

PSHE learning opportunities for Ks1

	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
EYFS	See Development matters and EFYS planning					
Year 1	<p>Health and well-being Share their likes and dislikes. With support they can set themselves simple, short term goals.</p> <p>Living in the wider world Understand the rules for their group and classroom, and follow them, sometimes needing support or reminders.</p> <p>Relationships Take turns to speak with one other person or in a small group and answer simple questions relation to topical issues.</p>	<p>Health and well-being List and describe some things that keep them healthy, and with support make simple choices about aspects of their health.</p> <p>Relationships Begin to understand what bullying is and to recognise that it is wrong. They are able to list some ways to get help if it is happening.</p>	<p>Health and well-being Identify and name some feelings. With support, they can express and manage their feelings and are able to express some of their positive qualities.</p> <p>Living in the wider world To explain simple ideas of different communities, such as family and school. With adult direction and support, begin to contribute to the life of the class and school.</p> <p>Relationships</p> <ul style="list-style-type: none"> - Describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another. 	<p>Health and well-being Be able to list some harmful household products and medicines, and, with support, understand some of their harmful aspects and how to keep safe in familiar situations.</p> <p>Living in the wider world Explain in simple terms where money comes from and some different ways in which it can be used.</p> <p>Relationships With adult support, have some understanding of the effect of their behaviour on other people and cooperate in some less demanding situations.</p>	<p>Health and well-being Know the basic ways of keeping clean, name the main parts of the body and show a basic understand of how people grow from young to old.</p> <p>Living in the wider world With support, understand some aspects of what improves and what harms their local environments, and be supported in contributing to looking after them through simple tasks.</p>	<p>Living in the wider world With support, recognise simple choices they can make, and usually recognise the difference between right and wrong.</p> <p>Relationships Take turns to speak with one other person or in a small group and answer simple questions relation to topical issues.</p>
Year 2	<p>Health and Well-being Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p>Living in the Wider World Contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the</p>	<p>Health and Well-being Explain ways of keeping clean, name the parts of the body and describe some of the changes as people grow from young to old. Some children will be able to explain the implications of changing bodies as people get older.</p>	<p>Health and Well-being Express some of their positive qualities and identify, name and demonstrate that they can manage some of their feelings</p> <p>Relationships Take part in discussions with one other person, in small groups and with the whole</p>	<p>Health and Well-being Make choices about wider aspects of their health and wellbeing, and know what keeps them healthy.</p> <p>Living in the Wider World Describe what improves and what harms their local, natural and built environments, what can be done and take more</p>	<p>Health and Well-being Describe confidently their knowledge of the harmful aspects of some household products and medicines, and ways of keeping safe and ensuring the safety of others in familiar situations.</p> <p>Living in the Wider World</p>	<p>Health and Well-being Share their views and opinions and set themselves simple goals. Some children will be able to set short term and long term goals.</p> <p>Living in the Wider World Contribute more ideas for rules for the group and classroom. Know why rules help them and refer to the</p>

	rules in the context of their and others' behaviour.	<p>Living in the Wider World</p> <p>Understand and describe more confidently difference groups and communities they belong to, including family and school, and contribute actively to the life of the class and school.</p> <p>Relationships</p> <p>Recognise the effect of their behaviour on others, and be able to cooperate with others and support those with difficulties.</p>	class, and contribute more confidently to simple debates. -	responsibility for looking after them.	<p>Recognise and be able to describe more confidently choices they can make and the difference between right and wrong.</p> <p>Relationships</p> <p>Identify, describe with confidence and respect differences and similarities between people and explain a wider range of ways that family and friends should care for one another.</p>	rules in the context of their and others' behaviour. -
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PSHE learning opportunities for Ks2

