



Personal, Social, Health and Citizenship; Relationships, Sex & Health Education programme of study: KS 1 and 2

What do we aim to achieve? (Our intent)

Through this scheme of work we aim to equip our pupils with essential skills for life; developing the knowledge, skills and attributes they need to protect and enhance their own wellbeing. Through their learning they will understand how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

The foundations of these lessons lies in seeing each and everybody's value in society. By covering a wide range of the social and emotional aspects of learning we aim to enable children to develop their identity and self-esteem as active, confident members of their community.

The themes and topics included support social, moral, spiritual and cultural development and provide pupils with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

The positive impact of this work on the whole child includes their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful teaching in this area also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face.

How do we do it? (Our implementation)

We follow the Twinkl scheme of work throughout Years 1-4. This is alongside the school's own Values-based Education and Emotional Wellbeing programmes.

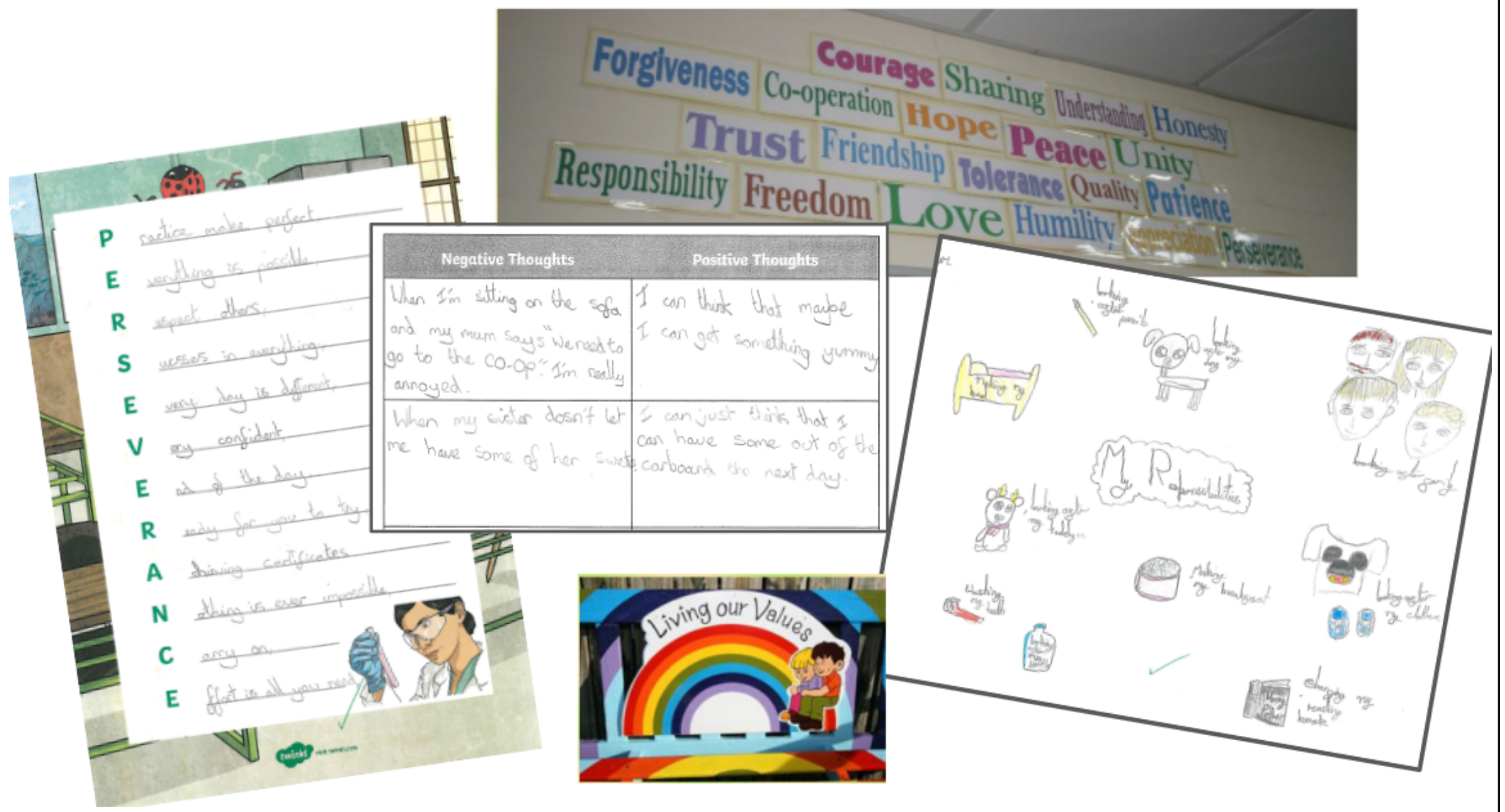
The work is taught in thematic units, in a spiral curriculum which revisits every theme every two years, enabling pupils to recall and build on previous learning.

