



Osmotherley CP Primary School: PSHE (including RSE) Curriculum 2020/21

'PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.' PSHE Association

Intent

At Osmotherley Primary School we take seriously our responsibility to "promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep pupils safe. We believe that our PSHE curriculum helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

We recognise that, as a rural school, some pupils have limited opportunities to experience cultural diversity so we ensure that this is addressed fully in our curriculum, PSHE at Osmotherley School promotes diversity and helps children to express their own personal identity and culture.

We ensure that within our PSHE curriculum we address safeguarding issues that are particularly relevant to our area:

1. Our proximity to areas of water (Cod Beck reservoir and river) where there have been fatalities in the recent past.
2. There is a lot of traffic in the village and the roads leading out of the village towards Cod Beck Reservoir and Thimbleby do not have pavements. Cars travel at speed along these roads making them hazardous for pedestrians and cyclists.
3. Some of the families at Osmotherley School who live on farms or work as gamekeepers have firearms at home.
4. As the North York Moors National Park is an area of outstanding beauty and a popular destination for walkers, cyclists and other visitors, Osmotherley has many visitors so seeing strangers around the school is not unusual. This could have implications, for example, the risk of County Lines.

Implementation

PSHE in EYFS

At Osmotherley Primary School, children in EYFS develop skills that form a crucial foundation for later teaching of PSHE/Relationship at KS1. Both curriculums complement each other, providing opportunities for progression throughout the school. The PSHE curriculum in EYFS is largely covered in the following areas: Personal, Emotional and Social Development and Health and Self Care.

The Entitlement Framework at Key Stages 1-2 is structured into 5 themes:

- Me and My Relationship
- Keeping Myself Safe
- My Healthy Lifestyle
- Me and My Future
- Becoming an active citizen

Intended learning outcomes for the themes above are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives.

Links with Statutory National Curriculum requirements

It is important that cross curriculum links are made for the pupils with related topics in Science, Computing, RE, History, Design and Technology and other related subjects taught at the school.

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship are covered within the themes (risk taking and keeping safe are weaved throughout the aspects):

Relationships and Sex Education	Online safety
Drugs, Alcohol and Tobacco and wider risk taking behaviours	Careers education and personal finance
Citizenship	Healthy Lifestyles (Physical and Emotional Wellbeing) Emotional health and wellbeing

How PSHE will be taught at Osmotherley School?

PSHE at Osmotherley will be taught in weekly sessions ensuring that:

- learners have the opportunity to acquire new knowledge, understanding, skills and attitudes in a safe, secure and positive environment.
- planning informed by needs analysis
- discussions of sensitive and controversial issues are skilfully managed and spontaneous issues are responded to appropriately by teachers
- teaching and learning is active
- learners' progress is assessed

We encourage active engagement in lessons and provide a variety of activities to stimulate, encourage and interest children. We make connections between learning in PSHE and real life experiences children have encountered or may be likely to. Links are often made between PSHE and other subjects, for example, PE, RE and Science. Many elements of the PSHE curriculum are embedded elsewhere in our school, particularly in our core values and learning behaviours.

RSE is taught using some resources from the Yasmine and Tom scheme of learning (FPA) and from the Busy Bodies materials.

