

Subject: PHSE/RHSE

Key Stage: KS1 and 2

### Aims of BPS PHSE programme:

Although a non-statutory subject, we believe Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.

At BPS we have endeavoured to tailor our PSHE programme to reflect the needs of their pupils, and will use PSHE education programme embrace the challenges of creating a happy and successful adult life and equip them with a sound understanding of risk and with the knowledge and skills necessary to be able to make informed decisions about their well-being, health and relationships and to build their self-efficacy.

Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.' High-quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.' RSHE guidance 2019 (Paragraphs 1-2).

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Teachers will unpick these sequences into blocks for teaching and decide on the best teaching activities to deliver the key concepts of learning.

At BPS we aim for all children to **know, understand and be protected by** the UNCRC. These will form the core values by which we work with our children and prepare them for life in a beautiful, multiplex, multicultural and diverse world.

What is the UNCRC?

The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of all of UNICEF's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

It is a set of 54 Articles that set out a code by which all children should be treated across the world.

Sadly, we are very aware that this will not be true for a very large number of children both in our country and abroad. However, we firmly believe that our children will benefit from understanding that in our school these rights will be present and form our values. Part of their education will be the knowledge that for some children this will not be their life experience. We hope in time; these conventions will form the way our children view the world and the basis in which they treat and respect others as they go through life.

It is our expectation therefore that these conventions will be used both explicitly and implicitly through all learning from Nursery through to the very end of Y6. When planning, teachers will select the appropriate corresponding convention/s and attach to the unit of work, making the children aware of which convention they are working towards understanding.

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<p><b>article 1 (definition of the child)</b> Everyone under the age of 18 has all the rights in the Convention.</p>	<p><b>article 2 (non-discrimination)</b> The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p>	<p><b>article 3 (best interests of the child)</b> The best interests of the child must be a top priority in all decisions and actions that affect children.</p>	<p><b>article 4 (implementation of the Convention)</b> Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.</p>	<p><b>article 5 (parental guidance and a child's evolving capacities)</b> Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.</p>	<p><b>article 6 (life, survival and development)</b> Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.</p>	<p><b>article 7 (birth registration, name, nationality, care)</b> Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.</p>	<p><b>article 8 (protection and preservation of identity)</b> Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully</p>	<p><b>article 9 (separation from parents)</b> Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.</p>
<p><b>article 10 (family reunification)</b> Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.</p>	<p><b>article 11 (abduction and non-return of children)</b> Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.</p>	<p><b>article 12 (respect for the views of the child)</b> Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</p>	<p><b>Article 13 (freedom of expression)</b> Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p>	<p><b>Article 14 (freedom of thought, belief and religion)</b> Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p>	<p><b>Article 15 (freedom of association)</b> Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<p><b>Article 16 (right to privacy)</b> Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.</p>	<p><b>Article 17 (access to information from the media)</b> Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p>	<p><b>Article 18 (parental responsibilities and state assistance)</b> Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.</p>
<p><b>Article 19 (protection from violence, abuse and neglect)</b> Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</p>	<p><b>Article 20 (children unable to live with their family)</b> ) If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.</p>	<p><b>Article 21 (adoption)</b> Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.</p>	<p><b>Article 22 (refugee children)</b> If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.</p>	<p><b>Article 23 (children with a disability)</b> A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.</p>	<p><b>Article 24 (health and health services)</b> Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>	<p><b>Article 25 (review of treatment in care)</b> If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.</p>	<p><b>Article 26 (social security)</b> Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.</p>	<p><b>Article 27 (adequate standard of living)</b> Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</p>
<p><b>Article 28 (right to education)</b> Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p>	<p><b>Article 29 (goals of education)</b> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</p>	<p><b>Article 30 (children from minority or indigenous groups)</b> Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	<p><b>Article 31 (leisure, play and culture)</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p><b>Article 32 (child labour)</b> Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate</p>	<p><b>Article 33 (drug abuse)</b> Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.</p>	<p><b>Article 34 (sexual exploitation)</b> Governments must protect children from all forms of sexual abuse and exploitation.</p>	<p><b>Article 35 (abduction, sale and trafficking)</b> Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.</p>	<p><b>Article 36 (other forms of exploitation)</b> Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.</p>
<p><b>Article 37 (inhumane treatment and detention)</b> Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.</p>	<p><b>Article 38 (war and armed conflicts)</b> ) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.</p>	<p><b>Article 39 (recovery from trauma and reintegration)</b> Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.</p>	<p><b>Article 40 (juvenile justice)</b> A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.</p>	<p><b>Article 41 (respect for higher national standards)</b> If a country has laws and standards that go further than the present Convention, then the country must keep these laws.</p>	<p><b>Article 42 (knowledge of rights)</b> Governments must actively work to make sure children and adults know about the Convention.</p>	<p>The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including: <b>Article 45</b> Unicef can provide expert advice and assistance on children's rights.</p>		

The following are non-negotiables. These skills, knowledge and vocabulary will be used and built and recalled through lessons throughout the sequence. These also need to be built into the learning in other subjects cross-curricular.

