

PSHE SCHEME OF WORK- Following PSHE Association.

	Mental Health (Autumn 1)	Physical Health and Safety (Autumn 2)	Feelings and Relationships With Others (Spring 1)	SRE (Christopher Winters Project) (Spring 2)	Citizenship (Summer 1)	Community (Summer 2)	Anti-Bullying (autumn 2)	E-Safety (Digital Literacy scheme)
<p>Early Years</p> <p>Aspects of learning</p>	<p>Through ongoing interactions and modelling through the role of the key person, this system provides opportunities for our children to:</p> <p>Mental Health. <i>Self- Confidence and Self -Awareness:</i></p> <ul style="list-style-type: none"> - Develop a sense of self -worth, encouraging children to explore and talk about what they are learning, valuing their ideas and ways of doing things - Be able to self -regulate and develop the confidence to talk about and appropriately express their own needs and feelings <p>Physical Health and safety. <i>Health and Selfcare & Physical development:</i></p> <ul style="list-style-type: none"> - Understand their rights to be kept safe by others and encouraged them to talk about ways to avoid harming or hurting themselves or others - Find solutions to problems and conflicts - Collaborate with their peers to create explicit rules for the care and safety of themselves and others - Show an awareness of how to keep themselves healthy and safe through daily exercise and eating a healthy diet <p>Feelings and relationships with others. <i>Making Relationships & Managing Feelings and Behaviour:</i></p> <ul style="list-style-type: none"> - Play co-operatively and take turns, showing tolerance and empathy towards the needs of others - Work within in the rules and boundaries of the setting, showing an increasing awareness of social rules - Develop positive relationships with their peers and adults, showing kindness towards others and making significant and life-long friendships <p>Anti- bullying, <i>Managing Feelings and Behaviours:</i></p> <ul style="list-style-type: none"> - Show concern and respect for others and recognise when their actions hurt others - Name and talk about a wide range of feelings, showing an awareness that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. - Adjust their behaviour to different situations and are able to manage changes in their daily routines <p>Community. <i>Understanding of the world:</i></p> <ul style="list-style-type: none"> - Comment and ask questions about aspects of where they live and their community - Find out about their environment and community groups, by talking to people, examining photographs, simple maps and visiting local places - <p>Citizenship: <i>Democracy, rule of law, freedom for all and mutual respects for others</i></p> <ul style="list-style-type: none"> - See their role in the bigger picture, to know their views count, value each other’s views and values and talk about their feelings, for example when they do or do not need help - Make decisions by participating in activities that involve turn-taking, sharing and collaboration - Have opportunities to develop enquiring minds in an atmosphere where questions are valued. - Understand their own and others’ behaviour and its consequences, and learn to distinguish right from wrong. - Create the rules and the codes of behaviour - Develop a positive sense of themselves. Providing opportunities to develop their self-knowledge, self-esteem and increase their confidence in their own abilities - Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions - Show awareness of Inclusivity and tolerance where views, faiths, cultures and races are valued as they are engaged with the wider community - Discuss similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions. They share and discuss practices through different celebrations and experiences 							

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<p>Year 1</p>	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>H3- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>Trained councillor across 3 schools- whole school assembly on basic self care. -Workshop/circle with Hollie.</p>	<p>H1. what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health My Dentist Van</p> <p>H2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequence</p> <p>H6. the importance of, and how to, maintain personal hygiene My Dentist Van</p> <p>H12. rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety Road safety</p>	<p>R1- to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>R2- to recognise that their behaviour can affect other people</p> <p>R4- to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>	<p>LESSON 1: Different friends</p> <p>L1: To understand that we are all different but can still be friends.</p> <p>LO: Know that we can be friends with people who are different to us.</p> <p>LESSON 2: Growing and changing</p> <p>L1: To discuss how children grow and change.</p> <p>LO: Understand that babies need care and support. Know that older children can do more by themselves.</p> <p>LESSON 3: Families & care</p> <p>L1: To explore different types of families and who to ask for help. To identify who can help when families make us feel unhappy or unsafe.</p>	<p>L3- that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>L8- ways in which they are all unique; understand that there has never been and will never be another 'them'</p>	<p>L4- that they belong to different groups and communities such as family and school</p> <p>L5- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p>	<p>R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p> <p>R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>Antibullying week(Assembly and carousel of activities)</p> <p>Buddy scheme within KS or across full school</p>	<p>Pupils and students learn that they can go to exciting places online, but they need to follow certain rules to remain safe.</p> <p>Pupils and students search for pictures online by clicking on letters of the alphabet. They learn that directory sites with alphabetical listings offer one way to find things on the Internet.</p> <p>Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.</p> <p>Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.</p>
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				LO: Know there are different types of families. Know which people we can ask for help.				
Year 2	<p>H4. about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>-H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)</p> <p>Trained councillor across 3 schools- whole school assembly on basic self care.</p> <p>-Workshop/circle with Hollie.</p>	<p>H7. how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p> <p>My Dentist Van</p> <p>Local Nurse</p> <p>H11. that household products, including medicines, can be harmful if not used properly</p> <p>H12. rules for and ways of keeping physically and emotionally safe including safety in the environment, rail, water and fire safety</p> <p>Fire service visit</p> <p>community police visit</p>	<p>R3- the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>R5- to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>R6- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiations</p> <p>R7- to offer constructive support and feedback to others</p> <p>R8- . to identify and respect the differences and</p>	<p>LESSON 2: Differences</p> <p>LI: To introduce the concept of gender stereotypes. To identify differences between males and females.</p> <p>LESSON 2: Male & female animals</p> <p>LI: To explore some of the differences between males and females and to understand how this is part of the lifecycle.</p> <p>LO: Describe some differences between male and female animals. Understand that making a new life needs a male and female.</p> <p>LESSON 3: Naming body parts</p> <p>LI: To focus on sexual</p>	<p>L6- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p> <p>L7- about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</p>	<p>L9 - ways in which we are the same as all other people; what we have in common with everyone else</p> <p>L10- about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency</p> <p>All emergency services</p> <p>RNLI</p> <p>Guide dogs</p>	<p>R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.</p> <p>Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.</p> <p>Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information.</p>