PSHE Progression and End Points

Early Years Expected by end of Reception year	Key Stage 1 Years 1 and 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4	Upper Key Stage 2 Years 5 and 6 Expected by end of Y6
School Values (YR to Y6) Respect, Resilience, Empathy, Reflection (assemblies)			
Me and My Relationships			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Relationships</p>	<p>Know how to initiate conversations, attend to and take account of what others say.</p> <p>Know how to explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>Know how to play co-operatively, taking turns with others.</p> <p>Know how to take account of one another's ideas about how to organise their activity</p> <p>Know how to show sensitivity to others' needs and feelings</p> <p>Know how to form positive relationships with adults and other children (ELG)</p> <p>Understand that own actions affect other people, e.g. becoming upset or trying to comfort another child when they realise they have upset them.</p> <p>Know how to take steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Talk about how they and others show feelings,</p> <p>Talk about their own and others' behaviour, and its consequences, and know that</p>	<p>Know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences</p> <p>Know that family and friends should care for each other and families can give love, security and stability</p> <p>Know the characteristics of a healthy family life and the importance of caring for each other and spending time together (Y2)</p> <p>Know that when relationships both on and offline make them feel unhappy or unsafe they are able to ask for help</p> <p>Name people who look after them, their networks and who to go to if they are worried about anything on and offline and how to attract their attention</p> <p>Know what being a good friend means both on and offline and how they should make us feel happy and secure (the 'recipe' for being a good friend both on and offline and that trust is a core ingredient)</p> <p>Know that there are different types of negative behaviours, bullying and teasing both on and offline They know that these behaviours are wrong and know how to deal with them including if they experience or witness it, they know how to get help</p> <p>Know how to play and work cooperatively</p> <p>Know how to listen to other people and show them respect and respect their viewpoints</p> <p>Know how to share appropriately</p> <p>Know how to recognise that their behaviour affects others both on and offline</p> <p>Know the difference between right and wrong, fair and unfair and kind and unkind, both on and offline</p>	<p>Know how to identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline</p> <p>Know how other families are similar or different to mine (this includes same sex), respect those differences and know that families are characterised by love and care</p> <p>Know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships (Y4)</p> <p>-how to recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people (Y4)</p> <p>Know that relationships both on and offline may change over time and how to ask for help if this make them unhappy</p> <p>Know how to judge what kind of physical contact is acceptable or unacceptable and how to respond -including who they should tell and how to tell them</p> <p>Know the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult</p> <p>Know that it is OK to be different to others</p> <p>Know about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring</p> <p>Name people who look after them, their networks and who to go to if they are worried about anything on or offline and how to attract their attention</p>	<p>Know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent</p> <p>Know what boundaries are appropriate in friendships with peers and others both on and offline</p> <p>Be aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and have the skills to form and maintain a healthy relationship</p> <p>Name people who look after them, their networks and who to go to if they are worried about anything on or offline or about their health and how to attract their attention</p> <p>Know how to respond safely and appropriately to adults they meet (including online) whom they do not know</p> <p>Know the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate they feel able to confidentially challenge their view point</p> <p>Recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</p> <p>Know where individuals, families and groups can get help and support</p> <p>Know that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</p> <p>Know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships)</p> <p>Recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)</p>
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<p>some behaviour is unacceptable.</p> <p>Speak confidently to others about own needs, wants, interests and opinions.</p> <p>Describe self in positive terms and talk about abilities.</p> <p>Try new activities confidently, and say why they like some activities more than others.</p> <p>Know how to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities. -say when they do or don't need help</p> <p>Be aware of the boundaries set, and of behavioural expectations in school</p> <p>Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Work as part of a group or class, understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Form positive relationships in school that supports mutual respect and understanding</p>	<p>Know how to recognise there are different types of teasing both on and offline</p> <p>Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Know how to be nice to people both on and off line</p> <p>Identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) (Y2)</p> <p>Vocabulary: Families relationships</p>	<p>Know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent/ know the features of good healthy friendship both on and offline and have the skills to manage a falling out</p> <p>Know how to describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if they are not the target of the behaviour and know how to get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p> <p>Know how to empathise with other people and understand how people can react differently to the same situation</p> <p>Know how to listen to and show respect for the views of others both on and offline</p> <p>Know the importance of valuing myself</p> <p>Know how to recognise and challenge stereotypes (including supporting trans children)</p> <p>Know about change and loss including separation, divorce and bereavement and the associated feelings</p> <p>Know how to feel good about myself and my body and having an understanding of how the media presents 'body image'</p> <p>Know how to recognise my worth as an individual and the worth of other people</p> <p>Understand a range of feelings and how these make me feel both emotionally and physically</p> <p>Know how to respond appropriately to other people's feelings</p>	<p>Know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong including when to share a confidential secret all of which can happen both on and offline</p> <p>Realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities</p> <p>Know how to recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>Understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult</p>
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	and that celebrates and acknowledges differences. Learn about different kinds of relationships and to develop relationships that promote social competence.			
Covid 19	Wash hands following Covid guidance Know how to sneeze into your elbow if you don't have a tissue	Wash Hands Know how to 'catch it, bin it, kill it' Understand that these routines will help to protect vulnerable people e.g. grandparents Vocabulary: vulnerable routine	Know simple, safe routines to prevent the spread of bacteria and viruses (including Covid 19) Vocabulary: bacteria virus	Know simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation (including Covid 19) Vocabulary: vaccine immunisation
Growing Up /Puberty	Know that what is in your pants is private (PANTS)	Know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change (Y2) Know the names for the main body parts (including external genitalia) and why it is important to keep them private and understand what is meant by 'privacy'; their right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends (PANTS) Know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers) (Y2) Know the similarities/differences between most boys and girls(Y2) Vocabulary: penis testicles vagina breasts	Know that my body and emotions will change as I grow older and I know the importance of taking care of my own body Vocabulary: puberty emotions hygiene body changes	Know the ways in which children grow and develop in puberty – physically and emotionally Know how to manage my periods (menstruation) or understand how girls manage their periods and be respectful of this Understand the physical and emotional changes they will go through at puberty and recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way Know how to look after their body and health as they go through puberty Know about human reproduction including conception Vocabulary: menstruation periods human reproduction conception