Skills	Knowledge
<p>Asking questions to gain information – learners need to be taught how to frame and ask questions regarding not only their learning, but also about things they are worried, concerned or curious about.</p> <p>Respecting the views and ideas of others – to listen to what others have to say, this is not to say that they have to agree. However, learners should be able to express their feelings and worries in an environment that is supportive and respectful.</p> <p>Learning to challenge views with respect – learners should be (where appropriate) given opportunities to put forward opposing views to those of others using guidance and support from experienced and non-partisan adults leading the session. This is where the adult deems a debate style session is appropriate.</p> <p>Developing strategies to learn how to manage emotions when finding things difficult</p> <p>to recognise the ways they are the same as, and different to, other people</p> <p>How to resist pressure to do things you know are wrong is an important life skill that should be learned throughout the curriculum from earliest stages.</p>	<p><b><u>KS1</u></b></p> <p>the conventions of courtesy and manners.</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>about what keeping healthy means; different ways to keep healthy</p> <p>to understand that physical activity helps us stay healthy and ways we can be physically active daily</p> <p>How to have good hygiene routines and understanding how to stop germs from spreading – taking responsibility for their own hygiene for themselves and understand the responsibility for keeping others safe;</p> <p>about different feelings that humans can experience and how to recognise and name different feelings</p> <p>what rules are, why they are needed, and why different rules are needed for different situations</p> <p>To recognise what makes them special</p> <p>to know that everyone has different strengths</p> <p>to know and understand about the difference between needs and wants; that sometimes people may not always be able to have the things they want.</p> <p>Not to keep secrets for adults – surprises are things that are aimed for others to find out about in the end – but secrets between children and adults are inappropriate.</p> <p>Where to go and who to speak to if you are worried about anything, how to ask and words to use.</p> <p><b><u>KS2 – all of the above plus:</u></b></p> <p>how to make informed decisions about health and about the elements of a balanced, healthy lifestyle</p> <p>about everyday things that affect feelings and the importance of expressing feelings and to use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>to recognise there are human rights, that are there to protect everyone</p> <p>to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>recognise ways in which the internet and social media can be used both positively and negatively</p>

## Vocabulary: this provides a summative guide to the terminology that should be included in lessons and a check for coverage for the end of each phase:

### KS1

safe, special, calm, belonging, special, rights, responsibilities, rewards, proud, consequences, upset, disappointed, illustration

similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique

proud, success, achievement, goal, treasure, coins, goal, learning, steppingstones, process, working together, team work, celebrate, learning, stretchy, challenge, feelings, obstacle, overcome, achieve, dreams, goals

healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait

family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate

changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping

### Lower KS2

included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequence, decisions, voting, authority, learning charter, contribution, observer, un convention on rights of child (UNCRC).

character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features, impression, changed.

dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation, success, celebrate, evaluate

friendship, emotions, healthy, 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

relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love

personal, unique, characteristics, parents, penis, testicles, vagina, puberty, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy

### Upper KS2

challenge, goal, attitude, actions, rights and responsibilities, united nations convention on the rights of the child, citizen, choices, consequences, views, opinion, collaboration, collective decision, democracy.

normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, paraOlympian, achievement, accolade, perseverance, sport, admiration, stamina, celebration, conflict. dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, success, criteria, learning steps, money, global issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition.

responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure.

mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, 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

body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, ovaries, egg (ovum), period, fertilised, unfertilised, conception, sexual intercourse, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement

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<b>Sequence of learning:</b>						
The following are all summative outcomes for the teaching sequence to be broken down into lessons by the class teachers when the context of the school has been established and they are in a position to do so.						
		Autumn Term		Spring Term		Summer Term
		Topic – Ourselves and our families		Topic – keeping safe		Moving on
		Healthy Lifestyles, mental health		keeping safe, Drugs and Alcohol,		Ourselves Growing and changing,
		Families and close Personal Relationships, friendships		Managing hurtful behaviour, safe Relationships		Respecting Self and Others
		Economic Wellbeing - money		Media Literacy and Digital resilience		Economic wellbeing: Aspirations, work and career
	YG	HEALTHY LIFESTYLES (physical wellbeing)	MENTAL HEALTH	KEEPING SAFE	Drugs and Alcohol	OURSELVES GROWING AND CHANGING
Health and Wellbeing	1	<p><u>Visitor Talk:</u> Road Safety talk</p> <p><u>Curriculum learning:</u> Understanding that they can take responsibility for aspects of their own health; The risks of eating too much sugar Taking control of dental care. Learning to brush correctly How to keep safe in the sun People who help us to stay physically healthy link to mindfulness) learn about different ways to learn and play, doing things that are not online or on TV Why is sleep important? Learn about how to keep our teeth clean,</p>	<p><u>Whole school theme event:</u> Mindfulness week N – feelings can affect bodies and how people behave. N – how to recognise what other people are feeling and to understand that not everyone feels the same at the same time, or feels the same about the same things. And that this is OK! N- how do we share with others how we are feeling and what words do we use to describe feelings? N – what things do we do that make us feel good?</p>	<p><u>Whole school theme event:</u> <u>Anti-Bullying Week</u> What actually is bullying? Start to understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online the importance of telling a trusted adult if they come across something that scares them. <u>E-Safety Week</u> examine the basic rules to keep safe online <u>Curriculum learning:</u> N- learn about the people whose job it is to keep us safe. N – think about everyday things around us that pose a risk, and how to behave to minimise harm i.e. matches, lighters, chemicals and household products,</p>	<p><u>Curriculum Learning:</u> N – what is medicine for? When have they had medicine N – some medicines are good for you and make you feel better. When using medicines, you must follow the instructions;</p>	<p><u>Whole School Theme Week:</u> <u>E-Safety</u></p> <p><u>Curriculum Learning:</u> N – What makes me special? N – all of us are unique – what does that actually mean, and what ways are we unique and different from each other. N- as humans we have some shared traits. What are these and how are we all alike? N – verbalise our likes and dislikes and learn that others might not share our opinions or feelings. N – name the external parts of the body (not including genitalia) N – understand that people start young and grow old.</p> <p>about preparing to move to a new class/year group</p>
	2	<p><u>Visitor Talk:</u> Road Safety talk</p> <p><u>Curriculum learning:</u> Recall - Understanding that they can take responsibility for aspects of their own health. N - This includes keeping active and getting the body moving, feeling the change in their heart rate and understanding how this makes the body healthier. N -Understanding that this is something they CAN take responsibility for i.e. make choices about being more physically active.</p>	<p><u>Whole school theme event:</u> Mindfulness week <u>Curriculum learning:</u> Recall - feelings can affect bodies and how people behave and how to recognise what other people are feeling and to understand that not everyone feels the same about the same things. And that this is OK! how do we share with others how we are feeling and what words do we use to describe feelings? N – what kinds of things can we do to help us manage BIG feelings.</p>	<p><u>Visitor Talks:</u> Stranger danger (police talk) <u>Whole school theme event:</u> <u>Anti-Bullying Week</u> Recap on learning from Y1 about what is bullying and its impact on minds and bodies. <u>E-Safety week</u> – examine the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p> <p><u>Curriculum learning:</u></p>	<p><u>Curriculum Learning:</u> R – learning from Y1. N – learn that people can put things in their body or on their skin and how these can affect how people feel;</p>	<p><u>Whole School Theme Week:</u> <u>E-Safety</u></p> <p><u>Curriculum Learning:</u> Recap – what makes me special? What are our shared similarities and differences? N – start talking about what makes us people – talking about things they are good at as well as recapping on likes and dislikes and being able to identify talk about things that they are good at. Recall – external parts of the body and now N – include genitalia. Recap learning on starting young and growing old with N – focus on changing from young to old and how that looks and feels in people.</p>