<p>Year 3</p>	<p>History of absolutely Everything! Living in the wider world To begin to understand why and how rules are made and enforces, why different rules are needed in different situations and take part in making and changing rules.</p> <p>Relationships Begin to express their view and listen to those of others and respect their opinions.</p>	<p>Festivals of Light Living in the wider world To begin to understand some of the range of national, regional, religious and ethnic identities in the UK and describe some of the different beliefs and values in society.</p> <p>Relationships Begin to recognise negative behaviours such as stereotyping and aggression and understanding some of the consequences of aggressive behaviour such as bullying on individuals.</p> <p>Begin to demonstrate respect and tolerance for each other.</p>	<p>The Contest Health and Well-being Recognise their own worth and with support can demonstrate and express it. Identify ways to face new challenges.</p> <p>Relationships Beginning to make judgements and decisions and list, with support, some ways of resisting negative peer pressure around issues affecting their health and well-being.</p>	<p>Romans Living in the wider world Name jobs, begin to understand that they will need to develop skills to work in the future and with support demonstrate how to look after and save money.</p> <p>Relationships Begin to identify with support some factors that affect how people think and feel.</p>	<p>Horrendous Humans Health and Well-being Begin to understand some of the bodily and emotional changes in their life, and with support how to deal with these.</p> <p>Begin to express simple ideas about how to develop healthier lifestyles.</p> <p>With Support, list some commonly available substances and drugs that are legal and illegal. Begin to say their effects and risks.</p>	<p>Let's stick to the nuts and bolts Living in the wider world Begin to explore with support, how the media presents information.</p> <p>To begin to understand that resources can be allocated in different ways and that these economic choices affect individuals.</p> <p>With support begin to research, discuss and debate topical issues, problems and events.</p> <p>Relationships Begin to identify different types of relationships and how to maintain good relationships.</p>
<p>Year 4</p>	<p>Natural Disasters! Living in the wider world: linked to topic *To research, discuss and debate topical issues, problems and events that are of concerns to them and offer their recommendations relating to Natural Disasters. *To resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices. *Understand what being part of a community means locally and nationally and how communities can support each other.</p> <p>Relationships: To listen and respond respectfully to a wide range of people, to feel</p>	<p>Egyptians Relationships: Discrete for Anti Bullying week: To recognise bullying and abuse in all its forms including prejudice in person and online, online and social media; To recognise when people are being unkind to either them or others and how to respond and who to tell and what to say; to recognise different types of teasing and bullying and to understand that these are wrong and unacceptable; to develop strategies to resist teasing and/ or bullying who to go to for help and how to get help. To understand the impact beyond the present moment that name-calling, teasing and bullying has on an individual now and in the future.</p>	<p>Journey to the River Sea Living in the wider world: linked to topic *To understand that they have different kinds of responsibility, right and duties towards the environment and how they can support these linked to Rainforest deforestation. *To research, discuss and debate topical issues, problems and events that are of concerns to them and offer their recommendations relating to Deforestation and Environmental decay in South America.</p>	<p>Journey to the River Sea Relationships: linked to topic *To recognise and respond appropriately to a wide range of feelings in others. *To recognise what forms a positive and healthy relationship and develop the skills to form and maintain positive relationships. *To recognise when relationships can be unhealthy and know who they can talk to. *To understand the impact of their actions on others. *To learn how to recognise and respond to other people's feelings appropriately.</p>	<p>Midsummer Night's Dream! Relationships: linked to topic *To recognise and respond appropriately to a wider range of feelings in others. * To learn how to make informed decisions recognising that choices can have positive and negative consequences. *To learn that their actions affect themselves and others within the context of today and learning from the topics. *To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise linked to topic.</p>	<p>Viking Victory! Health and wellbeing: linked to E-Safety *To discuss and debate what positively and negatively impacts on their physical, mental and emotional health. *To recognise how images in the media and online do not always reflect reality and can impact emotional and mental wellbeing. Relationships: linked to topic *To recognise and respond appropriately to a wider range of feelings in others. * To learn how to make informed decisions recognising that choices</p>