The units are delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. All lessons start with a discussion of the pupils' existing knowledge and experience.

This scheme of work was agreed with parents and carers through information evenings and sharing of work examples. The units reflect the outcome of Public Health England documents, and the school's own 2019 SHUE report.

What is the impact of this learning?

Our pupils develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. The teaching supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing pupils with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the well being of those around them.



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|--|--|--|--|---|---|
| EYFS A/B | <p>All about me New beginnings, class rules & routines; feelings & emotions; talk about families & communities</p> <p>Growing & changing (baby -elderly); Different homes and houses; Different family types Human body: senses Teeth</p> | <p>Winter Wonderland Penguin teamwork games; Feelings - "Cuddly Dudley" story Taking turns/following rules.</p> <p>Fabulous Festivals Bonfire night safety Taking responsibility (keeping warm and dry). Talk about own experiences.</p> | <p>Superheroes People who help us in the community (nurses, firefighters). How to be a super friend, What are our "super" talents? Importance of recycling "Michael Recycle" story.</p> <p>Dinosaurs Discussing value of friendship ("Long Neck & Thunder food"); Looking after living things including plants and animals; Environment "Dinosaurs and all that rubbish"</p> | <p>Minibeasts Looking after living things - animals (living eggs/butterflies) - caring and respect; Managing tempers.- "The Bad Tempered Ladybird"; Working with partners - natural collages</p> <p>Traditional Tales Getting on a falling out; Teamwork - building houses/bridges</p> | <p>Around the world in 30 days Getting on and falling out; trying new foods; Stranger danger; Differences between people & their faiths (culture, traditions, way of life etc)</p> <p>Transport Emergency services, vehicles (people who help us: fire-engines, sirens) Who helps us? How can we help others? Road safety</p> | <p>On the farm Sun safety; Preparing for transition to year 1; reflection (hopes for the future) Growing sunflowers/outside planters</p> <p>Pirates/Under the Sea Sun safety; Preparing for transition to year 1 (achievements & hopes for the future); Things that are special to us (treasures); Working together to build a pirate ship.</p> |

INTENT: NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6):

A1: Physical health and mental wellbeing: Mental wellbeing; Internet safety and harms; physical health and fitness; health eating; drugs, alcohol and tobacco; health prevention; basic first aid; changing adolescent body

A2: Relationships Education: Families & people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe

A3: Living in the Wider World: contributing to society; following rules; rights and responsibilities; caring for the environment; managing money; similarities and differences; people who help us

Local context (Public Health England): family homelessness; dental hygiene; hospital admissions for mental health / self harm/ substance misuse 10-24), early conception, Yr 6 obesity

SHUE 2019: dental health; physical activity; peer pressure; friendship and bullying; smoking; body changes

