful Refs: PSHE Association</p> <p>Fun friends programme http://www.funfriends.org.nz/about-the-programme/</p> <p><i>'Protected characteristics' in the Equality Act 2010</i></p> <p>SRE Statutory Guidance from Dfe https://www.gov.uk/government/publications/sex-and-relationship-education</p> <p>UN Declaration of Human Rights & Unicef dec of Children 's Rights http://www.unicef.org</p> <p>PSHCE overview for all POS coverage KS1&2 in shared docs</p>	
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Core theme: Living in the wider world – Economic wellbeing and being a responsible citizen.

- To help construct, and agree to follow, group and class rules and to understand how these rules help them
- To know that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)
- To understand that they belong to various groups and communities such as family and school
- To learn about what improves and harms their local, natural and built environments and about some of the ways people look after them
- To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

Subject: PSHCE

Phase: LKS2

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• To take responsibility for personal health and fitness in order to lead healthy, active, safe lives.• A desire to be a responsible citizen with a positive impact on their community and in society.• Respect and understanding of the Rule of law Democracy and Human rights.	<p>Core theme: Health and Wellbeing</p> <ul style="list-style-type: none">• To begin to understand the concept of a ‘balanced lifestyle’ including choices about food.• School rules about health & safety, basic emergency aid procedures, where and how to get help• Strategies for keeping physically and emotionally safe (road, rail, water, fire, online.• About people responsible for helping them stay healthy / safe & ways that they can help these people.• How their body will, and emotions may, change as they approach and move through puberty (Yr4) <p>Core theme: Living in the wider world – Economic wellbeing and being a responsible citizen.</p> <ul style="list-style-type: none">• Understand why and how rules/ laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules• To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination• That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	<p>Many aspects of PSHCE are covered as part of SMSC, our school ethos & values and cover aspects of Safeguarding and British Values.</p> <ul style="list-style-type: none">• Annual ‘wellbeing’ weeks to promote personal responsibility for maintaining healthy lifestyles• E safety week/day• Anti-bullying week• Half termly values day• Clubs• Assembly• Fun friends programme (yr1)• Visitors (e.g. nurse, fire fighters etc...)• Cross curricular links to Science/P.E./RE/Maths/ Eng/ History/ Geog/ Computing• Explicit teaching Think/Pair/ Share• Teacher modelling Discussion• Experiment/ investigations• Circle time• Worry box etc..• Use of websites such as• First News, News round• Roles for children within the class & school such as monitors.	<ul style="list-style-type: none">• Observations during lessons• Assessment of key skills at end of units of work• Draw and write activities• Can also assess their emotional wellbeing using “strength and difficulties” questionnaires• Fun friends booklets (yr1) See http://www.funfriends.org.nz/about-the-programme/

<ul style="list-style-type: none"> • To take responsibility for their choices. • An interest in the wider world. • An understanding about money and how to manage it • Tolerance, understanding and respect for themselves and all others 	<ul style="list-style-type: none"> • What being part of a community means, and about the varied institutions that support communities locally and nationally. • To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. • To appreciate the range of national, regional, religious and ethnic identities in the UK 	<p>Useful Refs: PSHE Association</p> <p>Fun friends programme http://www.funfriends.org.nz/about-the-programme/</p> <p><i>‘Protected characteristics’ in the Equality Act 2010</i></p> <p>SRE Statutory Guidance from Dfe https://www.gov.uk/government/publications/sex-and-relationship-education</p> <p>UN Declaration of Human Rights & Unicef dec of Children ‘s Rights http://www.unicef.org</p> <p>PSHCE overview for all POS coverage KS1&2 in shared docs</p>	
	<p>Core theme: Relationships</p> <ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • That their actions affect themselves and others. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. • To be aware of different types of relationship, including those between acquaintances, friends, relatives and families, • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • That differences and similarities between people arise from a number of factors, inc 		

	<p>family, cultural, ethnic, racial and religious diversity & age.</p> <ul style="list-style-type: none">• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, to respond and ask for help.		
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Subject: PSHCE

