



Dringhouses Primary School PSHE September 2018 LTP

PSHE is taught through three core themes (as devised from the PSHE Association's Programme of Study), these are;

Core theme 1: Health and Wellbeing

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Core Theme 2: Relationships

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

Core Theme 3: Living in the Wider World

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives.

Each theme will be taught every year, with the class teachers deciding when to cover each objective.



Dringhouses Primary School shares the aims of the PSHE Association that PSHE education provides pupils with:

- Accurate, balanced and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge their own and other values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes, such as resilience, self-confidence, self-esteem and empathy.
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It is important to ensure that 3 levels of PSHE lessons, as defined by the PSHE association, are covered in each year:

- explicitly teach *about* an issue: the lessons that offer factual information
- explicitly teach how to *manage* an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- underpin the topic-specific learning: relevant learning (sometimes from earlier years and key stages) that provides the foundation for new explicit learning

PSHE and SRE can be taught in many ways and it is not expected that every lesson has a written outcome – our mantra is 'Quality not Quantity' and quality can be delivered in a multitude of ways including, but not exclusive to, circle times, class discussions, drama and role play, free play, class debates or completing written activities.



Year Group	Health and Wellbeing Objectives	Relationships Objectives	Living in the Wider World Objectives
Reception	<p><i>Link to Physical Development and People and Communities ELG</i></p> <ul style="list-style-type: none"> Children can talk about what they like and dislike Children understand that people are different Know to follow basic hygiene routines like washing hands before eating. Children learn about eating different foods. 	<p><i>Link to Making Relationships and Managing feelings and Behaviour ELGs.</i></p> <ul style="list-style-type: none"> Discuss what makes a friend Able to play co-operatively with others. Being able to identify feelings in ourselves and others. Understand that everyone is different and that is ok. Know who can help us if we are feeling sad. Understanding class and school rules and being able to follow them. 	<p><i>Link to People and Communities and Understanding the World ELGs.</i></p> <ul style="list-style-type: none"> Know what is in their local environment Make observations about nature and how we can look after it. Have an awareness of the world and how different people live in it. Know about different religious and cultural celebrations such as Diwali and Chinese new year.
Year 1	<ul style="list-style-type: none"> What is, and how to maintain, a healthy lifestyle (inc Physical activity, healthy eating and dental health) Recognises likes and dislikes, learn how to make choices that improve physical and mental health and that these choices can have good and bad consequences. Importance of personal hygiene and how to maintain it. Growing from young to old and how people's needs change. Name the main parts of the body including external genitalia, and knowing what different people may call these parts. Rules and ways of keeping physically safe in all environments. Know about who looks after them and who to go to if they are worried. 	<ul style="list-style-type: none"> Learn to communicate feeling and recognise how others show feelings. Recognise what is fair/unfair, kind/unkind, right/wrong. Listen to others, play and work co-operatively. Identify and respect differences and similarities between people. Identify their special people, what makes them special and how they care for one another Recognise when people are being unkind, how to respond, who to tell and what to say. 	<ul style="list-style-type: none"> Discuss how they can contribute to the life of the classroom and school. Help construct and agree to follow class or group rules. Understand how these rules help them. Understand that they belong to different groups/communities such as family and school. That money comes from different sources and is used for different things, inc the concepts of spending and saving. Understand that they are unique. Understand the ways we're all the same. Know about the special people who work in their community and can help them, including dialling 999.