Keeping Myself Safe

Contextual (all year groups): water safety/ road safety/ adults you don't know/ fire-arms

Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe	Know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of /that all drugs can be harmful if not used properly	Know how to identify and explain how to manage risks in different situations including on and offline line	Know how to identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (farm (firearms), water and fire) and know how to call 999 in an emergency
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<p>(SCIENCE/PE)</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>Understand the need for safety rules –road, water, farm (including fire arms)</p> <p>Show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</p> <p>Show understanding of how to transport and store equipment safely (PE)</p> <p>Practice some appropriate safety measures without direct supervision</p> <p>-</p>	<p>Know that some substances can help or harm the body including household substances like dishwasher tablets</p> <p>Know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</p> <p>Understand the need for safety rules –road, fire, water, rail, farm (including fire arms), school environment, playground, online and home and I can follow the rules</p> <p>Understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online</p> <p>Know how to ask for help when they need it and name an adult (Y1) in school/ a range of people (Y2), who can help them and they know there are people and services who can help them including how to call 999 in an emergency (CHILDLINE 0800 1111) (NSPCC SPEAK OUT. STAY SAFE)</p> <p>Know that they have a responsibility to keep themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’ including knowing that they do not need to keep secrets both on and offline (NSPCC)</p> <p>Know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep (NSPCC)</p> <p>Use simple skills which will help to maintain their personal safety both on and offline (Y2)</p> <p>Know how to recognise and say what is right and wrong both on and offline (Y2)</p> <p>Vocabulary: medicines drugs substances solvents household products</p>	<p>Know how to make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline</p> <p>Know how to explain how their behaviour may have consequences for themselves and others both on and offline</p> <p>Demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, water/swimming, farm (including fire arms), etc.</p> <p>Know school rules for health and safety, basic first-aid procedures and where to get help for themselves and others in need including how to call 999 in an emergency</p> <p>Describe what risk means to them both on and offline</p> <p>Know how to take responsibility for their own behaviour and safety and realise that actions have consequences both on and offline (COMPUTING-DIGITAL FOOTPRINT)</p> <p>Recognise, predict and assess risk, relating to themselves and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and know how to call 999 in an emergency (CRUCIAL CREW??)</p> <p>Know some effective strategies to cope with peer influence and peer pressure both on and offline</p> <p>Vocabulary: peer pressure risk actions consequences safety procedures protection predict personal safety</p>	<p>Know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks</p> <p>Know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know both on and offline and the media</p> <p>Know how to take responsibility for their own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency (Mini-Medics)</p> <p>Know how to recognise the responsibility they have both on and offline due to increased independence and can keep themselves and others safe</p> <p>Know how to respond to challenges including recognising, managing and assessing risks in different situations both on and offline and manage them responsibly</p> <p>Know how to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, ‘habit’ and why habits can be hard to change</p> <p>-</p> <p>Vocabulary: assessing risk responsible legal/illegal first aid alcohol tobacco e-cigarettes physically emotionally mentally</p>
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Keeping Safe Online