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	<p>N – What is sugar? How does it appear in our food? Examine The risks of eating too much sugar Taking control of dental care. Learning to brush correctly, learning about food and drink that supports good mental health (link to mindfulness) learn about different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV Why is sleep important and can we learn new and different ways to relax? What damage does the sun do to our skin and how can we prevent this? Recall – people who help us to stay physically healthy, including looking at how medicines (including vaccinations and immunisations and those that support allergic reactions) can help us stay healthy</p>	<p>N – Can we recognise when we need help with our feelings and how do we ask for help? N – How do we manage change and loss (including death) and can we talk about the feelings that come along with this? N – what kinds of things do people do to make them feel better? (link to the activities done in mindfulness week)</p>	<p>Recap on learning about risks in the environment; Recall – how to keep safe in both familiar and unfamiliar environments N – what to do when someone has an accident and is hurt N – how to dial 999 and get help, what to say.</p>		<p>about preparing to move to a new class/year group</p>
3	<p><u>Visitor Talk:</u> Road Safety talk <u>Curriculum learning:</u> Review/recap KS1 learning Recap on the appearance of sugar in foods and further develop the understanding of the impact of too much sugar in our bodies. Deepen thinking into the <b>choices</b> that we make that support a healthy lifestyle – diet, exercise, rest, and talk about what might influence these choices. Review/recap KS1 learning What is good physical health? What does it look like and how do we start to recognise when things are not so good... Recap on <b>lifestyle choices</b> from KS1 N - begin to help learners recognise that habits can have a positive and negative effect on healthy lifestyles and that they have a degree of control about the <b>choices</b> they make to change to a more healthy lifestyle.</p>	<p><u>Whole school theme event:</u> Mindfulness week <u>Curriculum learning:</u> Recap – learning from KS 1 on feelings and managing feelings. To begin to understand that they have a responsibility for their actions and words on the feelings of others. We <b>make choices</b> about how we treat the minds of others. N - To begin to understand that there is such a thing as mental health. What it means and how important it is. N – to begin to learn the importance of taking care of our own mental health. N – the things we can positively do to support good mental health <b>through choices</b> we make. i.e diet, clubs, friendships, hobbies, exercise, creativity, good sleep habits etc.</p>	<p><u>Visitor Talk:</u> Water Safety, safe behaviour around water <u>Whole School Theme Event:</u> <u>Anti-bullying week</u> Making good choices about how you behave to other people <u>E- Safety Week</u> The importance of keeping personal information private N- reasons for following and complying with regulations and restrictions (including age restrictions) how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming <u>Curriculum Learning:</u> Recap on learning from KS1 N – understand what 'risk' is. N – how to predict, assess and manage risk in different situations N – explore risks in the home that may cause harm and what they can do (<b>including making good choices</b>) to reduce the risk of harm.</p>	<p><u>Curriculum learning:</u> R – some medicines are drugs that help you, but some drugs have a negative affect and are legal and have associated risks i.e. cigarettes, vaping, alcohol and medicines not prescribed to you). People make <b>choices about using these</b>. Recognise that drug use can become a habit that is difficult to break.</p>	<p><u>Whole School Theme Week:</u> <u>E-Safety</u> <u>Curriculum Learning:</u> Recap on learning from KS1 – similarities and differences, what makes me me. How I am special. N – I have a personal identity. There are certain things about me that are the key to this, this includes my ethnicity, gender, faith, culture, family, my hobbies and likes/dislikes. N – talk about how to manage set-backs/perceived failures, including how to re-frame unhelpful thinking. Understand how to make <b>good choices</b> about how they respond to disappointment, competition, jealousy etc. N – look at changes in own body and start to understand that their own bodies will grow and change.</p>
4	<p><u>Curriculum learning:</u> Recap on Y3 learning on <b>healthy choices</b>. N - Focus in on what constitutes a healthy diet, planning healthy meals</p>	<p><u>Whole school theme event:</u> Mindfulness week <u>Curriculum learning:</u> Recap on strategies for good mental health, how we can take positive action by the <b>choices</b> we make.</p>	<p><u>Visitor Talk:</u> Water Safety, safe behaviour around water <u>Whole School Theme Event:</u> <u>Anti-bullying week</u></p>	<p><u>Visitor Talk</u> Railway safety – PCSO <u>Curriculum learning:</u> Recap on learning regarding drugs and habits.</p>	<p><u>Whole School Theme Week:</u> <u>E-Safety</u> <u>Curriculum Learning:</u></p>

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	<p>and the associated health benefits of eating nutritious food.                      N – what are the risks associated with not eating a healthy diet on bodies but also on teeth and sleep patterns and skin.                      Recap on KS1 learning about dental/oral health.                      N – how to maintain over time good oral hygiene including brushing and flossing.                      N – a clear understanding of the impact of <b>lifestyle choices</b> on their dental care (e.g sugar consumption, acidic drinks and the effects of smoking)</p>	<p>N – recognise that feelings can change over time and that these also range in intensity.                      N – these feelings can be triggered by everyday things.                      N – learn the importance of expressing feelings and learn a basic vocabulary (increasing with complexity over the course of the topic   ) to support expressing the feelings in different ways.</p>	<p>Making good choices about how you behave to other people  <u>E-Safety Week</u>                      The importance of keeping personal information private                      reasons for following and complying with regulations and restrictions (including age restrictions) how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><u>Curriculum Learning:</u>                      N – learn about the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully)                      N – what is meant by first aid basic techniques for dealing with common injuries</p>	<p>N – to understand that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p>	<p>Recap – I have a personal identity. There are certain things about me that are the key to this, this includes my ethnicity, gender, faith, culture, family, my hobbies and likes/dislikes.                      N – for some people, gender identity does not correspond with their biological sex.                      N – to recognise their own individuality and personal qualities                      N – to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.                      Recap on learning from Y2 about external features of the body including genitalia.                      N – identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p>
5	<p>Recap prior learning on healthy lifestyles, including how regular exercise benefits mental and physical health (e.g. walking or cycling to school - (link to Bikewise/cycling proficiency)                      Deepen thinking on the impact of the body and mind associated with an inactive lifestyle. Look at the long term impact on adults as well as the more immediate on children.                      Recall from KS1 about the importance of sleep.                      N – how sleep directly contributes to a healthy lifestyle, and conversely how a lack of sleep impacts on the body and the mind – feelings, behaviour and ability to learn. Look at strategies to support good sleep routines as well as those bad habits that contribute to sleep loss.                      This includes the importance of balancing time online with other activities and developing personal strategies for managing time online.                      Understand how screen time can affect sleep patterns if you are online at night.</p>	<p><u>Whole school theme event:</u>                      Mindfulness week  <u>Curriculum learning:</u>                      Recap learning from Lower KS2.                      N – develop personal strategies of how to respond to feelings, including intense or conflicting feelings, how to manage and respond to feelings appropriately and proportionately in different situations.                      N – explore in depth what key feelings actually are – jealousy, fear, anxiety, panic, what these actually mean and what might trigger them. Understand that some feelings are irrational and feeling these does not make you a bad person, it is a natural mental process, but how you deal with these is more of a choice and you can learn strategies to manage these emotions.</p>	<p><u>Visitor Talk:</u>                      Water Safety, safe behaviour around water</p> <p><u>Whole School Theme Event:</u>  <u>Anti-bullying week</u>                      Where can you go for help?  <u>E-Safety Week</u>                      The importance of keeping personal information private                      reasons for following and complying with regulations and restrictions (including age restrictions) how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming  <u>Curriculum Learning:</u>                      N – strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) fireworks safety,</p>	<p><u>Visitor Talk</u>                      Railway safety - PCSO</p> <p>Review/recap lower KS2 learning                      Bikewise/ cycling proficiency  <u>Curriculum Learning:</u>                      Recap on learning regarding drugs and habits.                      R – to understand that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.                      N – to begin to understand why people choose to use or not use drugs</p>	<p><u>Whole School Theme Week:</u>  <u>E-Safety</u></p> <p><u>Curriculum Learning:</u>                      Recap on lower KS2 learning.                      Recap on the learning about the changes in the human body.                      N – link body changes to the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p>
6	<p><u>Curriculum learning:</u>                      Recap on learning about a healthy body – what a body needs to keep healthy.                      N – look at how important strong hygiene routines are (linked to puberty learning and preparing for the work on</p>	<p><u>Whole school theme event:</u>                      Mindfulness week</p> <p><u>Curriculum learning:</u>                      Recap on learning about developing strategies to manage emotions.</p>	<p><u>Visitor Talk:</u>                      Water Safety, safe behaviour around water</p> <p><u>Whole School Theme Event:</u>  <u>Anti-bullying week</u>                      Cyber bullying</p>	<p><u>Visitor Talk</u>                      Railway safety - PCSO                      Bike-wise/ cycling proficiency  <u>Curriculum Learning:</u>                      Recap – bad and good drugs, the reasons why people choose to use or not use drugs.</p>	<p><u>Whole School Theme Week:</u>  <u>E-Safety</u></p> <p><u>Visitor Talk - PCSO</u>                      Anti-social behaviour and criminal culpability. Drugs, alcohol, vandalism.</p>



		<p>body changes later in the term) and how to maintain it. Hygiene linked to limiting the spread of infection, Recall – KS 1 learning about medicines and vaccinations/allergies. N – deepen the knowledge of The link of medicines (when used responsibly) to positive health. Some diseases can be prevented by vaccinations (links with history here) and how allergies (including asthma) are managed. N – How the sun can be a benefit to a healthy body, but overexposure can be problematic and can lead to sun/heat stroke and skin cancer. N – how and when to ask for help with your health, which adults to speak to inside and outside school and also what to do if you are worried about the health of someone you know.</p>	<p>Link this to puberty, feelings management during body changes, managing high levels of emotion and positive as well as negative strategies. Discuss how you can impact the mental health of others if you react to your feelings inappropriately. N – talking about your feelings supports good mental health – talking to the right people. N – learning to recognise warning signs (and what these might be) about health and wellbeing and how to seek help for selves and for others. N – that help and support is available for everyone. Anyone can experience mental ill-health (look to positive celebrity examples that they would relate to) and how beneficial talking to a trusted adult can be. N – start the discussion about transition to a new school, which will continue throughout the year. Recap on learning from KS 1 regarding change and loss and how these can affect feelings. How do we manage huge feelings such as anxiety, grief and fear of change?</p>	<p><u>E- Safety Week</u> The importance of keeping personal information private reasons for following and complying with regulations and restrictions (including age restrictions) how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming <u>Curriculum Learning:</u> R – strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) fireworks safety, Safe use of digital devices when out and about. N – how to respond in an emergency situation, how to identify situations that may require the emergency services; know how to contact them and what to say; N – FGM is against British Law what to do and whom to tell if they think someone might be at risk; Visit 'Warning Zone' in Leicester to look at safe and unsafe behaviours including e-safety, anti-social behaviour</p>	<p>N – about the mixed messages in the media about drugs, including alcohol and smoking/vaping; N – learn about the organisations that can support people concerning alcohol, tobacco, and nicotine or other drugs use; people they can talk to if they have concerns;</p>	<p><u>Curriculum Learning:</u> Recap learning from Y5 N- learn about the processes of reproduction and birth as part of the human life cycle, how babies are conceived and born (and that there are ways to prevent a baby being made); and how babies need to be cared for. N – learn where to seek advice information and help about growing and changing, especially about puberty;  about preparing to move to a new school</p>
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	yg	FAMILIES AND CLOSE POSITIVE RELATIONSHIPS	FRIENDSHIPS	MANAGING HURTFUL BEHAVIOUR AND BULLYING	SAFE RELATIONSHIPS	RESPECTING SELF AND OTHERS
Relationships	1	<p><u>Curriculum Learning</u>                      N - Think about the roles different people play in our lives;                      N - Think about and identify the people who love and care for them and what they do to help them and feel cared for;                      N – talk about and identify different features of family life i.e. meals, parties, holidays, days out etc.</p>	<p><u>Curriculum Learning</u>                      N – what is a friend? Can you talk about your friends and what makes them special to you.                      N – what things does a good friend do?                      N- what can you do to help you make new friends or help others to make friends with you?                      N – do you ever fall out with your friends? What can you do to make friends again?</p>	<p><u>Whole School Theme Event:</u>                      Anti-Bullying week – Understand just what bullying is, in life and online.                      N – that both bodies and feelings can be hurt by words and actions. People can say hurtful things online.                      N - how they feel when they experience hurtful behaviour or bullying.                      N- understanding that bullying in all its forms including name calling and excluding others is not acceptable.</p>	<p><u>Visitor talks:</u>                      Stranger danger (PCSO)</p> <p><u>Curriculum Learning</u>                      N- to recognise that some things are private and the importance of respecting privacy, that parts of the body covered by underwear are private. (NSPCC Pants are Private)                      Recap from E-Safety week that sometimes people behave differently online, including pretending to be someone they are not.                      N – what is a stranger? How to respond safely to adults (or teenagers) they don't know( N – they have the right to say 'no'.                      N – we don't keep secrets</p>	<p><u>Whole School Theme Event:</u>                      Transition week at the end of the summer term to support change and prepare for the next step in their journey. This will include a celebration of their year in current class and planning for success in their new one.  <u>Curriculum Learning</u></p>
	2	<p><u>Curriculum Learning</u>                      Recap on learning about families and those who love and care for us.                      N – learn that families can be and look different to our own;                      N – To learn that it is OK and important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p>	<p><u>Curriculum Learning</u>                      Recap on learning – what is a friend and how do you make them?                      N – what does being lonely feel like? Can you recognise when someone feels lonely and what could you do?                      Recap – what kind of things do friends fall out over?                      N – How can you sort things out when you argue with your friends?                      N – sometimes, friends make us feel unhappy – how can you ask for help and from whom?</p>	<p><u>Whole School Theme Event:</u>                      Anti-Bullying week                      Recall of learning – Understand just what bullying is, in life and online.                      – that both bodies and feelings can be hurt by words and actions. People can say hurtful things online.                      - how they feel when they experience hurtful behaviour or bullying.                      - understanding that bullying in all its forms including name calling and excluding others is not acceptable</p>	<p><u>Visitor talks:</u>                      Stranger danger (PCSO)  <u>Curriculum Learning</u>                      Recap on learning about body privacy from Y1 and Pants are Private materials.                      Recall – we don't keep secrets                      N – to understand that they have fundamental human rights over their own bodies and do not have to be touched if they don't want or like it and they can say 'no!'.                      N- knowing that there are times when they need to ask permission and when permission should be asked of them.                      N – how to respond if physical contact makes them feel uncomfortable or unsafe.</p>	<p><u>Whole School Theme Event:</u>                      Transition week at the end of the summer term to support change and prepare for the next step in their journey. This will include a celebration of their year in current class and planning for success in their new one.  <u>Curriculum Learning</u></p>
	3	<p><u>Curriculum Learning</u>                      Recap on learning from KS1                      N – what is friendship?                      N- recognise that there are different types of relationships i.e.</p>	<p><u>Curriculum Learning</u>                      Recap on learning from KS1.                      N – what qualities constitute positive and healthy friendships?</p>	<p><u>Whole School Theme Event:</u>                      Anti-Bullying week –                      Recap on learning from KS1.                      N- examine the hurtful impact of online and offline bullying and</p>	<p><u>Curriculum Learning</u>                      Recall of learning on permission, giving and receiving it.</p>	<p><u>Whole School Theme Event:</u>                      Transition week at the end of the summer term to support change and prepare for the next step in their journey. This will include a</p>

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	<p>friendships, family relationships, romantic relationships, online relationships);                      N – to recognise that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families foster parents) that families of all types can give family members love, security and stability.</p>	<p>N – How having friends is important for our mental health and wellbeing (link to mental health unit) if they are positive relationships. How can we build and maintain positive friendships?</p>	<p>the consequences of hurtful behaviour.</p>	<p>N- to be able to understand theirs and others needs for personal boundaries and privacy. Begin to understand what is appropriate in friendships and wider relationships (including online)                      Recap that people might behave differently online than in person and might not be who they say they are.</p>	<p>celebration of their year in current class and planning for success in their new one.  <u>Curriculum Learning</u>                      Recap on learning from KS1                      N – understand that their own personal behaviour can impact and affect other people. This includes how they behave towards others online.</p>
4	<p><u>Curriculum Learning</u>                      Recap – the different types of relationships;                      N – to recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty</p>	<p><u>Curriculum Learning</u>                      Recap on what makes a positive and healthy friendship.                      N- establish the key difference between what it means to 'know' someone online and in reality, face to face.                      N – healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies to include them.                      N – The importance of seeking support if you feel lonely or excluded.</p>	<p><u>Whole School Theme Event:</u>                      Anti-Bullying week                      Focus on isolation and exclusion-                      Recap on learning from last term - The importance of seeking support if you feel lonely or excluded.                       Recap on the impact of online and offline bullying – including real life scenarios from high profile cases.                      N – look at strategies to respond to hurtful behaviour including what has been experienced or witnessed on or offline. Including the deliberate excluding of others – how to report it and get support.</p>	<p><u>Curriculum Learning</u>                      Recall – permission                      Recap on learning from Y3 regarding understanding what is appropriate in friendships                      N – when is it right to break a confidence or tell a secret?</p>	<p><u>Whole School Theme Event:</u>                      Transition week at the end of the summer term to support change and prepare for the next step in their journey. This will include a celebration of their year in current class and planning for success in their new one.  <u>Curriculum Learning</u></p>
5	<p><u>Curriculum Learning</u>                      Recap – the principles behind marriage and commitment                      N – that people who love and care for each other can be in committed relationships (eg marriage) living together, but may also live apart.                      N – marriage and civil partnership are legal declarations of commitment made by 2 adults who love and care for each other, which is intended to be life-long.</p>	<p><u>Curriculum Learning</u>                      Recap on learning about loneliness and strategies to support and speak out.                      N – how friendships can change over time, making new friends and the benefits of having different types of friends.                      N – learn the terms 'peer pressure' and 'peer influence'. Unpick the desire for peer approval in friendships and recognise the affects of online actions on others.</p>	<p><u>Whole School Theme Event:</u>                      Anti-Bullying week                      N- discrimination what it means and how to challenge it.                      N- children need to know what the 'protected characteristics' are, why they are protected and how they can promote inclusion through celebrating diversity.</p>	<p><u>Curriculum Learning</u>                      N- What is self-respect? What does it look like for individuals – including what key individuals in the media (sports stars, authors, politicians, humanitarians etc) say about it.                      N – Use the terminology Self-esteem and look at how it dovetails into self-respect but how these key terms differ from each other.</p>	<p><u>Whole School Theme Event:</u>                      Transition week at the end of the summer term to support change and prepare for the next step in their journey. This will include a celebration of their year in current class and planning for success in their new one.  <u>Curriculum Learning</u>                      N – to respect the differences and similarities between people and recognising what they have in common with others i.e. physically, emotionally, personality and background.</p>
6	<p><u>Curriculum Learning</u>                      N - People may be attracted to someone emotionally,</p>	<p><u>Curriculum Learning</u>                      Recap – peer pressure and friendship changes.</p>	<p><u>Whole School Theme Event:</u>                      Anti-Bullying week</p>	<p><u>Curriculum Learning</u>                      Recap on the learning about self-respect and self-esteem.</p>	<p><u>Whole School Theme Event:</u>                      Transition week at the end of the summer term to support change and prepare for the next</p>