	<ul style="list-style-type: none"> Understanding how to say yes or no and keeping others safe 		
Year 2	<ul style="list-style-type: none"> Think about themselves, learn from experiences, recognise/celebrate strengths and set simple but challenging goals. Learn about good and not so good feelings and have the vocabulary to describe these. Consider change and loss (moving house, pets, losing toys etc) and their associated feelings. Revisit hygiene, discussing how diseases can spread and their responsibility for their own healthy and that of others. Understand the role of clothes for style, warmth and keeping parts private. Learn how responsibilities and opportunities change as you grow up. Identify bodily similarities and differences between boys and girls. Know that household products, including medicines, can be harmful if not used properly. Revisit physical safety and learn rules/ways of keeping emotionally safe. Know how they can help the people that look after them easily protect them. Understanding what is meant by 'privacy' and how to keep it. Knowing how to keep themselves and others safe, including that they do not need to keep secrets. 	<ul style="list-style-type: none"> Recognise that their behaviour can affect other people. Recognise differences between nice surprises and secrets, the importance of not keeping any secret that makes them feel uncomfortable. Share their opinions and explain their views through discussion. Offer constructive support and feedback to others. Revisit respecting similarities/differences between people. Understand people's bodies and feelings can be hurt. Judge what kind of physical contact is un/acceptable, un/comfortable, and how to respond. Recognise different types of teasing and bullying and understand they are wrong/unacceptable. Have strategies to resist teasing or bullying (to them or others), what to do and where to go for help. 	<ul style="list-style-type: none"> Discuss how they can contribute to the life of the classroom and school. Help construct and agree to follow class or group rules. Understand how these rules help them. People and living things have rights and that everyone has the responsibility to protect those rights. Learn what improves and harms their local natural/built environments. Learn about money in their lives inc keeping it safe, spending or saving and what influences those choices. Understand that they are unique and there has never been, nor will ever be another them. Know what they have in common in others. Know about the special people who work in their community and can help them, including dialling 999.
Year 3	<ul style="list-style-type: none"> Revisit what positively and negatively affects their physical, mental and emotional health. Understanding what a balanced diet is. Revisit how to express emotions. Reflecting and celebrating achievements, understanding strengths and setting goals. 	<ul style="list-style-type: none"> Recognise and respond appropriately to a wider range of feelings in others. Know that their actions affect themselves and others 	<ul style="list-style-type: none"> Discuss and debate topical issues, problems or events. Why and how rules/laws protect them. Understand that there are basic human rights and children have their own special rights set out in the United



	<ul style="list-style-type: none"> To differentiate between the terms 'risk', 'danger' and 'hazard'. Know school rules about health and safety Strategies for keeping physically and emotionally safe. Strategies for keeping safe online including protecting personal information. Learn about people who are responsible for helping them stay healthy and safe. 	<ul style="list-style-type: none"> Know the concept of keeping something confidential/secret and when it right to break this. Work collaboratively towards a shared goal. To understand differences within our wider community. 	<p>Nations Declarations of the rights of the child.</p> <ul style="list-style-type: none"> Know their rights, responsibilities and duties at home and school. Understand what our local community is. Understand the role that money plays in their lives. To be eco-aware.
Year 4	<ul style="list-style-type: none"> Revisit what positively and negatively affects their physical, mental and emotional health. Understanding what a balanced lifestyle is Continue to build vocabulary for expressing emotions. Reflecting and celebrating achievements, understanding strengths and setting goals. Recognise, predict and assess risks. Understand how bacteria/viruses affect health and be able to follow simple routines to prevent spread. What is meant by the term 'habit' and why they can be hard to change Understanding that their body will change as they grow up. Strategies for keeping safe online including the importance of keeping images safe. Responsible use of mobile phones including safe keeping and safe user habits. 	<ul style="list-style-type: none"> Recognise what makes a positive relationship, develop the skills to form and maintain them. Recognise ways that a relationship can be unhealthy and where find support if needed. Know that civil partnerships and marriage are public examples of commitment between 2 people that love each other. Learn that 2 people who love and care for each other can be in a committed relationship without being married/civil partners. To understanding nature and consequences of bullying or teasing. Know how to judge if physical contact is un/acceptable and how to respond. Revisit confidentiality and when to break. Work collaboratively towards a shared goal. Understand that differences and similarities come from different factors and begin to discuss these. 	<ul style="list-style-type: none"> Research, discuss and debate topical issues, problems or events. How laws are made and enforced. Understand that there are basic human rights and children have their own special rights set out in the United Nations Declarations of the rights of the child. Know their rights, responsibilities and duties at home, school, the community and towards the environment. Knowing what being part of a community means. Understand the role that money plays in their lives and others. To have an understanding of sustainability and looking after our environment.