	<p>confident to raise their own concerns, to recognise and care about other people's feeling and try to see and understand other people's points of view.</p>	<p>Health and wellbeing: linked to topic *To learn about change including transitions (loss, separations, divorce and bereavement) and how people manage these – linked to RE. *To discuss loss and the feelings associated with this. *To understand how people's needs change as they age. *To learn how to make informed decisions recognising that choices can have positive and negative consequences.</p>				<p>can have positive and negative consequences.</p> <p>*To learn that their actions affect themselves and others within the context of today and learning from the topics.</p> <p>*To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise linked to topic.</p>
<p>Year 5</p>	<p>It's all Greek to Me!</p> <p>Living in the wider world:</p> <p>*Understand why and how rules and laws that protect them and others are made and enforced.</p> <p>*Understand why different rules are needed in different situations and how to take part in making and changing rules that they have different kinds of responsibilities.</p> <p>*To understand rights and duties at home, at school, in the community and towards the environment.</p> <p>*Continue to develop the skills to exercise these responsibilities.</p> <p>*Continue to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>*Through History study, understand what being part of a community means, and about the varied institutions that support communities locally and nationally and how this contrasts and compares to life in the UK today.</p>	<p>Earth and Beyond!</p> <p>Relationships: Linked to English Text</p> <p>*To recognise and respond appropriately to a wide range of feelings in others.</p> <p>*To recognise what forms a positive and healthy relationship and develop the skills to form and maintain positive relationships.</p> <p>*To recognise when relationships can be unhealthy and know who they can talk to.</p> <p>*To understand the impact of their actions on others.</p> <p>*To discuss "keeping secrets" and debate when they should or shouldn't agree.</p> <p>*To learn how to recognise and respond to other people's feelings appropriately.</p> <p>Relationships:</p> <p>Discrete for Anti Bullying week: To recognise bullying and abuse in all its forms including prejudice in person and online, online and social media; To recognise when people are being unkind to either them or others and how to respond and who to tell and what to say; to recognise different types of teasing and bullying and to understand that these are wrong and unacceptable; to develop strategies to resist teasing and/ or bullying who to go to for help and how to get help. To understand the impact beyond the present moment that name-calling, teasing and bullying has on an individual now and in the future.</p>	<p>Mayan Madness!</p> <p>Health and wellbeing:</p> <p>Understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>*To recognise what constitutes a healthy, positive relationships and develop the skills to form and maintain positive relationships.</p> <p>*How commonly available substances and drugs effect their bodies including alcohol, tobacco and energy drinks and can damage their immediate and future health and safety. To understand that some drugs are illegal to own, use and give to others.</p> <p>Living in the wider world:</p> <p>*To understand the need for sustainability on the environment and how this affects individuals, communities and countries across the world e.g. fair trade, deforestation and explore how these are represented in the media – understanding bias in media.</p>			

