

Peover Superior Primary School

Care, Aspire, Believe



PSHE

Intent:

It is our intent that the Personal, Social, Health and Economics curriculum at Peover Superior Primary School should provide our pupils with the knowledge to make informed decisions about their wellbeing, health and relationships. We want them to develop resilience, build their self-efficacy and set goals for themselves which they can achieve and feel proud of.

Through a holistic approach to self-awareness, children will learn how to recognise and express a range of emotions linked to various experiences and situations. They will know how to manage these emotions and learn about the importance of mental wellbeing, in the same way as physical health, diet, sleep and exercise. Moreover, they will learn about the importance of self-respect and how this links to their own happiness and wellbeing.

As pupils progress through each year, they will have the opportunity to explore the diversities in today's society, beginning with the school context and then exploring social and cultural differences in the wider environment. This will encourage our pupils to recognise and value differences in people and places, challenge stereotypes and respect others' feelings and opinions.

Relationships and Sex Education forms an integral part of our PSHE curriculum to encourage children to develop healthy relationships, both online and face-to-face, and feel empowered to speak out if they are concerned about their own or others' safety. They will understand the concept of privacy; recognise that each person's body belongs to them, and the differences between appropriate, inappropriate or unsafe contact. During their time at Peover Superior, they will develop a clear understanding of the different types of bullying and abuse and know how to report concerns, having the vocabulary and confidence needed to do so.

Through understanding more about the wider world, we aim to inform our pupils about their responsibility to take care of the environment and learn how to manage money effectively, including a basic understanding of business and enterprise. They will learn about their rights and responsibilities as members of families and as wider citizens, including the importance of human rights (and the Rights of the Child). Through the many school and

charity events, they will learn what it means to be part of a community and the value of volunteering and contributions to society. The children will understand more about the rules and laws to keep people safe and discuss and debate topical issues such as Fairtrade and Diversity.

The lessons at Peover Superior are taught through creative and practical sessions which provide opportunities to bridge back and activate prior learning, open the platform for debate and discussion and develop children's vocabulary and confidence to share their thoughts, feelings or concerns in a safe environment. PSHE also forms an important part of school assemblies and collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

By the time our children leave Peover Superior Primary School, we want them to have developed a range of skills and strategies to live healthy, safe, fulfilling, responsible and balanced lives.

Design:

Our curriculum is designed to ensure that pupils:

- Develop **respectful relationships** and **value differences**.
- Understand how to **keep themselves safe**, the concept of privacy and the differences between appropriate and inappropriate contact.
- Understand the rules and principles for **keeping safe online** and how to recognise harmful content.
- Learn about **different types of bullying, abuse and stereotypes**, how to recognise these and where to go for help.
- Embed the **characteristics of effective friendships** including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- **Celebrate diversity** in terms of different types of families; different race, religion or beliefs; differences in gender and disability.
- **Develop self-care techniques**, including the importance of sleep, exercise, diet, good dental care, hobbies and interests.
- Understand the **concept of first aid** and how to make a call to the emergency services.
- Develop **resilience** and the ability to manage transitions; change, loss and grief.
- Have the **vocabulary** to be able to express their feelings and develop strategies for **positive mental health**.
- Understand **responsible decision making**, with regards to the environment and society, and to **live effectively in the wider world**.

PSHE in Early Years:

Self-Awareness, Self-Management, Health and Wellbeing

During the first term of school, pupils in EYFS will learn how to recognise how different experiences make them feel and develop simple vocabulary to be able to express their emotions. They will develop their self-confidence by being encouraged to talk about what they are good at, recognise when they need help and set simple goals which they will work to achieve. They will learn about why we have rules in the classroom/school to keep us safe and contribute to life in the classroom by volunteering and voting for class jobs. They will learn that their body belongs to them and the difference between appropriate and inappropriate contact through class discussions and NSPCC assemblies.

With visits from the Fire Service, Police Service and Health Care workers, the children will understand how to respond in an emergency and ways to keep physically and emotionally safe. They will understand how to develop a healthy lifestyle including the importance of sleep, diet, exercise, dental care and personal hygiene such as going to the toilet independently, washing their hands and dressing themselves.

Social Awareness and Relationship Skills

Children in Early Years will develop a good understanding of families and the people who care for them. They will start to broaden their relationships and begin to talk about the importance of respecting others, even when they are different from them. In line Development Matters for EYFS, they will develop the skills to work cooperatively as a group, share and take turns and learn to listen to other people's ideas. Throughout, they will be encouraged to develop courtesy and good manners.

Through discussions and practical sessions, children will learn about how to keep safe online by creating passwords and keeping their personal information safe. They will learn about the different types of bullying and the importance of talking to 'Trusted Adults' if they are worried about themselves or others.