Know that people you don't know are strangers and this applies online as well as well as off line

Know that when people they don't know ask them for private information they don't share it online or in person
(Chicken Clickin')

Know that the internet has many benefits but know they need to balance their time spent on and offline and understand that some websites, games and social media sites have age restrictions and adhere to the age rating of computer games

Know that when people they don't know ask them for private information they don't share it online or in person

Know that people sometimes behave differently online, including friends or by pretending to be someone they are not

Know that people you don't know are strangers and this applies online as well as well as off line
Understand what a healthy online friendship is and be aware of the risks associated with people they have never met

Understand a range of risks when communicating online and demonstrate ways of reducing the risk to ensure they are safe online

Know what to do to get help if they see something they are unhappy with online

Vocabulary: online offline

Know that the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games

Understand the need to keep some information private in order to protect themselves when communicating online and implement strategies to do this

Have a growing understanding of a range of risks when communicating online and demonstrate ways of reducing the risk to ensure myself and my friends are safe online

Recognise how online communications (including from friends) may be used for manipulation or persuasion and have ways of managing this.

Know how to recognise and display respectful behaviour online

Know how to report concerns and get support with issues online

Know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable

Know that the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games

Know how to present themselves safely online and understand the potential risks of providing personal information online

Know how to use a range of strategies to protect their personal information, including passwords, addresses and images of themselves and others

Know how some people use online technology to bully other people and know how to seek help if this happens to them or to a friend

Understand that the person that I think I am communicating with on-line may not be who they say they are.

Know how to manage requests for images of themselves or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable and are concerned by such a request

Recognise that not all information on the internet is accurate or unbiased (advertising) and have strategies for identifying the origin of a website (COMPUTING)

Know how to select appropriate tools to collaborate and communicate confidently and safely with others, including friends they know in real life

Know how to recognise risks, harmful content and contact and know how to report them

Know about online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so understand the need to use respectful language and know the legal consequences for sending offensive online communications

Vocabulary: online

				<p>Know how the media (advertising and internet) may influence my opinions and choices</p> <p>Know how their information and data is shared and used online</p> <p>Know how to be a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>Know how to report concerns and get support with issues online</p>
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My Healthy Lifestyle