Phase: UKS2

Attitudes	Key Skills	Strategies	Evidence
<ul style="list-style-type: none">• To take responsibility for personal health and fitness in order to lead healthy, active, safe lives.• A desire to be a responsible citizen with a positive impact on their community and in society.• Respect and understanding of the Rule of law Democracy and Human rights.	<p>Core theme: Health and Wellbeing</p> <ul style="list-style-type: none">• To explore what positively and negatively affects their physical, mental and emotional health.• To recognise, predict and manage risks in different situations• To recognise their increasing independence brings increased responsibility to keep themselves and others safe• to understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know/ media (Yr6)• To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.• To understand what is meant by the term 'habit' and why habits can be hard to change.• To know which, why and how, commonly available substances and drugs (inc alcohol and tobacco yr5) could damage their immediate and future health and safety,• To know that some are legal, some are restricted and some are illegal to own, use and supply to others (Yr6)• To learn how their body will, and emotions may, change as they approach and move through puberty	<p>Many aspects of PSHCE are covered as part of SMSC, our school ethos & values and cover aspects of Safeguarding and British Values.</p> <ul style="list-style-type: none">• Annual 'wellbeing' weeks to promote personal responsibility for maintaining healthy lifestyles• E safety week/day• Anti-bullying week• Half termly values day• Clubs• Assembly• Fun friends programme (yr1)• Visitors (e.g. nurse, fire fighters etc...)• Cross curricular links to Science/P.E./RE/Maths/ Eng/ History/ Geog/ Computing• Explicit teaching Think/Pair/ Share• Teacher modelling Discussion• Experiment/ investigations• Circle time• Worry box etc..• Use of websites such as• First News, News round• Roles for children within the class & school such as monitors.	<ul style="list-style-type: none">• Observations during lessons• Assessment of key skills at end of units of work• Draw and write activities• Can also assess their emotional wellbeing using "strength and difficulties" questionnaires• Fun friends booklets (yr1) See http://www.funfriends.org.nz/about-the-programme/

<ul style="list-style-type: none"> • To take responsibility for their choices. • An interest in the wider world. • An understanding about money and how to manage it • Tolerance, understanding and respect for themselves and all others 	<ul style="list-style-type: none"> • Human reproduction. (Yr5) • About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact • *That bacteria and viruses can affect health and that following simple routines can reduce their spread (yr6) 	<p>Useful Refs: PSHE Association</p> <p>Fun friends programme http://www.funfriends.org.nz/about-the-programme/</p> <p><i>'Protected characteristics' in the Equality Act 2010</i></p> <p>SRE Statutory Guidance from Dfe https://www.gov.uk/government/publications/sex-and-relationship-education</p> <p>UN Declaration of Human Rights & Unicef dec of Children 's Rights http://www.unicef.org</p> <p>PSHCE overview for all POS coverage KS1&2 in shared docs</p>	
<p>Core theme: Living in the wider world – Economic wellbeing and being a responsible citizen.</p> <ul style="list-style-type: none"> • To understand that all people have Human Rights. • To realise the consequences of anti-social and aggressive behaviours. • To explore the different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. (Yr5) • What being part of a community means, and about the varied institutions that support communities locally and nationally (yr5) • To appreciate the range of national, regional, religious and ethnic identities in the UK • To think about the lives of people living in other places, and people with different values and customs • About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (yr6) • To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (Yr6) • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment • About enterprise and the skills that make 			

	someone 'enterprising'(Yr6)		
	<p>Relationships. Please refer to Yrs 3&4 with the addition of the following.....</p> <ul style="list-style-type: none">• To be aware of different types of relationship, including those between acquaintances, friends, relatives and families, couples• To understand that civil partnerships/marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.• To recognise and challenge stereotypes.• That differences and similarities between people arise from a number of factors, inc family, cultural, ethnic, racial and religious diversity, age, <i>sex, gender identity, sexual orientation</i> and disability (see 'protected characteristics' in the Equality Act 2010)		