



Relationships

CYCLE A

PSHCE	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Outcomes</p>	<p>Development Matters statements 30-50 months</p> <p>Relationships</p> <ul style="list-style-type: none"> -Plays in a group, extending and elaborating play ideas; - Initiates play, offering cues to peers to join them; - Keeps play going by responding to what others are saying or doing; -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> -Selects and use activities and resources with help; <p>Statements taken from Development Matters</p> <p><u>Understanding the World</u></p> <p>Children show interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> -Recognises and describes special times or events for family or friends; -Shows interest in different occupations and ways of life; -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family; -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; -Shows care and concern for living things and the environment. <p>Statements taken from Development Matters</p> <p><u>Physical Development.</u></p> <ul style="list-style-type: none"> -Observes the effects of activity on their bodies; -Can usually manage washing and 	<p><u>Families and friendships:</u></p> <p>Know about people who care for them and their different roles in children's lives, e.g. parents, siblings, grandparents, relatives, friends, teachers • know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • know about the importance of telling someone if they are worried about something in their family. KPI - Identify people who care for them and tell them if there is something they are worried about.</p> <p><u>Safe relationships:</u></p> <p>To be able to identify happy situations and those which may be risky (e.g. seeing inappropriate media, adults taking inappropriate photographs) • know about situations when someone's body or feelings might be hurt and whom to go to for help • identify similarities and differences between boys and girls know about what it means to keep something private, including parts of the body that are private and how to keep them safe • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe -Know that my behaviour affects others • When it is important to ask for permission to touch others • how to ask for and give/not give permission (consent) KPI- identify who they can talk to if they are worried</p> <p><u>Respecting ourselves and others:</u></p> <p>What kind and unkind behaviour mean in and out school and how it can make people</p>	<p>Families and Friendships</p> <p>To be able to speak to a trusted adult if they are worried about themselves or others (bystander/upstander) • know that there are different types of families (KPI) • that being part of a family provides support, stability and love • about the different ways that people can care for each other</p> <p>Learn strategies to reconcile conflict (make bespoke to classes needs) -Recognise that friendships change over time • To identify and know what to do if/when something in a family might make someone upset or worried.</p> <p><u>Safe relationships:</u></p> <p>Know what is appropriate to share online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online - that bullying and hurtful behaviour is unacceptable and the effects/consequences in any situation • about bullying online/trolling, and the similarities and differences to face-to-face bullying -know how my behaviour can has on others • what to do and whom to tell if they see or experience bullying or hurtful behaviour (physical touch permission- consent) (KPI)</p> <p><u>Respecting ourselves and others:</u></p> <ul style="list-style-type: none"> • to recognise and model respectful behaviours in different contexts • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society KPI - Know how to 	<p><u>Families and friendships:</u></p> <p>What makes a healthy friendship and how they make people feel included • Strategies to help someone feel included • about peer influence and how it can make people feel or behave, including online • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends and recognise if a friendship is making them feel unsafe, worried, or uncomfortable • When and how to seek support in relation to friendships - how to manage grief and bereavement KPI - Know what makes a healthy relationship and be able to seek support in relation to friendships and relationships.</p> <p><u>Safe relationships:</u></p> <p>KPI - Identify and be able to respond to acceptable/unacceptable physical touch and communication, wanted or unwanted in different situations how to ask for, give and not give permission for physical contact (romantic relationships- consent): how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about •</p>

	<p>drying hands; -Eats a healthy range of foodstuffs and understands need for variety in food; -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; -Children talk about how they and others show feelings. -Welcomes and values praise for what they have done; -Enjoys responsibility of carrying out small tasks; -Is more outgoing towards unfamiliar people and more confident in new social situations; -Confident to talk to other children when playing and will communicate freely about own home and community; -Shows confidence in asking adults for help.</p> <p>Managing Feelings and Behaviour -Aware of own feelings and knows that some actions and words can hurt others' feelings; -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>feel • KPI- Know what respect is, class rules, being polite to others, sharing and taking turns and how to show respect to yourself and others.</p>	<p>be respectful to ourselves and others</p> <p>-</p>	<p>whom to tell if they are concerned about unwanted physical contact - know how my behaviour can have on other and the impact of this.</p> <p>Respecting ourselves and others: to recognise that everyone should be treated equally on and offline. • why it is important to listen and respond/debate topical issues to constructively challenge others- respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia and the impact on groups or wider society. Ways to safely challenge discrimination. • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • how to report discrimination online.-</p>
Key Vocabulary	<p>Instruction, emotions, zones of regulation, happy, excited, sad, tired, bored mad, angry, frightened, ready, respectful, safe,</p>	<p>relationships, family, friendships, safe, respect, behaviour, care, differences, similarities, feelings, emotions, permission, rules</p>	<p>single, same-sex, adoptions, fostering, friendships, safe, personal boundaries, self-respect, courtesy, differences, similarities, feelings, emotions, permission, rules, consequences</p>	<p>approval, peer influence, personal boundaries, self-respect, courtesy, discrimination, racism, sexism, harassment, trolling, trust, consequences</p>
Long Term Planning Link				<p>Pig Heart Boy by Malorie Blackman Can You See Me? By Libby Scott</p>
Enrichment/ Personal Development	<p>Year 6 buddies School induction Nativity Harvest festival Easter Visit from Lollipop Man Visit from post man</p>	<p>-Class jobs -Class rules -Birthday cards -Islam workshops Nativity School Council voting E-safety day</p>	<p>-Class jobs -Class rules -Birthday cards Walk to the food festival (safe members of the community) Harvest festival School council voting</p>	<p>-Class jobs -Class rules -IDAS- workshop Year 6 buddies Responsibilities given Harvest festival Bewerley Park</p>