Healthy Lifestyle	<p>Children will develop a positive self-image and high self-esteem to give them the confidence to make the most of opportunities, to communicate effectively and to explore the world around them.</p>	<p>Know the importance of personal hygiene and know how to wash my hands properly (Covid 19), regularly wash my body and clean my teeth twice a day</p> <p>Know how diseases (including Covid 19), are spread and how they can be controlled and my responsibilities for my own and others health,</p> <p>Understand what physical and mental health means and that all humans have it</p> <p>Know how to keep my body healthy and look after my emotional wellbeing</p> <p>Know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and they can give examples of what I do on a daily and on a regular basis to keep themselves healthy (Science/PE)</p> <p>Know how to recognise what they like and dislike, how to make real, informed choices that improves their physical and emotional health and to recognise that choices can have good and not so good consequences</p> <p>Know how to make simple choices to improve their physical and emotional health</p>	<p>Know how to make choices about their lifestyle to improve their health and well-being and recognise that choices can have good and not so good consequences</p> <p>Know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis</p> <p>Know the benefits of physical exercise and time outdoors (PE, Forest School)</p> <p>Know how to identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors</p> <p>Know what is meant by a healthy diet (including understanding calories, and nutritional content) (DT)</p> <p>Know how to make informed choices about healthy eating and exercising</p> <p>Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</p>	<p>Know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.</p> <p>Know the importance of good oral hygiene, including regular visits to the dentist (SCIENCE)</p> <p>Know where individuals, families and groups can get help and support both on and offline.</p> <p>Know how to manage their time to include regular exercise and self-care techniques to look after their mental and physical health such as relaxation</p> <p>Know how to recognise opportunities to make their own choices about food, what might influence their choice and the benefits of eating a balanced diet</p> <p>Understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs</p> <p>Understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on their physical and mental wellbeing</p> <p>Understand early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Vocabulary: exposure weight loss skin damage sun protection active/inactive adolescence balanced diet Regular exercise oral hygiene support positive self-image</p>
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Emotional well-being	<p>Children will gain a knowledge and understanding of their own culture and community to help them develop a sense of belonging and a strong self-image.</p>	<p>Know how to talk about their emotions and recognise them in others (CHECK IN)</p> <p>Know what makes them happy</p> <p>Know what being resilient means to them and have strategies they can use (ASSEMBLY)</p> <p>Know some of the reasons why change can feel uncomfortable and know some of the ways of dealing with the feelings that sometimes arise from changes (e.g. Covid 19)</p> <p>Know that even changes we want to happen can sometimes feel uncomfortable but can identify ways I manage those feelings (Covid 19)</p> <p>Know how to recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</p> <p>Know simple strategies to manage their feelings</p> <p>Vocabulary: Mental health well-being feelings resilient</p>	<p>Know how to look after their mental wellbeing through some self-care techniques, e.g. relaxation, benefits of hobbies and interests etc. (Covid 19)</p> <p>Know how to communicate their feelings to others, recognise how others show feelings and know how to respond appropriately to other people's feelings (World Mental Health Day Assembly)</p> <p>Understand what being resilient means to them and have strategies they can use (Covid 19) (ASSEMBLY)</p> <p>Understand why other people are behaving as they are when they are finding change difficult</p> <p>Understand a range of feelings and how these make them feel both emotionally and physically</p> <p>Have a range of strategies for managing and controlling strong feelings and emotions</p> <p>Know how to recognise their worth as an individual and the worth of other people</p> <p>Know how to identify positive things about themselves, recognise some of their mistakes and learn from them</p> <p>Know how to make some changes quickly and easily but also understand that some changes are hard and can take a long time</p> <p>Vocabulary: communicate strong feelings emotionally physically self-care relaxation hobbies interests positive</p>	<p>Know how to deal positively with their feelings and recognise a range of emotions in others and can explain the intensity of their feelings to others</p> <p>Understand what resilience is and have strategies they can use to build their own resilience</p> <p>Know how to resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>Know some of the ways of dealing with the feelings that sometimes arise from changes (Covid 19)</p> <p>Know how to recognise that they may experience conflicting emotions and when they need to listen to and overcome their emotions</p> <p>Have an understanding of mental ill health and how important it is for people to get early help to support them</p> <p>Understand that the media can have a positive and negative effect on mental health, e.g. body image</p> <p>How change can impact with our feelings of belonging</p> <p>Vocabulary: body image intensity resolve alternatives conflicting emotions belonging</p>
	Me And My Future			
	<p>Know how to recognise the coins and notes we use (Maths)</p> <p>Know how to choose the correct value of coins and calculate change (Maths)</p> <p>Know that we have to pay for what we buy</p>	<p>Know how to look after and handle money in everyday situations</p> <p>Know how to save money</p>	<p>Know how to make considered decisions about saving, spending and giving</p> <p>Know how to differentiate between essentials and desires – needs and wants</p>	

	<p>Know that we can pay for things in a range of ways and that even when not using cash, money is being used</p> <p>Know how to keep money safe</p> <p>Know that they don't have to spend their money but can save it to use later</p> <p>Know how to explain the difference between needs and wants</p> <p>-that individuals and families have to find ways to balance wants and needs</p> <p>-understand that it may not be possible to have everything you want, straight away, if at all</p> <p>Vocabulary: coins notes</p>	<p>Know how to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>Know there are different ways to gain money, including earning it through work</p> <p>Understand that money is a finite resource for individuals, institutions and the community</p> <p>Begin to develop an understanding that people have different financial circumstances</p> <p>Begin to understand the different values and attitudes that people have with regard to money</p> <p>Know why we have charities</p> <p>Vocabulary: Charity</p>	<p>Understand 'value for money' and make informed choices to get 'value for money'</p> <p>Know how to assess 'best buys' in a range of circumstances</p> <p>Know how to understand and manage feelings about money, their own and others</p> <p>Know that people buy things online and have online bank accounts and passwords to keep money safe</p> <p>Vocabulary: bank account spending saving essentials desires value for money</p>
	<p>Know how to describe the work that people do in their family, their school and where they live.</p>	<p>Recognise the range of jobs carried out by people they know</p> <p>Explain why people work and the different jobs that people do and challenge some of the work stereotypes</p>	<p>Know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and be aware of some of the rights and responsibilities when it comes to treating people fairly</p> <p>Understand that money we earn also supports the community</p> <p>Know that there are a range of earnings for different jobs</p> <p>Understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc.)</p> <p>Describe how people's careers are different and how they develop in different ways and be aware that people feel differently about the different types of work they do</p> <p>Reflect on what they have learnt about careers, employability and enterprise activities and experiences and how the learning relates to their choices</p>