<p>Year 6</p>	<p>Tempest: Relationships: *To learn to communicate their feelings to others.</p> <p>*To recognise how others show feelings and how to respond.</p> <p>*To recognise that their behaviour can affect other people.</p> <p>*To offer constructive support and feedback to others.</p> <p>*To identify and respect the differences and similarities between people.</p> <p>*To begin to understand the term prejudice relating to Caliban and Natives.</p>	<p>Scrooge Relationships: *To learn to communicate their feelings to others.</p> <p>*To recognise how others show feelings and how to respond.</p> <p>*To recognise that their behaviour can affect other people.</p> <p>*To offer constructive support and feedback to others.</p> <p>*To begin to understand the term prejudice relating to children, economic and how this influences others behaviour.</p> <p>*To understand and be able to exemplify healthy and positive relationships from Scrooge and relate to their own understanding.</p> <p>*To understand the cause and effect of actions on their own and others' lives relating to the text.</p> <p>Relationships:</p> <p>Discrete for Anti Bullying week: To recognise bullying and abuse in all its forms including prejudice in person and online, online and social media; To recognise when people are being unkind to either them or others and how to respond and who to tell and what to say; to recognise different types of teasing and bullying and to understand that these are wrong and unacceptable; to develop strategies to resist teasing and/ or bullying who to go to for help and how to get help. To understand the impact beyond the present moment that name-calling, teasing and bullying has on an individual now and in the future.</p>	<p>Evolution Health and Wellbeing *To understand 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'</p> <p>*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</p>	<p>WW2: Relationships: *To understand the differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity</p> <p>Health and Wellbeing: To understand and recognise the influence that pressure can have on people and their behaviour in unacceptable or risky ways and how these can also be influenced by media linked to propaganda through to social media.</p> <p>Living in the wider world: *To understand that there are basic human rights shared by all people, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child context and reflecting on present.</p> <p>*To understand universal laws are there to protect everyone and have primacy both over national law, family and community practices.</p> <p>*To realise the consequences and effects of religious discrimination of individuals and communities historically and now.</p> <p>*To debate and resolve differences relating to history by looking at different alternatives and seeing and respecting others points of view.</p> <p>*To recognise the role of community with regard to wellbeing within the historic.</p>	<p>London – Summer term Living in the wider world: *To realise the consequences and effects of discrimination (including racial, cultural and sexual) of individuals and communities now.</p> <p>*To know that there are some cultural practices which are against British Law and universal human rights such as FGM.</p> <p>*To understand universal laws are there to protect everyone and have primacy both over national law, family and community practices.</p> <p>*To understand that they have responsibilities, rights and duties at home, school and in the community and to continue to develop and exercise these skills.</p> <p>Relationships: Linked to Transition planning for Secondary *Discuss and debate how to maintain positive and healthy relationships when transitioning to secondary school.</p> <p>*To recognise and find strategies that will support them if they are concerned with relationships in their new school, at home or in the community and who they can talk to.</p> <p>*To recognise signs of unhealthy friendships and identify people who can support them.</p> <p>Health and Wellbeing: *To reflect on and celebrate their achievements, identify their strengths and areas for improvements setting high aspirations and goals.</p> <p>*To recognise what conflicting emotions are and what they could do to try and overcome these.</p> <p>*To discuss and recognise their feelings relating to transition and support one another on their journeys.</p> <p>*Link to SRE policy and scheme – Reproduction</p> <p>*Understanding they have the right to protect their body from inappropriate and unwanted contact.</p> <p>*Learning to understand the difference between risk, danger and hazard.</p>
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Through our ethos and our principles we underpin our curriculum with;

Relationships	Health and Wellbeing	Living in the wider world
<p>To respect and listen to other people’s opinions and try and understand them, yet be confident enough to challenge them as we need to.</p> <p>To take responsibility for our own actions and understand how these affect others.</p> <p>To listen to a wide range of people; feeling confident to raise our concerns and care about each other’s feelings demonstrating our respect.</p> <p>To work together to achieve our goals.</p>	<p>Reflect on their achievements, identify their strengths and areas for development.</p> <p>Set high goals and aspirations.</p> <p>Recognising that increase independence brings increased responsibility.</p> <p>That we are responsible for our actions, words and thoughts and all have consequences positively and negatively on us and those around us.</p> <p>To learn and apply the school rules and recognise that these are to keep us and others safe including; Our School Rules, Fire Safety exit plans.</p>	<p>To be part of a community and understand what part we play in this.</p> <p>Appreciate and celebrate the diversity of our community.</p> <p>To take time to get to know one another and understand how our cultures influence our ideas, values and customs and share our own.</p>
<p>Underpinned by our 5R’s of learning and 7 Habits</p>	<p>Underpinned by our 5R’s of learning and 7 Habits</p>	

In all that we do, in all that we are and in all that we expect and strive to provide.