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			similarities between people	differences and name body parts. LO: Describe the physical differences between males and females. Name the different body parts.				
Year 3	<p>H1. what positively and negatively affects their mental and emotional health <i>Yoga</i></p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p><i>Trained councillor across 3 schools- whole school assembly on basic self care.</i> <i>-Workshop/circle with Hollie.</i></p> <p><i>-Hollie across 3 schools- whole school assembly on basic self care.</i></p>	<p>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'</p> <p>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</p> <p>H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>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</p>	<p>R2- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R3- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R7- that their actions affect themselves and</p> <p>R9- the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret</p>	<p>LESSON 1: Body differences</p> <p>LI: To identify that people are unique and to represent those differences. Explore the differences between male and female bodies.</p> <p>LO: Know and respect the body differences between ourselves and others.</p> <p>Name male and female body parts using agreed words.</p> <p>LESSON 2: Personal space</p> <p>LI: To consider appropriate and inappropriate physical contact and consent.</p>	<p>L2- why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L4- 4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p><i>Community police</i></p>	<p>L9- what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p><i>Road safety officer</i></p> <p><i>Road Safety- contact</i></p> <p>L12- . to consider the lives of people living in other places, and people with different values and customs</p> <p><i>-Different religions of people living in Blyth-</i></p>	<p>R18. how to recognise bullying and abuse in all its forms (physical bullying-bullying in person) bullying both in person, online and through social media)</p> <p><i>ESafety Officer (Judith Davis)</i></p>	<p>Pupils and students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p> <p>Pupils and students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p>Pupils and students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages</p> <p>Pupils and students learn how to</p>

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		use this as an opportunity to build resilience		<p>LO: Understand that each person's body belongs to them. Understand personal space and unwanted touch.</p> <p>LESSON 3: Help and support</p> <p>LI: To explore different types of families and who to go to for help and support.</p> <p>LO: Understand that all families are different and have different family members. Identify who to go for help and support.</p>				communicate effectively by email, taking into account the purpose and audience of their message, and the tone they want to convey.
Year 4	<p>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 other.</p> <p>H7. to recognise that they may experience conflicting emotions and when they might</p>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H15. school rules about health and safety, basic emergency aid procedures, where and how to get help (First Aid St Johns)</p>	<p>R3- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</p> <p>R4- to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R8- to judge what kind of physical contact is acceptable or</p>	<p>LESSON 1: Changes</p> <p>LI: To explore the human lifecycle. To identify some basic facts about puberty.</p> <p>LO: Understand that puberty is an important stage in the human lifecycle. Know some changes that happen during puberty.</p>	<p>L2- why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>L3- to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration</p>	<p>L9- what being part of a community means, and about the varied institutions that support communities locally and nationally Visit local Mosque with Y3 in Blyth</p> <p>L6- to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to</p>	<p>R18. how to recognise bullying and abuse in all its forms (bullying online)</p> <p>Pupils and students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils and students identify actions that will make them upstanders in the face of cyberbullying.</p>	<p>Pupils and students explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens.</p> <p>How can you protect yourself from online identity theft? Pupils and students think critically about the information they share online.</p> <p>Pupils and students learn that</p>