			<p>Describe a range of local businesses and how they are run and the products and / or services they provide Understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act</p> <p>Know how to keep myself safe when working and what the law says to protect workers</p>
<p>Children will be encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.</p>	<p>Know how to set themselves simple goals</p> <p>Know how to identify positive things about themselves and recognise and celebrate their strengths and say what they enjoy about school and things they do outside of school</p> <p>Understand that the choices we make affect ourselves and others</p> <p>Understand why learning is important</p> <p>Know how to be positive about who they are, what they have achieved and take into account what other people say about them</p> <p>Be aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)</p>	<p>Be aware that the learning choices they make will affect their future options.</p> <p>Talk positively about what they like to do and what they would like to do in the future</p> <p>Explain how they will develop skills for work in the future</p> <p>Identify their strengths, areas for improvement and set high aspirations and goals</p> <p>-</p>	<p>Understand how I can develop skills to make a contribution in the future</p> <p>Start to consider what they like , what they are good at and what they enjoy doing and talk positively about their strengths</p> <p>Understand the importance of making a good impression when going through a selection process and demonstrate some of the skills required to do this</p> <p>Recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising</p>
	<p>Be able to identify positive achievements during their time in Year 1/2</p> <p>Be able to identify their strengths, areas for improvement and set themselves some goals for Year 2/3</p>	<p>Be able to identify positive achievements during their time in Year 3/4</p> <p>Be able to identify their strengths, areas for improvement and set themselves some goals for Year 4/5</p>	<p>Identify positive achievements during my time in Year 5 /6 at primary School</p> <p>Identify my strengths, areas for improvement and set myself some goals for Year 6 / looking forward to Year 7</p>
Becoming An Active Citizen			
<p>Learn to develop anti-discriminatory attitudes by exploring their own culture and appreciating the</p>	<p>Know how to express a simple opinion, agreement and disagreement</p>	<p>Know how to participate in making and changing rules (School Council)</p>	<p>Know what democracy is and how a democratic government works (Picture News)</p>

<p>similarities and differences in those of others – (e.g. diverse books)</p>	<p>Know how to respectfully ask questions and listen to the answers</p> <p>Play a full part in the life of my classroom and contribute positively to the life of the class and the school</p> <p>Know how to agree and follow rules for my group and classroom</p> <p>Understand the role of the school council and be able to vote for the members (and have contributed an idea to the school council -Y2)</p> <p>Know how to take part in discussions/simple debate with others about topical issues (Picture News)</p> <p>Know that people and other living things have needs and recognise their own responsibility to meet those needs (Science/Forest School)</p> <p>-</p> <p>Know that I belong to different groups and communities ie school, family (RE)</p> <p>Know what improves and harms the environment and about some of the ways people look after them (Geography)</p> <p>Know some ways to look after their environment (Science/Geography)</p> <p>Vocabulary: community debate vote election environment harms improves</p> <p>Private/privacy Mental health/ well-being</p>	<p>Know why different rules are needed in different situations</p> <p>Know that choices we make can impact on the local, national and global communities (Geography)</p> <p>Know where to find impartial advice to inform my decision making</p> <p>understand the media can be biased (Computing)</p> <p>Empathise with other people and situations through topical issues, problems and local and global events (Picture News)</p> <p>Acknowledge that others have different points of view both on and offline</p> <p>Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school (SCHOOL COUNCIL MEETINGS)</p> <p>Recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers</p> <p>Know how to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism</p> <p>Demonstrate respect and tolerance both on and offline towards people different from themselves (Class reading books, e.g. Boy at the Back of the Class, Wonder)</p> <p>Know that to resolve differences they need to respect other people’s point of view and respect</p>	<p>Know how to take part in democratic events in school (eg: voting for school council)</p> <p>Understand the consequences of breaking the law and how the criminal justice system works in the UK (Community PO visit)</p> <p>Know how to access local and national support groups both on and offline</p> <p>Know that circumstances in other countries and cultures may be different from our own (Books/ Geography/ Picture News)</p> <p>Understand why some people have chosen to leave their country and migrate to the UK (Books) And understand the difference between economic migrant, asylum seeker and refugee (<i>The Suitcase/ Boy at the Back of the Room/ The journey/ Lubna and the Pebble/ The Wisp</i>)</p> <p>Know about Fair Trade and what it means</p> <p>Know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc.)</p> <p>Understand that choices we make as individuals, a community and a nation impact internationally</p> <p>Beginning to understand that ‘poverty’ might have different meanings to different people in different circumstances</p> <p>Know how to recognise and challenge stereotypes (Books)</p> <p>Know where to find impartial advice to inform my decision making and understand about media bias</p> <p>Know how to express views and write about my opinions confidently and listen to and show respect for the views of others (Picture News)</p>
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		<p>their decisions but be able to explain their choices and viewpoints</p> <p>Understand how my choices may impact on the environment (Geography)</p> <p>Describe the values of the school and know why they are important (RESPECT/RESILIENCE/EMPATHY/REFLECTION)</p> <p>Describe the 'British Values' and give examples of what they mean in school and in society (Picture News)</p> <p>Demonstrate respect and tolerance both on and offline towards people different from themselves</p> <p>Vocabulary: stereotyping homophobia, transphobia biphobia racism nation</p> <p>Volunteer Rights Responsibilities Nation Local national global Influence Media Resources Community/ies Environment British Values Government Human rights Poverty Aggressive Assertive</p>	<p>Know how to resolve differences, looking at alternatives, making decisions and explaining choices</p> <p>Understand how democracy works in the UK at a local, regional and national scale (Picture News)</p> <p>Understand that there are other forms of government that are not democratic and can give some examples of these</p> <p>Understand what being part of a community means and take part more fully in school and community activities</p> <p>Understand the mental health benefits of community participation and volunteering</p> <p>Demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment</p> <p>Understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child (RRS/Picture News)</p> <p>Understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment</p> <p>Know how to research, discuss and debate topical issues, problems and events</p> <p>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation</p> <p>Be aware of how the media present information and that the media can be both a positive and negative influence</p> <p>Know how to critique how the media present information</p>
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			<p>Know how to discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p> <p>Vocabulary: economic migrant asylum seeker refugee international democracy ethnic identities multi-cultural migration racism UN Rights of the Child British Values regional national media bias controversial terrorism topical debate critique sensitive volunteering</p>
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IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS

IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

EYFS/KS1			KS2		
Year A			Year A and Year C		
Autumn	Spring	Summer	Autumn	Spring	Summer
Keeping Myself Safe	Me and My Relationships	Me and My Future	Me and My Relationships	Keeping Myself Safe	Me and My Future
<p>Assemblies Theme: Respect Current affairs/British Values/ UN Rights of the Child: Picture News NSPCC Speak out/ stay safe (Sept) World Mental Health Day (Oct) Anti-Bullying Alliance (Nov) Remembrance Poppy Appeal (Nov) Children in Need (Nov) Reindeer Run (local hospice) (Dec) Rev Bill/Jen – Harvest/Advent/Christmas</p>	<p>Assemblies Theme: Resilience Current affairs/British Values/ UN Rights of the Child: Picture News</p> <p>Comic Relief (March) Fire Service Mini-Medics</p> <p>Rev Bill/Jen - Lent/Easter Kerry's Way Award (Feb/April)</p>	<p>Assemblies Theme: Empathy Current affairs/British Values/ UN Rights of the Child: Picture News</p> <p>Community Police Officer visit Rev. Bill/ Jen - Next steps</p> <p>Kerry's Way Award (Oct/Dec) Leavers Service (July)</p>	<p>Assemblies Theme: Respect Current affairs/British Values/ UN Rights of the Child: Picture News</p> <p>NSPCC Speak out/ stay safe (Sept) World Mental Health Day (Oct) Anti-Bullying Alliance (Nov) Remembrance Poppy Appeal (Nov) Children in Need (Nov) Reindeer Run (local hospice) (Dec)</p>	<p>Assemblies Theme: Resilience Current affairs/British Values/ UN Rights of the Child: Picture News</p> <p>Comic Relief (March) Fire Service Crucial Crew (?)</p> <p>Rev. Bill/ Jen - Lent/Easter Kerry's Way Award (Feb/April)</p>	<p>Assemblies Theme: Empathy Current affairs/British Values/ UN Rights of the Child: Picture News</p> <p>Community Police Officer visit Mini-Medics Belarusian Children Visit (?)</p> <p>Fiver Challenge (June) Rev. Bill /Jen –Next steps Kerry's Way Award (May/July) Leavers Service (July)</p>

Kerry's Way Award (Oct/Dec)			Rev Bill/Jen – Harvest/Advent/Christmas Kerry's Way Award (May/July)		
Book:	Book:	Book: The Proudest Blue	Book: The Boy at the Back of the Class	Book: Wonder	Book:
Inspirational person Captain Sir Thomas Moore	Inspirational person	Inspirational person David Attenborough	Inspirational person Captain Sir Thomas Moore	Inspirational person Mary Anning	Inspirational person Emily Pankhurst
Year B			Year B and Year D		
Autumn	Spring	Summer	Autumn	Spring	Summer
Keeping Myself Safe	My Healthy Lifestyle	Becoming an Active Citizen	Keeping Myself Safe	Keeping Myself Safe	Becoming an Active Citizen
Assemblies Theme: Respect Current affairs/British Values/ UN Rights of the Child: Picture News NSPCC Speak out.Stay safe (Sept) World Mental Health Day (Oct) Anti-Bullying Alliance (Nov) Remembrance Poppy Appeal (Nov) Children in Need (Nov) Reindeer Run (local hospice) (Dec) Rev Bill/Jen – Harvest/Advent/Christmas Kerry's Way Award (Oct/Dec)	Assemblies Theme: Resilience Current affairs/British Values/ UN Rights of the Child: Picture News Comic Relief (March) Fire Service Rev. Bill/ Jen - Lent/Easter Kerry's Way Award (Feb/April)	Assemblies Theme: Empathy Current affairs/British Values/ UN Rights of the Child:: Picture News Community Police Officer visit Reverend Bill/ Jen - Next steps Belarusian Children Visit(?) Kerry's Way Award (May/July) Leavers Service (July)	Assemblies Theme: Respect Current affairs/British Values/ UN Rights of the Child: Picture News NSPCC Speak out/ stay safe (Sept) World Mental Health Day (Oct) Anti-Bullying Alliance (Nov) Remembrance Poppy Appeal (Nov) Children in Need (Nov) Reindeer Run (local hospice) (Dec) Rev Bill/Jen – Harvest/Advent/Christmas	My Healthy Lifestyle Assemblies Theme: Resilience Current affairs/British Values/ UN Rights of the Child: Picture News Comic Relief (March) Fire Service Rev. Bill/ Jen - Lent/Easter Kerry's Way Award (Feb/April)	Assemblies Theme: Empathy Current affairs/British Values/ UN Rights of the Child: Picture News Community Police Officer visit Rev. Bill /Jen Next steps Crucial Crew (?) Belarusian Children Visit(?) Fiver Challenge (June) Kerry's Way Award (May/July) Leavers Service (July)
Book	Book	Book Lubna and the Pebble	Book	Book	Book The Suitcase
Inspirational person	Inspirational person	Inspirational person	Inspirational person	Inspirational person Ada Lovelace	Inspirational person David Attenborough