		<ul style="list-style-type: none"> • Understand consequences and nature of teasing, bullying and aggressive behaviour. • To recognise and manage 'dares'. • To understand personal boundaries and identify what they are willing to share with their most special people. 	
Year 5	<ul style="list-style-type: none"> • Revisit what positively and negatively affects their physical, mental and emotional health. • Being able to make informed choices about balanced lifestyle. Recognise how images in media/online may not reflect reality and can affect how people feel. • Deepen understanding of good/not so good feelings and extend vocabulary for expressing these. • Deciding how to manage risks responsibly • Reflecting and celebrating achievements, understanding strengths and setting goals. Understanding that pressure to behave in unacceptable ways comes from a variety of sources. • How their body and emotions will change as they move through puberty. • Understanding how to take care of their bodies and that they have the right to protect their bodies from unwanted contact. • E-safety as per the Computing curriculum. • How to manage requests of images of themselves and what is appropriate to share. 	<ul style="list-style-type: none"> • Recognise different types of relationships between friends, families, relatives and acquaintances. • Know that marriage is a commitment freely entered and no one should marry if they don't want to. • Revisit confidentiality and when to break. • Listen and respond respectfully to a wider range of people, feeling confident to raise concerns, recognise and care about others. • Develop strategies to resolve disputes/conflict using negotiation or compromise. • Learn that differences/similarities come from different things including family, cultural, ethnic, racial and religious. • To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling. • To recognise and challenge stereotypes. 	<ul style="list-style-type: none"> • Research, discuss and debate topical issues, problems or events that are of concern to them. • Understanding laws and why different rules are needed in different situations. • Understand that universal rights protect everyone and have primacy over nation law, family and community practices. • Understand consequences of anti-social behaviours. • Know their rights, responsibilities and duties at home, school, the community and towards the environment; to develop the skills to do these. • Knowing what support there is for communities. • Knowing how to manage money. • Know that resources can be allocated in different ways, understand that these economic choices affect individuals, communities and the sustainability of the environment across the world. • Understand what is meant by enterprise and begin to develop enterprise skills. • Explore and critique how the media present information.



Year 6	<ul style="list-style-type: none"> • Revisit what positively and negatively affects their physical, mental and emotional health. • Understanding what might influence their choices about a balanced lifestyle. • Recognise conflicting emotions and when to listen or overcome these. • Reflecting and celebrating achievements, understanding strengths and setting goals. • Learn about change, including transition, bereavement, separation and divorce. • Recognising how increased independence brings increased risk and responsibility. • Know basic emergency aid procedures and where to get help (external first aid training) • Develop techniques for resisting pressure to do something dangerous, unhealthy or that they think is wrong. • Knowing about the potential damage of readily available substances and drugs (alcohol, tobacco and energy drinks) as well as those that are illegal. • Learning about human reproduction • Understanding that inappropriate contact and actions such as FGM are a crime and develop the skills/strategies to get support. • E-safety as per the Computing curriculum. • Revisit how to manage requests of images of themselves and what is appropriate to share. 	<ul style="list-style-type: none"> • Revisit confidentiality and when to break it. • Know that forcing anyone to marry is a crime and where to get support if needed. • Build on responding respectfully to others by constructively challenging other's points of views if necessary. • Being able to compromise, negotiate and give rich, constructive feedback or support to benefit others and themselves. • Learn that differences/similarities come from different things including family, cultural, ethnic, racial, religious, age, sex, gender identity, sexual orientation and disability. • To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling. • Learn about the difference between and the terms associated with sex, gender identity and sexual orientation. 	<ul style="list-style-type: none"> • Research, discuss and debate topical issues, problems or events that are of concern to them and offer their recommendations to appropriate people. • Understanding laws and how to take part in making/changing rules. • Understand that universal rights protect everyone and have primacy over nation law, family and community practices. • Know that there are some cultural practices (such as FGM) which are against British law and universal human rights. • Understand consequences of anti-social behaviours and to develop strategies getting support for themselves or others at risk. • Know their rights, responsibilities and duties at home, school, the community and towards the environment; to develop the skills to do these • To recognise the role of voluntary, community and pressure groups. • Knowing how to manage money and being a critical consumer. • To develop an initial understanding of the concepts of interest, loan, debt and tax. Understand what is meant by enterprise and begin to develop enterprise skills. • Critically examine what is presented to them in the media, on social media and why it is important to do so.
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