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	romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. N – forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. N – how to recognise if a family relationship/s make them feel unhappy or unsafe and how to seek help or advice.	N – friendships have ups and downs, look at dispute-solving strategies and how to reconcile differences positively and safely. N – to recognise when a friendship is making you feel uncomfortable – both on or off line. How to seek help and strategies to ask for support. Plus it is OK to walk away from negative relationships if they make you unhappy or unsafe.	N- discrimination what it means and how to challenge it. N- children need to know what the 'protected characteristics' are, why they are protected and how they can promote inclusion through celebrating diversity. Case studies – Sophie Lancaster Foundation, Stephen Lawrence, high profile cases where discrimination has lead to terrible outcomes. Also look for case studies where discrimination has been overcome – Rosa Parkes, suffragettes,	N – recognise the importance of both and how they affect their thoughts and feelings about themselves. That everyone shares these and therefore deserves to be treated with politeness and respect by others. This includes online and in wider society.	step in their journey. This will include a celebration of their year in current class and planning for success in their new one. <u>Curriculum Learning</u> Recap – on similarities and differences. N – listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
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	ECONOMIC WELLBEING - Money	MEDIA LITERACY AND DIGITAL RESILIENCE	ECONOMIC WELLBEING: Aspirations, work and career
Living in the wider world	1 <u>Curriculum learning:</u> N - what money is; forms that money comes in; that money comes from different sources N - that people make different choices about how to save and spend money	<u>Whole School Theme Event:</u> <u>E-Safety Week/anti-bullying week linked</u> Recall - how the internet and digital devices can be used safely to find things out and to communicate with others  N - about the role of the internet in everyday life and relate to their own experience as well as	<u>Curriculum learning:</u>  N - that jobs help people to earn money to pay for things  N - different jobs that people they know or people who work in the community do
	2 <u>Curriculum learning:</u> Recall- what money is; forms that money comes in; that money comes from different sources  N- that money needs to be looked after; different ways of doing this N - about the difference between needs and wants; that sometimes people may not always be able to have the things they want	<u>Whole School Theme Event:</u> <u>E-Safety Week/anti-bullying week linked</u> Recall of learning – revisit the role of the internet in every-day life Recall - about how the internet and digital devices can be used safely to find things out and to communicate with others N– that not all information seen online is true	<u>Curriculum learning:</u> Recall - that jobs help people to earn money to pay for things  Recall - different jobs that people they know or people who work in the community do  N - about some of the strengths and interests someone might need to do different jobs
	3 <u>Curriculum learning:</u> Recall – learning from KS1 N - about the different ways to pay for things and the choices people have about this N - to recognise that people have different attitudes towards saving and spending money;	<u>Whole School Theme Event:</u> <u>E-Safety Week/anti-bullying week linked</u>  Recall of learning from KS1 N-.to begin to recognise ways in which the internet and social media can be used both positively and negatively  <b>N-</b> how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results recognise things appropriate to share and things that should not be shared	<u>Curriculum learning:</u> Recall – all KS1 objectives N - to recognise positive things about themselves and their achievements N – Set, then Reflect on personal goals set and discuss about how to achieve them.

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		on social media; rules surrounding distribution of images	
4	<p><u>Curriculum learning:</u> what influences people's decisions; what makes something 'good value for money'</p> <p>that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><u>Whole School Theme Event:</u> <u>E-Safety Week/anti-bullying week linked</u></p> <p>Recap – risks of communicating online with others. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>how to assess the reliability of sources of information online; N- how to make safe, reliable choices from search results recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p><u>Curriculum learning:</u> that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>
5	<p><u>Curriculum learning:</u> to recognise that people will make spending decisions based on priorities, needs and wants different ways to keep track of money</p>	<p><u>Whole School Theme Event:</u> <u>E-Safety Week/anti-bullying week linked</u></p> <p>N - how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information <b>N.</b> about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p><u>Curriculum learning:</u> about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p>
6	<p><u>Curriculum learning:</u> Recall – prior KS2 learning N - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p><u>Whole School Theme Event:</u> <u>E-Safety Week/anti-bullying week linked</u></p> <p>Recall - how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. Go deeper than Y5 into areas such as sexting, financial personal information, dark thoughts and only accessing appropriate age-related content. Making good choices. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p><u>Curriculum learning:</u> Recall – what is a stereotype? N - about stereotypes in the workplace and that a person's career aspirations should not be limited by them Recall - what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>

**Theme days and weeks and external speakers planned to support PHSE teaching:**

We would really like a termly visit from our local PCSOs to undertake a regular, planned series of talks age appropriate to year groups and phases.