| | Autumn | Spring | Summer |
|----------------------|--|--|---|
| A KS1 Year 1/2 | <p>Friendship Circles Feelings and Values Relationships - Be Yourself Marvellous me - what makes them special; ways in which we are unique; Feelings - naming and describing feelings; Things I like - talk about thing that make them happy; being unique and special Uncomfortable feelings - talk about things which make them unhappy or cross, recognise and respond to their own feelings and those of others; Changes - feelings and loss ; Speak up! - making choices and recognising good/not so good consequences. Share opinions</p> <p>Health & Wellbeing - Aiming High Star qualities; - recognise strengths, learn from experiences Positive learners - explain how a positive learning attitude can help them; Bright futures - talk about jobs people do and think about what they might want to be when they grow up. Jobs for all - share opinions on why a person's interests and skills make them suited to doing a job, respect differences and similarities; Going for goals - thinking about things they would like to achieve in the future; Looking forward - change which might happen to them and associated feelings.</p> | <p>Relationships - TEAM Together everyone achieves more - identifying teams they belong to. Belonging to groups and communities; Listening - being a good listener Being kind - kind and unkind, constructive support; Bullying and teasing - recognise different forms of unkind behaviour, teasing and bullying; Brilliant brains - how to be a positive learner; Making good choices - identify good and not-so good choices and recognise what they like/dislike</p> <p>Living in the Wider World - Money Matters Money; - where it comes from and why we need it Keep it safe - ; choices about keeping money safe and why this is important Save or spend? use for different purposes and why it is important to keep track of spending Want or need? - role of money; choices Look after it - how to keep belongings safe; new opportunities and responsibilities; Going shopping - what influences choices</p> | <p>Living in the Wider World - Britain My school - contribute to life of own school and community; My community - being a good neighbour; impact of behaviour on others; being part of the community My neighbourhood - everyone has rights and responsibilities; caring for the environment.; My country - describe what it is like to live in Britain; British people - respect differences and similarities; how people in Britain can be different and how they are the same What makes me proud of Britain? - explain own views about being British and living in Britain; belonging to different groups and communities</p> <p>Health & Wellbeing - It's my body My body, my business - know they can choose what happens to their body; secrets and nice surprises; acceptable/ unacceptable physical contact Active and asleep - healthy choices about sleep and exercise Happy healthy food - making healthy choices about food and drink; Clean as a whistle -personal hygiene, spread of diseases ; Can I eat it? - what is safe to eat and drink - medicines/household products I can choose - choosing to keep themselves safe</p> |
| B KS1 Year 1/2 | <p>Caterpillar Club: Feelings and Values Relationships - VIPs Who are your VIPs? - people who look after them; how to identify special people Families - who to go to; why families are important Friends - communicate feelings. Describe what makes a good friend; Falling out - likes and dislikes; resolving arguments and working out disagreements; Working together: - recognising how their behaviour affects others; cooperating to achieve a task Showing you care - showing special people that the care about them, play and work cooperatively, supporting others</p> | <p>Health & Wellbeing - Safety First Keeping safe- how to stay safe and who can help if they feel unsafe; Staying safe at home - harmful household products; Staying safe outside- cycle safety, environment, rail, water and fire; role of emergency services Staying safe online - staying safe when using the internet; The underwear rule - the right to keep things "private"; importance of not keeping a secret; acceptable physical contact People who can help - family networks; sharing a responsibility to keep themselves and others safe contacting emergency services</p> <p>Living in the Wider World - One World</p> | <p>Living in the Wider World - Respecting rights Rights recognise what is right and wrong, fair and unfair; recognize that people and other living things have rights Protect our rights - making informed choices; who helps protect our rights; share opinions Respecting others; how to show respect for the rights of others and understand why this is important; feeling comfortable/ uncomfortable Everybody's different : respecting differences and similarities; what we have different and in common with others Is it fair? - explain why it is important to be fair ; taking turns, sharing and understanding Taking part - explain why making a positive difference is important. contribute to the life of the classroom & school</p> |