Responsible Decision Making and Living in the Wider World

Children in Early Years will learn about the similarities in relation to themselves, others and the communities that they live in. They will talk about the features of their own immediate environment (i.e. Peover/Knutsford) and how environments might vary. They will learn about some ways to take care of the environment such as recycling materials to make junk models and watering plants to make them grow. Through trips out to local nature reserves, they will understand the importance of wildlife and respecting the environment. The children will begin to acknowledge differences between

themselves and others through discussions around Chinese New Year, Diwali and Children in Need for example. They will develop a basic understanding of money, what it is used for and the importance of saving.

Relationship and Sex Education (RSE)

Throughout the year, children in Early Years will explore different relationships such as their relationships with their families and friends. They will talk about what makes these people special to them and learn the importance of caring for one another. Through facilitated activities and adult modelling, children in Early Years will learn how to work effectively as part of a group and develop key social skills such as turn taking, making a contribution and listening to each other.

British Values

In Early Years, our children will develop a basic understanding of democracy by voting for class jobs and roles. They will help to run a campaign, participate in discussions and cast their vote to elect an annual charity for school fundraising. They will understand the rule of law and why we have rules in the classroom and school to keep us safe. They will learn about simple differences between themselves and others and learn to respect and tolerate these differences. Finally the children will learn about individual liberty and the importance of self-respect and being responsible.

Social, Cultural, Spiritual and Moral Development

Throughout the year, children in Early Years will have the opportunity to explore and enjoy many celebrations and festivals from around the world such as Chinese New Year, Diwali, Ramadan, World Environment Day and Children's Mental Health week. This enables the children at Peover to have rich, meaningful experiences and learn about the similarities and differences between cultures and communities. *A full list of celebrations and dates is attached as an appendix to this document.*

EYFS Yearly Cycle

Skills to teach every term

Statutory RSE objectives

ELG Links

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>* Recognise feelings in self and others and have a good vocabulary to share their thoughts and emotions.</p> <p>Understand that each person's body belongs to them and the difference between appropriate and inappropriate contact.</p> <p>Understand the conventions of courtesy and manners.</p> <p>Rights and responsibilities – Constructing and following rules, contributing to life in the classroom, recognising what they are good at and setting new goals.</p> <p>ELG (Self-confidence and self-awareness) – Children are confident to try new activities, to say what they like and confident to speak out in a group. They say when they do or don't need help.</p>	<p>Keeping our bodies healthy through good diet, exercise, sleep and good dental care.</p> <p>The importance of personal hygiene and the importance of handwashing. Keeping safe around household products.</p> <p>How to respond to an emergency (e.g. fire drill) and how to make a call to the emergency services.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>Recognising different types of bullying. Understanding how to ask for help for themselves or others.</p> <p>ELG (Managing feelings and behaviour) – Children talk about how they/others show feelings, talk about their own and other's behaviour and its consequences. They work as part of a group or class, understand and follow the rules. They adjust their behaviour to different situations.</p> <p>ELG (Health and self-care) – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep safe. They manage their own basic hygiene and personal needs.</p>	<p>The rules of principles for keeping safe online.</p> <p>That people sometimes behave different online, including pretending to be someone they are not.</p> <p>Understanding different family make-ups. Recognising that families are important for children because they give love, security and stability.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe.</p> <p>* People who are responsible for keeping us safe (i.e. Trusted Adults)</p> <p>* How to recognise and manage emotions within different relationships.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>How to develop caring friendships.</p> <p>Show sensitivity to others feelings and form positive relationships with others.</p> <p>Recognising and respecting similarities and differences between themselves and others, and among families; communities and traditions.</p> <p>Identifying secrets and surprises and when a secret should be told to keep someone safe.</p> <p>* A developing vocabulary to express their emotions, thoughts and opinions.</p> <p>ELG (Making Relationships) – Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to other's needs and feelings, and form positive relationships with adults and other children.</p>	<p>Environmental Responsibility The importance of looking after the environment and the improvements and harm that can be made to the local environment e.g. Peover.</p> <p>ELG (The World) – Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Social and Cultural Responsibility The responsibility to respect and look after others from different backgrounds and beliefs. Understanding that their behaviour and actions can impact on others.</p> <p>ELG (People and Communities) – They know that other children don't always enjoy the same things and they are sensitive to this. They know about similarities and differences amongst themselves and others, and among families, communities and traditions.</p> <p>Financial Responsibility Understand where money comes from, how money is spent and the importance of saving.</p> <p>Understanding transition and dealing with change.</p> <p>* A developing vocabulary to express their emotions, thoughts and opinions.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>

PSHE in Key Stage 1:

Self-Awareness, Self-Management, Health and Wellbeing

During the two years in Key Stage 1, children will expand their vocabulary to be able to communicate and discuss their thoughts and feelings. In response to these, they will develop some simple strategies to manage their feelings and adopt some of the positivity principles for good mental wellbeing. They will be able to recognise ways in which to keep their bodies healthy such as good diet, exercise, sleep and rest and will know about making healthy choices. Children will understand that their bodies are private and when talking about body parts, they will use the correct names to identify them. They will be able to recognise different forms of bullying (including cyberbullying) and know where to go to for help if they are concerned about their own or other's wellbeing or safety.