		Anti-bullying week	E-safety day Anti-bullying week Camp on field/Cinema	School Council voting E-safety day Anti-bullying week Selling Remembrance poppies
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Dringhouses

Primary School | York

Dringhouses Discovery Curriculum - PSHCE Curriculum Progression Plan CYCLE B

Intent -

Implementation -

Impact -

Cycle B

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Outcomes	<p>Development Matters statements 30-50 months</p> <p>Relationships</p> <ul style="list-style-type: none"> -Plays in a group, extending and elaborating play ideas; - Initiates play, offering cues to peers to join them; - Keeps play going by responding to what others are saying or doing; -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> -Selects and use activities and resources with help; <p>Statements taken from Development Matters</p> <p>Understanding the World</p> <p>Children show interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> -Recognises and describes special times or events for family or friends; -Shows interest in different occupations and ways of life; -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family; 	<p>Families and friendships:</p> <p>How to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends •</p> <p>Strategies for positive play with friends, e.g. joining in, including others, etc. •</p> <p>about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>KPI - know what makes a good friend and be able to recognise your feelings</p> <p>Safe relationships:</p> <p>How to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help •</p> <p>how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried</p>	<p>Families and friendships:</p> <p>KPI - know about the features of positive healthy friendships • strategies to build positive friendships</p> <ul style="list-style-type: none"> • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online <p>Safe relationships:</p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online. How to respond if they witness or experience hurtful behaviour or bullying, including online</p> <ul style="list-style-type: none"> • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage them. • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact 	<p>Families and friendships:</p> <p>What it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p>KPI - know about the qualities of healthy relationships that help individuals flourish. Ways in which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p>What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal •</p> <p>how and where to report forced marriage or ask for help if they are worried</p> <p>Safe relationships:</p> <p>To compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong •</p> <p>strategies to respond to pressure from friends including online • how to assess the risk</p>

	<p>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; -Shows care and concern for living things and the environment. Statements taken from Development Matters Physical Development. -Observes the effects of activity on their bodies; -Can usually manage washing and drying hands; -Eats a healthy range of foodstuffs and understands need for variety in food; -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; -Children talk about how they and others show feelings. -Welcomes and values praise for what they have done; -Enjoys responsibility of carrying out small tasks; -Is more outgoing towards unfamiliar people and more confident in new social situations; -Confident to talk to other children when playing and will communicate freely about own home and community; -Shows confidence in asking adults for help. Managing Feelings and Behaviour -Aware of own feelings and knows that some actions and words can hurt others' feelings; -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>and what vocabulary to use KPI - understand what bullying is and how to resist unwanted pressure Respecting ourselves and others: Know about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views KPI - be able to recognise similarities and differences in people</p>	<p>• how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online Respecting ourselves and others: • to recognise similarities and differences between people such as gender, race, faith • to recognise what they have in common with others • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone.</p>	<p>of different online 'challenges' and 'dares' KPI - know how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations Respecting ourselves and others: Embedded in school (british values, lessons, rules etc) About the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully KPI - know how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • Ways to participate effectively in discussions online and manage conflict or disagreements</p>
Key Vocabulary	Instruction, emotions, zones of regulation, happy, excited, sad, tired, bored mad, angry, frightened, ready, respectful, safe,	relationships, family, friendships, feelings, kindness, honesty, arguments, behaviour, differences, similarities,	Relationships, friendships, healthy, safe, personal boundaries, mutual respect, trust, behaviour, love, self-respect, permission, rules, bullying, pressure, risk taking, dares, secrets, gender, races, sexuality, faith, aspirations,	attraction, romance, civil partnerships, marriage, diversity, gender, ethnicity, faith, sexual orientation, rights, healthy relationships, commitments, forced marriage, legal/illegal, conflict
Long Term			Class book- The Small Things	Rose Blanche by Roberto Innocenti

Planning Link				<p>Once by Morris Gleitzman</p> <p>Holes by Louis Sachar</p>
Enrichment/ Personal Development	<p>Year 6 buddies</p> <p>School induction</p> <p>Nativity</p> <p>Harvest festival</p> <p>Easter</p> <p>Visit from Lollipop Man</p> <p>Visit from post man</p>	<p>-Class jobs</p> <p>-Class rules</p> <p>-Birthday cards Walk to school week</p> <p>Nativity</p> <p>School Council voting</p> <p>E-safety day</p> <p>Anti-bullying week</p>	<p>-Class jobs</p> <p>-Class rules</p> <p>-Birthday cards</p> <p>-Walk to the food festival (safe members of the community)</p> <p>Harvest festival</p> <p>School council voting</p> <p>E-safety day</p> <p>Anti-bullying week</p> <p>Walk to school week</p>	<p>-NSPCC Workshops- Speak out, Stay Safe</p> <p>-Selling Remembrance poppies</p> <p>Year 6 buddies</p> <p>Responsibilities given</p> <p>Harvest festival</p> <p>Bewerley Park</p> <p>School Council voting</p> <p>E-safety day</p> <p>Anti-bullying week</p> <p>Walk to school week</p>