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| | <p>Health & Wellbeing - Think Positive <u>Think happy, feel happy!</u> - how happy thoughts make them feel good <u>It's your choice</u> - good and not so good feelings; kind and unkind; how behaviour affects others <u>Go-getters</u> - set simple but challenging goals and consider how to achieve them; <u>Let it out</u> - describe feelings and opinions with others; share and explain own views and cope with difficult emotions <u>Be thankful</u> - vocabulary to describe a range of feelings; focus on what they do have, rather than what they don't have <u>Be mindful</u> - strategies for managing feelings and focus on what is happening now and how they are feeling</p> | <p><u>Families</u>; family life in different countries belonging to different groups and communities; similarities and differences <u>Homes</u> - homes and home life around the world similarities and differences <u>Schools</u>; what it is like to go to school in other countries and identify similarities and differences <u>Environments</u>; explore places where people live which are different from where they live <u>Resources</u>; think about how people use things from the earth ; things which improve or harm the environment <u>Planet protectors</u> - why it is important to care for the earth and protect it strategies and skills to care for the environment</p> | <p>Relationships - Growing up <u>Our bodies</u> - names of body parts; <u>Is it OK?</u> judging acceptable physical contact and how to respond <u>Pink and blue</u>; respect differences and similarities; ways we are all unique <u>Look at me now</u> - describe how they have changed since they were a baby; ways in which everyone is unique <u>Getting older</u>; - how they will change as they get older <u>Changes</u> - describe things that might change in a person's life and how it might make them feel.</p> |
| | Autumn | Spring | Summer |
| <p>A LKS2 Year 3/4</p> | <p>Caterpillar Club & Build Me Up Resilience Feelings and Values</p> <p>Relationships - Be Yourself! <u>Pride</u> - say things they are proud of; <u>Feelings</u> - describe how different emotions feel, respond to a range of feelings <u>Express yourself</u> - different ways to cope with any uncomfortable feelings; <u>Know your mind</u> - how to be assertive recognise and manage dares; <u>Media-wise</u> - explore if messages are helpful or harmful.; recognise and challenge stereotypes; explore how the media present information <u>Making it right</u> - strategies if they make a mistake; how their actions affect themselves and others; face new challenges</p> <p>Health & Wellbeing - It's my body <u>My body, my choice</u> - what happens to their body and how to say no; appropriate physical contact and secret keeping <u>Fit as a fiddle</u> - how to keep healthy; <u>Good night, good day</u> - importance of sleep; <u>Cough, splutter, Sneeze!</u> - good hygiene and stopping the spread of disease <u>Drugs: Healing or Harmful?</u> - taking medicine safely and keeping safe around drugs <u>Choices everywhere</u> - make better choices and choose healthy habits</p> | <p>Health & Wellbeing - Safety First <u>New responsibilities</u>; making good choices to stay safe and healthy <u>Risks, hazards and danger</u>; identify a risky situation and act responsibly; managing dares <u>Under pressure</u>; know that they can choose not to do something that makes them feel uncomfortable. <u>Road safety</u>; how to be safe on or near the road <u>Dangerous substances</u>; know about dangerous substances and how they affect the human body <u>Staying safe online</u>; safety whilst using the internet</p> <p>Relationships - TEAM <u>A new start</u> - changes and how they might make them feel; <u>Together everyone achieves more</u> - working as a team; <u>Working together</u> - how actions and behaviour affect the team; <u>Being considerate</u> - pay attention and respond considerately to others; <u>When things go wrong</u> - why disputes happen and strategies to resolve them; looking at alternatives, seeing and respecting others' points of view <u>Responsibilities</u> - own responsibilities to a team; develop skills to exercise these responsibilities</p> | <p>Living in the Wider World - Money matters <u>Where does money come from?</u> - skills needed for a range of jobs and why people go to work <u>Ways to pay</u>; Different ways to pay for things <u>Lending and borrowing</u>; options and consequences to borrowing <u>Priorities</u>; difference between things we want and things we need <u>Advertising</u>; how adverts try to influence our spending and why they do this <u>Keeping track</u>; how and why it is important to do this</p> <p>Talk time - preparing for transition</p> <p>Living in the Wider World - Britain <u>Living in Britain</u>; - what it is like to live in Britain <u>Democracy</u>; what democracy is and why it's important <u>Rules, laws and responsibilities</u>; how they can help us <u>Liberty</u>; identify the rights of British people <u>Tolerance & respect</u>; describe why a diverse society is important; appreciate the range of national, regional, religious and ethnic identities in the UK <u>What does it mean to be British?</u> what this means to them and others</p> |
| <p>B LKS2 Year 3/4</p> | <p>Caterpillar Club & Build Me Up Resilience Feelings and Values</p> <p>Relationships - VIPs <u>Making friends</u>; why we need friendships and how to make them. <u>Staying friends</u>; list positive actions needed to stay friends with their friends <u>Is this a good friend?</u> identify own support network. <u>Falling out</u>; demonstrate strategies for resolving conflicts; look at alternatives, seeing and respecting others' point of view <u>Bullying</u> identify what bullying is and realise the consequences of aggressive behaviour <u>Anti-bullying</u>; know what to do if someone is being bullied; develop strategies for helping themselves and others</p> <p>Health & Wellbeing - Think Positive <u>Happy minds</u> - happy people; understand that a positive attitudes is good for mental health <u>Thoughts and feelings</u>; recognise and manage positive and negative thoughts effectively <u>Changes</u>; coping with difficult changes <u>Keep calm and relax!</u> mindfulness techniques to keep calm <u>You're the boss</u>, identify uncomfortable emotions and manage them effectively <u>Always learning</u>; apply a positive attitude towards learning and take on new challenges</p> | <p>Health & Wellbeing - Aiming high <u>Achievements</u> - how actions help them achieve; face new challenges <u>Goals</u> - identify personal goals; make responsible choices <u>Always learning</u> - positive learning attitudes; look for help <u>Jobs and skills</u> - identify skills and attributes needed to do certain jobs; <u>No limit!</u> Gender does not limit; understand about the range of jobs available <u>When I grow up</u> - jobs and skills for the future; how they can make their own contribution to the future</p> <p>Living in the Wider World - Respecting Rights <u>Rights</u>; what rights are and that all people share the same rights <u>Are all rights equal?</u> know the Universal Declaration of Human Rights and the Declaration of the Rights of the Child and why they are important <u>Rules</u>; explain what a democracy is and how this relates to rules and human rights <u>Rights without responsibilities?</u> Human rights are not dependent on responsibilities. <u>Respect</u>; Respecting the rights of others and why this is important <u>Are we so different?</u> how stereotypes can stop people's human rights being met</p> | <p>Wider World - One World <u>Chiwa and Kwende</u>; ways in which people's lives are similar and different and give reasons <u>Chiwa's dilemma (1)</u>; explore differences of opinion and identify if these are fair <u>Chiwa's dilemma (2)</u>; think about the lives of people living in other places, make considered decisions and give reasons for opinions <u>Chiwa's Sugar</u>; recognise how actions impact on people living in different countries and identify things to make the world a fairer place <u>Chiwa's World</u>; climate change and how it affects people's lives <u>Charity for Chiwa</u>; organisations which help people in different countries who are in challenging situations and explain how they do this</p> <p>Talk time - preparing for transition</p> <p>Relationships: <u>Diversity and Inclusion</u>; promoting inclusion and celebrating diversity role play scenarios</p> <p><u>Cyberbullying</u> recognising prejudice-based bullying both in person, online and through social media. Protecting personal information; developing strategies for getting support.</p> |