Children in Key Stage 1 will learn about their rights and responsibilities, in relation to the class, school and local community in Peover and surrounding areas. They will learn about the importance of laws to keep us safe and will establish classroom rules. They will contribute to school life by carrying out roles and responsibilities and will learn to recognise their achievements and set new goals for the year ahead.

Social Awareness and Relationship Skills

Children in Key Stage 1 will build on their understanding of families and people who help us by gaining an understanding of different types of family make-up and acknowledging how families provide love, security and stability. Moreover, they will learn how to identify if a family or friend relationship is making them feel unhappy or unsafe, and where to seek help or advice, including identifying 'Trusted Adults' in school.

In order to develop positive relationships throughout Key Stage 1, children will learn the importance of respecting and listening to others, acknowledging other's feelings and how to develop trusting, caring friendships. They will learn the difference between surprises and secrets, feeling empowered to speak up if a secret is making them feel uncomfortable or unsafe.

Through discussions, lessons and Online Safety week, the children will learn about how to keep safe online, how to recognise risky or harmful content and how to report them. They will begin to acknowledge that some people behave differently online, including pretending to be someone that they are not.

Responsible Decision Making and Living in the Wider World

By the end of KS1, children will know about the different groups and communities that they belong to such as Church, sports clubs and our school. They will appreciate that everyone is unique within our school and begin to broaden their understanding of diversities in the community, whilst developing respect for the needs of others.

They will be able to name some simple ways to look after the environment such as recycling, reforestation and saving electricity. They will know where money comes from, what it is used for and the importance of saving. Through class enterprise projects, they will learn the skills of budget planning and making money, whilst making links to Maths and other subjects.

Relationship and Sex Education (RSE)

Children in Key Stage 1 will build on their understanding of different relationships and the qualities of good friendships. Through class discussions, they will begin to identify differences between one another and understand that boys and girls bodies have similarities and differences. Through teacher modelling and demonstration, they will be empowered to use the correct names for different body parts as they come up in discussions. Children will begin to observe changes in the human life cycle – from babies, to toddlers, children, adults and the elderly. They will learn about becoming more independent and talk about the responsibilities they may have, now and in the future.

British Values

In Key Stage 1 the children will build on their understanding of democracy by applying and voting for class jobs and roles across school, such as members of the Pupil Leadership Team. They will help to run a campaign, participate in discussions and make a vote in order to choose an annual charity for the school fundraising. They will understand the rule of law and why we have rules in the classroom, school and wider community to keep us safe. They will learn about simple differences between themselves and others and learn to respect and tolerate differences in beliefs, cultures and social backgrounds. Finally the children will learn about individual liberty, the importance of self-respect and the responsibility they have to the world and people around them.

Social, Cultural, Spiritual and Moral Development

Throughout the year, Key Stage 1 children will have the opportunity to explore and enjoy many celebrations and festivals from around the world such as Chinese New Year, Diwali, Ramadan, World Environment Day and Children's Mental Health week. This enables the children at Peover to have rich, meaningful experiences and learn about the similarities and differences between cultures and communities. *A full list of celebrations and dates is attached as an appendix to this document.*

KS1 Cycle A

Skills to teach every term

Statutory RSE objectives

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>Feelings and emotions *Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p> <p>Understand that each person's body belongs to them, about privacy and inappropriate contact and how people's bodies and feelings can be hurt.</p> <p>Understand the conventions of courtesy and manners.</p> <p>Rights and responsibilities – Constructing and following rules, contributing to life in the classroom, recognising achievements and setting new goals.</p>	<p>Physical Wellbeing Keeping our bodies healthy through good diet, exercise and sleep</p> <p>The importance of personal hygiene, how germs including bacteria and viruses are spread. The importance of handwashing.</p> <p>Know about dental health and the benefits of good oral hygiene, flossing and regular check-ups at the dentist.</p> <p>Recognising different types of bullying (including cyberbullying)</p> <p>Understanding how to ask for help for themselves or others.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>The rules of principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>That people sometimes behave different online, including pretending to be someone they are not.</p> <p>The risks of excessive time spent on electronic devices and the impact on their concentration and sleep.</p> <p>How to recognise risks or negative relationships; including all forms of bullying and abuse.</p> <p>Valuing differences and recognising and respecting similarities and differences between themselves and others, and among families; communities and traditions.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>Recognise different types of families and understand why families are important for children because they provide love, security and stability.</p> <p>How to recognise if family relationships are uncomfortable or making them feel unhappy/unsafe and where to seek help.</p> <p>The importance of permission seeking and giving in relationships with friends, adults and peers.</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p>	<p>Environmental Responsibility The importance of looking after the environment and the improvements and harm that can be made to the local environment .</p> <p>Financial Responsibility Understand sources of money; uses for money; spending and saving and the role of money in their lives.</p> <p>Understand how to manage money and keep it safe.</p> <p>Understanding growing and the human life cycle (RSE) Know things change as they grow, including their height, weight and other body parts.</p> <p>Understand the human life cycle and how babies grow into toddlers then children, teenagers, adults and the elderly.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p>