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	<p>need to listen to, or overcome these</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>Trained councillor across 3 schools- whole school assembly on basic self care. -Workshop/circle with Hollie.</p>		<p>unacceptable and how to respond</p> <p>R12- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</p>	<p>LESSON 2: What is puberty?</p> <p>L1: To explore how puberty is linked to reproduction.</p> <p>LO: Know about the physical and emotional changes that happen during puberty. Understand that children change into adults to be able to reproduce if they choose to.</p> <p>LESSON 3: Healthy relationships</p> <p>L1: To explore respect in a range of relationships. To discuss the characteristics of healthy relationships.</p> <p>LO: Know that respect is important in all relationships including online. Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>of the Rights of the Child3</p>	<p>develop strategies for getting support for themselves or for others at risk Community Police PM</p> <p>-</p> <p>L8- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p>	<p>ESafety Officer (Judith Davis)</p>	<p>copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p>
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<p>Year 5</p>	<p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>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</p> <p>H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals</p> <p>Trained councillor across 3 schools- whole school assembly on basic self care. -Workshop/circle with Hollie.</p>	<p>H12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>R5- that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R6- that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</p> <p>R19- that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	<p>LESSON 1: Talking about puberty</p> <p>LI: To explore the emotional and physical changes occurring in puberty.</p> <p>LO: Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence.</p> <p>LESSON 2: The reproductive system</p> <p>LI: To understand male and female puberty changes in more detail.</p> <p>LO: Understand how puberty affects the reproductive organs. describe Describe what happens during menstruation and sperm production.</p> <p>LESSON 3: Puberty help & support</p> <p>LI: To explore the impact of</p>	<p>L13- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer Bank manager- contact</p> <p>L14- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p> <p>15- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>L6- to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk Community police</p> <p>L7- that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>Do any of the rights and responsibilities link?</p>	<p>R18. how to recognise bullying and abuse in all its forms (bullying through social media)</p> <p>R15. to recognise and manage 'dares'</p>	<p>Pupils and students learn how to create secure passwords in order to protect their private information and accounts online</p> <p>Pupils and students work together to outline common expectations in order to build a strong digital citizenship community. Each member of the class signs a We the Digital Citizens Pledge.</p> <p>Pupils and students learn what spam is, the forms it takes, and then identify strategies for dealing with it.</p> <p>Pupils and students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</p>
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				<p>puberty on the body and the importance of physical hygiene. To explore ways to get support during puberty.</p> <p>LO: Explain how to stay clean during puberty. Describe how emotions/relationships change during puberty. Know how to get help and support during puberty.</p>				
Year 6	<p>H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <p>H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p>H21. strategies for keeping emotionally safe</p> <p>Trained councillor across 3 schools- whole school assembly on basic self care.</p> <p>-Workshop/circle with Hollie</p>	<p>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</p> <p>Fire Service</p> <p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H21. strategies for keeping physically and emotionally safe (including road), and safety in the environment</p>	<p>R13- that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>R14- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling',</p>	<p>LESSON 1: Puberty and reproduction</p> <p>LI: To consider puberty and reproduction.</p> <p>LO: Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence.</p> <p>LESSON 2: Communication and relationships</p> <p>LI: Exploring the importance of communication and respect in relationships.</p>	<p>Careers and</p> <p>L-16 what is meant by enterprise and begin to develop enterprise skills</p> <p>Bede transition links (science, D&T, PE)</p>	<p>L-10- to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L17- . to explore and critique how the media present information</p>	<p>R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>R15. to recognise and manage 'dares'</p> <p>ESafety officer</p> <p>Community police</p>	<p>Pupils and students learn that the Internet is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.</p> <p>ESafety officer</p> <p>Community police</p> <p>Pupils and students explore Spider-Man's motto, "with great power comes great responsibility" through the lens of digital citizenship. They create comic strips show a digital superhero who witnesses an act of poor digital citizenship, and then helps resolve it.</p>

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		<p>(including rail, water and fire safety) Fire service</p> <p>H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>how to respond and ask for help)</p> <p>R16- to recognise and challenge stereotypes</p>	<p>LO: Explain some differences between a healthy and unhealthy relationships. Know that communication and permission seeking are important in relationships.</p> <p>LESSON 3: Families, conception & pregnancy</p> <p>LI: To consider different ways people might start a family.</p> <p>LO: Describe the decisions that have to be made before having children. know some basic facts about conception and pregnancy.</p> <p>LESSON 4- On-line relationships</p> <p>LI: To explore positive and negative ways of communicating in a relationship.</p> <p>LO: To have considered when it is appropriate to share</p>				<p>Pupils and students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval.</p>
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				personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.				
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