Autumn Term	Spring Term	Summer Term
<p><b>Mindfulness week</b> – a programmed series of events to teach children how to support their own positive mental wellbeing. This will include PE sessions on Yoga and meditation, dance and drama sessions led by external experts, workshops on activities that support mindfulness such as exercise, art and lego therapy, group singing etc.</p>	<p><b>Anti-Bullying Week</b> We will use the breadth of the PHSE curriculum to look at different aspects of bullying, physical, emotional and virtual (see e-safety week below). Children will be taught exactly what bullying is and isn't, how it works and how it impacts on individuals for life. We will look at isolation and exclusion from friendship groups, physical intimidation and cyber bullying. By adults and children. Children will be given strategies to help them recognise what is happening to them and break the cycle.</p>	<p><b>Transition week</b> We will use a week at the end of the summer term to support every year group into moving on to the next stage of their school life, whether it is in school or on to a new school. This will include as well as visits to their new class and teacher, stories about change, strategies to help them make the transition, reflection on success, planning what they want to achieve and setting goals and targets for themselves.</p>
<p><b>E-safety Week (termly)</b> This term the focus will be on not sharing personal information, not clicking on pop-ups, and how scams work</p>	<p><b>E-Safety Week</b> In this term it will be linked to cyber bullying to support anti-bullying week. How people use the internet for good purposes but also for bad purposes. A stranger is a stranger online too. Using games and apps that are not age appropriate</p>	<p><b>E-Safety Week</b> In this term will be about social media and the pressures of trying to impress others. It will be about how what you put online can leave a footprint that can be accessed at a later date (i.e sharing racist/homophobic views, inappropriate photos etc.) This can affect your friendships, career choice etc.</p>
<p><b>Y6 visit to Warning Zone</b></p>		
<p><b>Road Safety talks</b> – all year groups to receive road safety teaching from PCSO. Age appropriate, including bike safety.</p>	<p><b>KS1 Stranger Danger talk</b> – local police /PCSO to come in and talk to year groups about personal safety and keeping safe regarding strangers <b>Water Safety</b> talks for all year groups ahead of the summer holidays..</p>	<p><b>Y6 talk about anti-social behaviour</b> Including the age of criminal culpability, drugs, alcohol and vandalism (recall of learning from Warning Zone ahead of the summer holidays</p>
<p><b>Rolling 3 year programme</b> of other safety talks and information:</p>		
<p><b>Fire service talks</b> for Ks1 and KS2 about fire safety and what to do if you are near a fire</p>	<p><b>Dog safety</b> A talk from the Dogs Trust about how to keep safe around dogs when you feel scared, how to behave with them to prevent getting bitten.</p>	<p><b>Bikewise/Cycling proficiency Y5 and 6</b> We would really like to encourage pupils to ride to school, so will look to providing them with the right and appropriate guidance to be able to do this safely.</p>

Skills Checklist:

<b>Relationships Education (Primary)</b> <b>By the end of primary school:</b> Pupils should know:	KS1	KS2
<i>that families are important for children growing up because they can give love, security and stability.</i>		
<i>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</i>		
<i>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</i>		
<i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</i>		
<i>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</i>		
<i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i>		
<b>Caring friendships</b> <i>how important friendships are in making us feel happy and secure, and how people choose and make friends.</i>		
<i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i>		
<i>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</i>		
<i>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i>		
<i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i>		
<i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</i>		
<i>practical steps they can take in a range of different contexts to improve or support respectful relationships.</i>		
<i>the conventions of courtesy and manners.</i>		
<i>the importance of self-respect and how this links to their own happiness.</i>		
<i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</i>		

<i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</i>		
<i>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i>		
<i>the importance of permission-seeking and giving in relationships with friends, peers and adults.</i>		
<b>Online relationships</b>		
<i>that people sometimes behave differently online, including by pretending to be someone they are not.</i>		
<i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i>		
<i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i>		
<i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i>		
<i>how information and data is shared and used online. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i>		
<i>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</i>		
<i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</i>		
<i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i>		
<i>how to recognise and report feelings of being unsafe or feeling bad about any adult.</i>		
<i>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</i>		
<i>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i>		
<i>where to get advice e.g. family, school and/or other sources.</i>		
<b>HEALTH EDUCATION (PRIMARY)</b>		
<b>By the end of primary school:</b>		
<b>Pupils should know:</b>		
<i>that mental wellbeing is a normal part of daily life, in the same way as physical health.</i>		
<i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</i>		
<i>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</i>		
<i>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</i>		
<i>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</i>		



<i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</i>		
<i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</i>		
<i>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</i>		
<i>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</i>		
<i>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</i>		
<i>that for most people the internet is an integral part of life and has many benefits.</i>		
<i>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</i>		
<i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</i>		
<i>why social media, some computer games and online gaming, for example, are age restricted.</i>		
<i>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</i>		
<i>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i>		
<i>where and how to report concerns and get support with issues online.</i>		
<i>the characteristics and mental and physical benefits of an active lifestyle.</i>		
<i>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</i>		
<i>the risks associated with an inactive lifestyle (including obesity).</i>		
<i>how and when to seek support including which adults to speak to in school if they are worried about their health</i>		
<i>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</i>		
<b>Healthy eating</b>		
<i>• what constitutes a healthy diet (including understanding calories and other nutritional content).</i>		
<i>the principles of planning and preparing a range of healthy meals.</i>		
<i>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</i>		

<p><b>Health and prevention</b></p> <p><i>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</i></p>		
<p><i>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</i></p>		
<p><i>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i></p>		
<p><i>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</i></p>		
<p><i>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</i></p>		
<p><i>the facts and science relating to allergies, immunisation and vaccination.</i></p>		
<p><i>how to make a clear and efficient call to emergency services if necessary.</i></p>		
<p><i>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</i></p>		
<p><b>Changing adolescent body</b></p> <p><i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i></p>		
<p><i>about menstrual wellbeing including the key facts about the menstrual cycle.</i></p>		

