

PSHE 2022/2023

What will our responsible citizens of the world be able to do when they leave us?

A great PSHE curriculum should enhance the personal, social, emotional and economic wellbeing and happiness of everyone, as well as supporting children's mental health. Increasing happiness in children can help break the deeply ingrained, limiting beliefs and self-perceptions that stifle aspiration and hamper the ability to achieve. In order to become successful learners, pupils should develop lifelong strategies, which will positively affect their happiness levels and give them the skills they can then apply to all aspects of their lives. Contrary to belief, these are not skills that we're born with. They are skills that need to be taught, modelled and developed as children grow and that's where well-planned PSHE lessons come into play.

Here at Little Gonerby CE Academy, we understand the importance of PSHE, not just for the children, but for the whole school community. Indeed, our PSHE programme ensures that children, staff and parents benefit from the themes we cover within it, including: Coping Skills (resilience and mental health), Achievement and Success (how we learn and develop), Confidence (speaking up and out, taking on challenges etc), Positive Relationships (friendships, home relationships, being safe both online and offline), encouraging pupils to consider how to build positive relationships, as well as building empathy and dealing with conflict, Support (citizenship, helping others). By understanding these themes, children are able to build a bank of strategies that they can then use when they need to. Developing the ability to apply these strategies stands them in good stead for any challenges they may face as they mature into teenagers and, eventually, into the well-rounded, emotionally attentive adults of the future.

As responsible citizens of the world we will learn...

	EYFS	KS1A 2022/2023	KS1B 2023/2024	Year 3	Year 4	Year 5	Year 6
Key Concepts	Key Concept - Health and Wellbeing						
Core Knowledge Progression	To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.	- What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. - To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health. - To recognise that choices can have good and not so good consequences. - The importance of and how to maintain personal hygiene. - About the process of growing from young to old and how people's needs change. - That household	- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. - About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. - How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.	- School rules about health and safety, basic emergency aid procedures, where and how to get help. - To differentiate between the terms, 'risk', 'danger' and 'hazard.' - To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. - The importance of protecting personal information,	- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. - To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. - What is meant by the term 'habit' and	- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. - About human reproduction. - To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	- What positively and negatively affects their physical, mental and emotional health (including the media). - How their body will, and emotions may, change as they approach and move through puberty. - To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. - Which, why and how, commonly available substances and drugs (including

		products, including medicines, can be harmful if not used properly. - About people who look after them, their family networks, 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. - About change and loss and the associated feelings (including moving home, losing toys, pets or friends).	- About growing and changing and new opportunities and responsibilities that increasing independence may bring. - The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls. - Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)). - 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’.	including passwords, addresses and the distribution of images of themselves and others.	why habits can be hard to change. - About people who are responsible for helping them stay healthy and safe and ways that they can help these people. - To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. - Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.	- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. - That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media. - That bacteria and viruses can affect health and that following simple routines can reduce their spread. - Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail, water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones).	alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. - To recognise their increasing independence brings increased responsibility to keep themselves and others safe. - About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers. - About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
Key Concepts	Key Concept - Relationships						

Core Knowledge Progression	• To play cooperatively, taking turns with others. • Take account of one another's ideas about how to organise their activity. • Show sensitivity to others' needs and feelings and form positive relationships with adults and other children. • Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Work as part of a group or class and understand and follow the rules. • Adjust their behaviour to different situations, and take changes of routine in their stride.	• To communicate their feelings to others, to recognise how others show feelings and how to respond. • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • To recognise how their behaviour affects other people. • To recognise what is fair and unfair, kind and unkind, what is right and wrong. • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	• The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. • To identify and respect the differences and similarities between people. • To offer constructive support and feedback to others. • To offer constructive support and feedback to others. • To judge what kind of physical contact is acceptable, comfortable, unacceptable and how to respond (including who to tell and how to tell them). • That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	• To recognise and respond appropriately to a wider range of feelings in others. • That their actions affect themselves and others. • To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. • To recognise and manage 'dares'. • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.	• To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • 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 recognise and challenge stereotypes. • To recognise their increasing independence brings increased responsibility to keep themselves and others safe.	• 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. • To work collaboratively towards shared goals. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice based language, how to respond and ask for help. • To recognise and manage 'dares'. • That their actions affect themselves and others. • To recognise and respond appropriately to a wider range of feelings in others.	• That civil partnerships and 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 be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so. • 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, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). • To recognise and challenge
----------------------------	--	---	--	--	---	---	---

							- stereotypes. - To judge what kind of physical contact is acceptable or unacceptable and how to respond. - To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
Key Concepts	Key Concept - Living in the wider world						
Core Knowledge Progression	- To be confident to try new activities and say why they like some activities more than others. - To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. - Say when they do or don't need help.	- To help construct, and agree to follow, group and class rules and to understand how these rules help them. - How to contribute to the life of the classroom. - That they belong to various groups and communities such as family and school. - That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	- 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). - About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.	- Why and how rules and 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 resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. - To think about the lives of people living in other places, and people with different values and customs. - To explore and critique how the media present information.	- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. - That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. - About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.	- To understand that everyone has human rights, all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. - That these universal rights are there to protect everyone and have primacy both over national law and family and community practices. - What being part of a community means, and about the varied institutions that support communities locally and nationally. - To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing - That resources can be allocated in different ways and	- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. - To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation. - To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. - To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

						that these economic choices affect individuals, communities and the sustainability of the environment. ● About enterprise and the skills that make someone 'enterprising'.	
--	--	--	--	--	--	---	--