KS1 Cycle B

Skills to teach every term

Statutory RSE objectives

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>Growing and changing Managing change (e.g. moving to a new year group) and getting older.</p> <p>Recognising what they are good at and setting new goals.</p> <p>Identifying and expressing feelings related to change, growth and loss.</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p> <p>Understanding the body as their own and name the main body parts (including external genitalia).</p>	<p>Mental Wellbeing How to make a clear and efficient call to the emergency services if necessary.</p> <p>The importance of mental well-being and mindfulness and develop self-care techniques including the importance of rest, time spent with friends/family, hobbies/interests.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>* Recognising different types of bullying (including cyberbullying) and the negative impact this can have on mental wellbeing.</p> <p>The importance of self-respect and how this links to their own happiness.</p>	<p>Keeping safe in different situations, how to ask for help if they are worried about something; understanding privacy in different contexts.</p> <p>Understanding secrets and surprises and that it is not always right to keep secrets if they relate to being safe.</p> <p>How to recognise and manage emotions within relationships; respecting boundaries; resolving conflicts.</p> <p>How to recognise risks or negative relationships; including all forms of bullying and abuse.</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p>	<p>How to develop caring friendships based on respect, trust, loyalty, kindness and generosity and support with difficulties.</p> <p>That healthy friendships are positive and welcoming and do not make others feel lonely or excluded.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>The importance of respecting others, even when they are very different to them and valuing diversity.</p>	<p>Social and Cultural Responsibility About rights and responsibilities as members of families, other groups and as citizens.</p> <p>To respect equality and strive to be a valued member of a diverse community.</p> <p>The importance of responsible behaviours, actions and choices</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p> <p>Financial Responsibility Understand how money plays and important part in people's lives.</p> <p>Develop a basic understanding of enterprise.</p> <p>Understanding transition and dealing with change (RSE) Understand that boys and girls bodies have similarities and differences.</p> <p>Know and label male and female bodies.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>

PSHE in Lower Key Stage 2:

Self-Awareness, Self-Management, Health and Wellbeing

During their time in Lower Key Stage 2, children will learn that mental wellbeing is a normal part of daily life, in the same way as physical health. They will develop a wider range of vocabulary to express their emotions, for instance happiness, sadness, anger, fear, nervousness and further develop their self-help strategies in order to recognise and manage these feelings in a proportionate manner.

They will understand the principles of a healthy lifestyle, making good choices with regards to diet, regular exercise, dental hygiene and keeping safe in the sun. They will know about drugs that are common in everyday life, such as medicines, caffeine, alcohol and tobacco and the negative impact which they can have on a person's health. Children will develop their understanding of privacy and the implications of it for both children and adults, including when to share a secret or break confidence when it relates to someone's safety. They will be able to recognise different forms of bullying and abuse, and know where and how to seek help, advice or support.

Building on their understanding of rights and responsibilities, children will apply and vote for classroom jobs, the Pupil Leadership Team or Junior Safety Officers. They will learn about the importance of human rights, including the Rights of the Child. They will acknowledge laws to keep us safe and will take part in establishing and revising class/school rules. They will contribute to the wider life of the school and community through events such as Grandparents Afternoon, World Environment Day and fundraising for the whole school charity.

Social Awareness and Relationship Skills

Children in Lower Key Stage 2 will strengthen their ability to develop positive, healthy relationships with adults and peers, both face-to-face and online. This will be modelled through whole class discussions and online safety lessons. By this point in their school life, they will know that the characteristics of good friendships are built on mutual respect, truthfulness, trustworthiness, kindness and generosity and they will have the strategies to be able to resolve conflicts and disagreements when they arise. A real attention will be drawn towards getting pupils to critically consider who they are friends with online and how to keep themselves and their personal information safe.

By recognising the characteristics of healthy family life, they will be able to identify the importance of protecting and caring for one another and therefore be able to recognise if family relationships are threatening their safety or wellbeing.

The children will learn how to recognise differences in people and communities and how to challenge stereotypes and discrimination. This accompanied with ongoing work on empathy and emotions, will enable pupils in Lower Key Stage 2 to develop into compassionate individuals who respect and value the differences in our world.

Responsible Decision Making and Living in the Wider World

By the end of Lower Key Stage 2, children will have a good grounding for understanding their responsibilities to themselves and others and begin to make some sensible decisions about living in the wider world. They will actively debate and discuss issues concerning health and wellbeing, communities and the environment such as Fairtrade and Global Warming.

Through Parliamentary sessions, children in LKS2 will discuss about the rule of law and the importance of laws to keep us safe. They will know their responsibilities and duties that relate to home, school and the local community such as the responsibility to safeguard themselves and others. They will understand that everyone has human rights and that children have their own set of rights including the right to live safely and without abuse or neglect; the right to a good education and the right to express their opinions and be listened to.

In order to further develop their financial responsibility, children in Lower Key Stage 2 will participate in enterprise projects and learn how to manage money effectively, including planning and budgeting. They will know how money plays an important part in people's lives; how it is earned and begin to discuss possible career choices going forward.

Relationship and Sex Education (RSE)

Children in Lower Key Stage 2 will build on their understanding of growth and change, whilst learning to express and manage the emotions these changes present. They will understand that going through puberty brings about change, which is different for boys and girls, and they will be able to discuss some of these changes in a safe environment. Through teacher modelling and demonstration, they will be empowered to use the correct names for different body parts as they come up in discussions.

Children in Lower Key Stage 2 will be taught that personal hygiene and cleanliness is important and they will know how to keep their bodies clean during puberty.

British Values

At Peover Superior, children's understanding of the fundamental British Values is really embedded in Key Stage 2. Individual children apply and are elected to positions of responsibility in the classroom through the class 'Job Squad'. The Pupil Leadership team is elected through a democratic process, whereby the children vote for their class representatives. Our children are given a voice via different questionnaires and pupil voice so they can have their views on what works well in school and what could be improved.

Children in Key Stage 2 understand their individual liberty and responsibility to themselves, others and our school. Within school, children are actively encouraged to make informed choices in a supportive environment, such as setting themselves goals, expressing interest in texts and voting for the whole school charity.

Children in Key Stage 2 are taught to understand the importance of rules both in school and in the local and wider community. At Peover Superior, the Knutsford PCSO regularly comes into school to discuss the importance of laws to keep us safe, such as laws around road safety and online safety. Through whole school assemblies and class discussions, pupils are taught about the impact of not following the rules - the expectations, the boundaries and the consequences. This is also modelled through our whole school 'Traffic Light' Behaviour Policy, whereby the children have an opportunity to reflect on their behaviour and put right what they have done wrong. Throughout the year, the children explore key values such as developing mutual respect and this is practised on the playground and in the classrooms.

The curriculum at Peover Superior, including the Religious Education curriculum and collective assemblies, provides a broad and balanced education on a range of faiths, religions and cultures in order for our pupils to develop compassion and a tolerance of differences within the UK.

Social, Cultural, Spiritual and Moral Development

Throughout the year, Key Stage 2 children will have the opportunity to explore and enjoy many celebrations and festivals from around the world such as Black History Month, Fairtrade Fortnight, Chinese New Year, Diwali, Ramadan, World Environment Day and Children's Mental Health week. They will explore beliefs and experiences and learn to value themselves, others and the surrounding world. Through debates and discussions, children will learn to recognise right and wrong, respect the laws and investigate moral and ethical issues. They will learn to offer reasoned views and opinions, appreciate diverse viewpoints and participate in discussions and collaborative work. Children in Key Stage 2 will appreciate the role of Britain's parliamentary system and understand, accept and celebrate diversity. *A full list of celebrations and dates is attached as an appendix to this document.*

LKS2 Cycle A

Skills to teach every term

Statutory RSE objectives

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>Feelings and emotions Recognise feelings in self and others and have an extended vocabulary to share their emotions, recognising that humans react differently emotions in relation to different experiences.</p> <p>Acknowledge that mental health is a normal part of daily life, in the same way as physical health.</p> <p>Understand the concept of privacy and the implications of it for both children and adults.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Understand the conventions of courtesy and manners.</p> <p>Rights and responsibilities – Constructing and following rules, setting new goals.</p> <p>Understand rights and choices in terms of health and wellbeing and the purpose of rules and laws.</p>	<p>Physical Wellbeing Know what makes a 'balanced lifestyle' e.g. good diet, exercise, sleep and good dental care.</p> <p>Know about making effective choices in relation to health and the risks associated with an inactive lifestyle (including obesity).</p> <p>Know about the importance of personal hygiene, how germs including bacteria and viruses are spread and how they are treated.</p> <p>Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage or skin cancer.</p> <p>* Recognising different types of bullying (including cyberbullying)</p> <p>Understanding how to ask for help for themselves or others.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>The rules of principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>How to consider the effect of their online actions on others.</p> <p>Understand why social media, computer and online games are age restricted in order to keep children safe.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>How to recognise risks or negative relationships in the local area and online; including all forms of bullying and abuse.</p> <p>Recognising stereotypes and understanding discrimination against others. Learn to respect and appreciate the differences between people in the UK.</p>	<p>Recognise characteristics of healthy family life such as respect, protection and support in times of difficulty.</p> <p>How to recognise if family relationships are uncomfortable or making them feel unhappy/unsafe and where to seek help.</p> <p>The importance of permission seeking and giving in relationships with friends, adults and peers.</p> <p>Know strategies to resolve disputes with family members or peers.</p> <p>*Recognise feelings in others and have an extended vocabulary to share their thoughts and emotions.</p>	<p>Environmental Responsibility The importance of looking after the environment, our responsibility to care for the local and wider environment.</p> <p>Understanding sustainability of the environment across the world such as reforestation.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>Financial Responsibility Understand the roles that money plays in their lives, for instance paying for their homes, keeping homes warm, food and leisure activities.</p> <p>Understanding how money is earned through work and discuss possible future careers.</p> <p>Understanding transition and dealing with change (RSE). Be able to label and talk about male and female body parts.</p> <p>To know that puberty is about physical and emotional changes in the body.</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p>

LKS2 Cycle B

Skills to teach every term

Statutory RSE objectives

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>Growing and changing Understanding growing and changing (including changes at puberty) and feelings associated with change.</p> <p>Identifying and expressing feelings related to change, growth and loss.</p> <p>Know that images in the media do not necessarily reflect reality</p> <p>Know about the kinds of change that happen in life and the feelings associated with this</p> <p>Know about feeling negative pressure and how to manage this</p> <p>Know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</p>	<p>Mental Wellbeing How to make a clear and efficient call to the emergency services if necessary.</p> <p>The importance of mental well-being and mindfulness and develop self-care techniques including the importance of rest, time spent with friends/family, hobbies/interests.</p> <p>* Recognising different types of bullying (including cyberbullying), the impact of bullying, responsibilities and bystanders, reporting bullying and how to get help.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>Know how to identify risks or danger such as peer pressure or media pressure.</p> <p>Keeping something confidential or a secret; when to break a confidence and recognising and managing dares.</p> <p>How to recognise and manage emotions within a range of family and peer relationships.</p> <p>Understand practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>The characteristics of effective friendships, including mutual respect, truthfulness, kindness, generosity and trust.</p> <p>That healthy friendships are positive and welcoming, they share interests and experiences and support with problems and difficulties.</p> <p>Recognising and celebrating similarities and differences between people, whilst understanding that everyone has equal rights.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>Social and Cultural Responsibility About rights and responsibilities as members of families, other groups and as citizens.</p> <p>Appreciate difference and diversity across the UK and around the world. Respect equality and strive to be a valued member of a diverse community.</p> <p>The importance of responsible behaviours, actions and choices. Discuss and debate topical issues such as Fairtrade.</p> <p>Financial Responsibility Keeping money safe and managing it effectively. Learning the importance of saving, for instance saving up for a new toy, or house later in life.</p> <p>Develop a basic understanding of enterprise, budgeting and managing money.</p> <p>Understanding personal hygiene (RSE) Know that personal hygiene is important to keep clean.</p> <p>Understand that during puberty, certain parts of the body need to be kept clean and know which products to buy to help with this (e.g. deodorant)</p> <p>*Recognise feelings in self and others and have an extended vocabulary to share their thoughts and emotions.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>

PSHE in Upper Key Stage 2:

Self-Awareness, Self-Management, Health and Wellbeing

Throughout their two years in Upper Key Stage 2, children will continue to explore, discuss and debate issues surrounding their safety, health and wellbeing. By this point, they will have developed an extensive vocabulary in order to express their thoughts and feelings confidently and maturely and have strategies to self-regulate. They will understand the decision making process and have developed strategies to be able to cope in different situations, making well-informed judgments about how to keep safe.

Pupils in Upper Key Stage 2 will be able to talk confidently about a healthy lifestyle and make effective choices with regards to their health, such as exercising regularly and eating a balanced diet. They will understand the risks associated with a poor diet such as obesity and tooth decay and be able to discuss the risks of legal and illegal substances, for instance alcohol and tobacco. By learning the science behind infections and viruses, the children will know how they are spread, can be prevented and the facts relating to immunisations.

Building on their understanding of bullying and cyberbullying, children in Upper Key Stage 2 will debate and discuss the negative impact bullying can have on children's mental health and the responsibility of bystanders. They will further develop their understanding of privacy and the implications for children and adults, giving them the confidence to speak out when they have concerns.

Children will continue to explore the importance of human rights, including the Rights of the Child, and acknowledge that harmful practices such as Female Genital Mutilation (FGM) and forced marriage are against the British Law and in contradiction with human rights. They will debate and discuss these issues, giving them a mature understanding of the challenges of the world. As in previous years, there will many opportunities for pupils in Upper Key Stage 2 to contribute positively to the wider life of the school through class/school responsibilities, community events and volunteering.

Social Awareness and Relationship Skills

By this point in their school life, children will have the social skills to be able to form healthy, positive relationships and resolve disagreements when they arise. The focus over the two years in Upper Key Stage 2 will be on debating and discussing more complex issues to enable them to recognise risks in different situations and make judgements about how to respond in order to keep safe. Children will learn how to be a discerning user of the internet, recognising risky or harmful content and confidently know how to report this. Moreover, they will understand that the internet can potentially be a negative place where peer pressure, bullying and abuse can take place and they should be able to make informed and sensible decisions about their time on the internet.

Through mature discussions about peer and media pressure, children will understand that images in the media can distort reality and they will know what to consider before they share any pictures or information of themselves or others online. As their understanding of the world develops, children in Upper Key Stage 2 will further explore different types of families in the school community or wider world and will learn to value and respect these differences. They will learn about marriage as a consensual partnership between two people and how relationships can develop.

The children will learn how to recognise differences in people and communities, challenge stereotypes and different types of discrimination such as discrimination against age, gender, sexual orientation or physical disability. This accompanied with ongoing work on empathy and emotions will enable pupils in Upper Key Stage 2 to develop into compassionate individuals who respect and value the differences in our world.

Responsible Decision Making and Living in the Wider World

By the end of Upper Key Stage 2, children will have a sound understanding of how finance plays an important part in people's lives and how money such as 'tax' is managed in society. Through a school enterprise week in the summer term, children will learn how to manage money effectively, including planning, budgeting and understanding profits.

Through Parliamentary sessions, children in Upper Key Stage 2 will discuss about the rule of law and the importance of laws to keep us safe. They will know their responsibilities and duties that relate to home, school and the local community such as the responsibility to safeguard themselves and others. They will understand that everyone has human rights and that children have their own set of rights including the right to live safely and without abuse or neglect; the right to a good education and the right to express their opinions and be listened to.

Children will develop their ethical and social responsibility by learning about the different groups and communities living in the United Kingdom and the wider world. They will actively debate and discuss issues concerning health and wellbeing, communities and the environment such as Fairtrade and Global Warming. They will learn to value others and understand how to express their opinions in a respectful and considerate way. Moreover, they will learn about the importance of equality and equal rights and be a productive member of a diverse community.

Relationship and Sex Education (RES)

Building on their understanding of growth and change in Lower Key Stage 2, pupils will learn more about the physical and emotional changes in puberty. They will recognise the positives of getting older, such as becoming more independent, yet also acknowledge that puberty can bring on highs and lows and so real emphasis will be put on encouraging children to talk to their peers and trusted adults.

As their understanding of different relationships matures, discussions will be had about sexual intercourse, contraception and the decisions that need to be made before a couple decides to have a baby. They will understand that secure and happy relationships should be built on respect for one another. Discussions will be had around peer and media pressure so the children develop an understanding of consent and a respect for themselves and their bodies.

British Values

At Peover Superior, children's understanding of the fundamental British Values is really embedded in Key Stage 2. Individual children applying and are elected to positions of responsibility in the classroom through the class 'Job Squad'. The Pupil Leadership team is elected through a democratic process, whereby the children vote for their class representatives. Our children are given a voice via different questionnaires and pupil voice so they can have their views on what works well in school and what could be improved.

Children in Key Stage 2 understand their individual liberty and responsibility to themselves, others and our school. Within school, children are actively encouraged to make informed choices in a supportive environment, such as setting themselves goals, expressing interest in texts and choosing the whole school charity.

Children in Key Stage 2 are taught to understand the importance of rules both in school and in the local and wider community. At Peover Superior, the local Knutsford PCSO regularly comes into school to discuss the importance of laws to keep us safe, such as laws around road safety and online safety. Through whole school assemblies and class discussions, they are taught about the impact of not following the rules - the expectations, the boundaries and the consequences. This is also modelled through our whole school 'Traffic Light' Behaviour Policy, whereby the children have an opportunity to reflect on their behaviour and put right what they have done. Throughout the year, the children explore key values such as developing mutual respect and this is practised on the playground and in the classrooms.

The curriculum at Peover Superior, including the Religious Education curriculum and collective assemblies, provides a broad and balanced education on a range of faiths, religions and cultures in order for our pupils to develop compassion and a tolerance of differences within the UK.

Social, Cultural, Spiritual and Moral Development

Throughout the year, Key Stage 2 children will have the opportunity to explore and enjoy many celebrations and festivals from around the world such as Black History Month, Fairtrade Fortnight, Chinese New Year, Diwali, Ramadan, World Environment Day and Children's Mental Health week. They will explore beliefs and experiences and learn to value themselves, others and the surrounding world. Through debates and discussions, children will

learn to recognise right and wrong, respect the laws and investigate moral and ethical issues. They will learn to offer reasoned views and opinions, appreciate diverse viewpoints and participate in discussions and collaborate work. Children in Key Stage 2 will appreciate the role of Britain's parliamentary system and understand, accept and celebrate diversity. *A full list of celebrations and dates is attached as an appendix to this document.*

UKS2 Cycle A

Skills to teach every term

Statutory RSE objectives

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>Feelings and emotions Manage complex or conflicting emotions.</p> <p>Recognise their own and other people's personality traits, individual preferences and characteristics.</p> <p>Acknowledge that mental health is a normal part of daily life, in the same way as physical health.</p> <p>Value themselves, acknowledge what they are good at and set aspiring goals.</p> <p>Understand the concept of privacy and the implications of it for both children and adults as well as how to report privacy concerns.</p> <p>Rights and responsibilities – Know how and why laws are used to keep people safe.</p> <p>Take part in discussing, writing and adapting rules in school.</p> <p>Understand the importance of human rights (including the Rights of the Child).</p> <p>Know that harmful practices (such as FGM and forced marriage) are against the British Law and in contradiction with human rights.</p>	<p>Physical Wellbeing Know what makes a 'balanced lifestyle' e.g. good diet, exercise, sleep, hobbies, good dental care,</p> <p>Understand about some of the risks and effects of legal and illegal substances (drugs – including medicines, alcohol, tobacco)</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity and tooth decay).</p> <p>The facts and science relating to allergies and immunisation. Know how the spread of infection can be prevented.</p> <p>Recognising different types of bullying (including cyberbullying) and know where to go for help</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>Research, debate and discuss issues concerning health and wellbeing.</p>	<p>The rules of principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.</p> <p>Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place and the impact of this on mental health.</p> <p>Know how to be a discerning user of the internet, understanding that information is ranked, selected and targeted.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>Recognising and challenging stereotypes, discrimination and bullying.</p>	<p>Understand that other's families in school or the wider world can look differently and respect these differences.</p> <p>Understand that stable, caring relationships, which may be of different types, are at the heart of happy families.</p> <p>How to recognise if family relationships are uncomfortable or making them feel unhappy/unsafe and where to seek help.</p> <p>Know that marriage, arrange marriage and civil partnership represents a commitment between two people who willingly agree. Know that to force anyone into a marriage (forced marriage) is illegal.</p> <p>The importance of permission seeking and giving in relationships with friends, adults and peers.</p>	<p>Environmental Responsibility Understanding sustainability of the environment across the world such as reforestation.</p> <p>Know about how the earth's resources are allocated and the effect this has on individuals, communities and the environment.</p> <p>Financial Responsibility Know how finance plays an important part in people's lives and know about being a critical consumer.</p> <p>Understand 'loan', interest and debt.</p> <p>Know that people pay 'tax' to contribute towards society.</p> <p>Understanding puberty and dealing with change (RSE) To know about the physical and emotional changes in puberty. Understand that feelings will include highs and lows.</p> <p>Develop strategies to manage feelings with support.</p> <p>Know about the menstrual cycle (girls).</p> <p>Know about wet dreams (boys).</p> <p>Develop a secure understanding of what makes a healthy relationship, including the importance of respect for each other.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>

UKS2 Cycle B

Skills to teach every term

Statutory RSE objectives

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>
Self-Awareness	Self-Management and Wellbeing	Social-Awareness	Relationship Skills	Responsible Decision Making and Living in the Wider World
<p>Growing and changing To describe the range and intensity of their feelings to others and have strategies to self-regulate.</p> <p>Understanding growing and changing (including changes at puberty) and feelings associated with change.</p> <p>Identifying and expressing feelings related to bereavement and the process of grieving</p> <p>Value themselves, acknowledge what they are good at and set aspiring goals.</p> <p>Know about the kinds of change that happen in life and the feelings associated with this</p> <p>Know about feeling negative pressure and how to manage this</p>	<p>Mental Wellbeing Know about the skills needed in an emergency. Make a clear and an efficient call to the emergency services.</p> <p>Understand the basics of first aid e.g. dealing with a head injury.</p> <p>The importance of mental wellbeing and mindfulness and develop self-care techniques including the importance of rest, time spent with friends/family, hobbies/interests.</p> <p>Understand that isolation and loneliness can affect children and know where and how to seek support for their own or others wellbeing.</p> <p>Recognising different types of bullying (including cyberbullying), the impact of bullying, responsibilities and bystanders, reporting bullying and how to get help.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>Know that images in the media can distort reality and understand how the media can affect how people feel about themselves.</p> <p>Understand about the different influences on behaviour including peer pressure and media pressure.</p> <p>Know what to consider before sharing pictures or information of themselves or others online.</p> <p>Know how to keep safe and well using a mobile phone.</p> <p>Understand about the importance of keeping personal boundaries and the right to privacy.</p> <p>Recognise and manage dares.</p> <p>Manage complex or conflicting emotions.</p>	<p>Understand that most friendships have ups and downs and have a range of strategies to independently resolve conflicts.</p> <p>Know who to trust and who not to trust. Know how to judge when a friendship is making them feel unhappy or uncomfortable.</p> <p>Give helpful feedback and support to others, whilst respecting their thoughts and feelings.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p>	<p>Social and Cultural Responsibility Appreciate the range of national, regional, religious and ethnic identities of people living in the UK.</p> <p>Know about the lives, values and customs of people living in other countries in the wider world.</p> <p>Know how to give back to the community through voluntary roles and community groups.</p> <p>Understand that human rights overrule any beliefs, ideas or practices that harm others.</p> <p>Financial Responsibility Know what enterprise means for work and society.</p> <p>Understanding change and how a baby is made (RSE) Recognise and know about the male and female reproductive organs.</p> <p>To use key words linked to reproduction and know the process involved in fertilisation.</p> <p>To know what needs to be considered before a couple decide to have a baby.</p> <p>* Strategies for good mental wellbeing and understanding and using the positivity principles</p> <p>Manage complex or conflicting emotions.</p>