How does all this build on their learning from the Early Years?

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| Foundation | Personal, | Self-Regulation | <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour |
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| Stage Profile | Social and Emotional Development | | <p>accordingly.</p> <ul style="list-style-type: none"> Set and work toward simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. |
| | | Managing Self | <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing , going to the toilet and understanding the importance of healthy food choices. |
| | | Building Relationships | <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. |
| | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. |
| | | Speaking | <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. |
| | Understanding the World | Past and Present | <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society |
| | | People, Culture and Communities | <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps |

What do they go on to learn about in Year 5 and 6?

Year 5: Teamwork: collaborative working and compromise; **Britain:** the range of faiths and ethnicities in Britain, how and why laws are made; roles of local and national government; charities and voluntary groups. **Money matters:** financial risk; "critical consumer"; what "value for money" means; interest and tax. **It's my body:** changes during puberty; reproduction; importance of sleep; how certain drugs, including tobacco and alcohol can harm their bodies; "balanced lifestyle". **Be Yourself:** scenarios where children are torn between "fitting in" and being true to themselves; flight or flee situations; making a mistake and making amends. **Aiming High:** positive attitudes, different learning styles; range of jobs, what a gender stereotype is; skills employers look for in employees,

Year 6: Think positive: ways in which positive thinking can be beneficial, mindfulness techniques; **Safety first:** peer pressure, when to seek help in risky or dangerous situations; online safety; online etiquette; emergency situations **Respecting rights:** basic human rights; the importance of being a rights-respecting citizen; what a human rights activist is and does. **One World;** global citizens, global warming; understand that human energy use can harm the environment; not wasting water; biodiversity. **Growing Up:** physical changes during puberty, emotional changes; no such thing as a perfect body; loving and sexual relationships; infections and contraception; how babies are conceived and born **VIPs:** caring for our own Very Important People; calming techniques; handling a disagreement with support; resisting pressure; OK secrets and those which need to be shared; healthy and unhealthy relationships.

Examples of how these units are linked to the National Curriculum

Key Stage 2: Year 3

Note: Individual breakdowns are available for each key stage. There are too many to include in this document, but printed copies can be made available. The coverage grids are for the areas of :Health and Wellbeing; Relationships and Living in the Wider World.

PSHE Association Coverage
PSHE and Citizenship Year 3

| Health and Wellbeing | TEAM | It's My Body | Britain | Be Yourself | Aiming High | Money Matters |
|--|-------------|--------------|-------------|-------------|-------------|---------------|
| H1. what positively and negatively affects their physical, mental and emotional health | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H2. 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' | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H6. 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 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H9. to differentiate between the terms, 'risk', 'danger' and 'hazard' | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H10. to recognise, predict and assess risks in different situations and decide 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 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |