

Peover Superior Primary School

Care, Aspire, Believe



Personal, Social, Health, Economic Education (PSHE) Curriculum

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**.

Year group	Ongoing Online Safety	Autumn: Living in the Wider World		Spring: Relationships		Spring: Health and Well-Being (sex, drug & alcohol education)	
		<i>Digital Literacy and Safety (revisited termly)</i>	<i>Rights and Responsibilities (British Values)</i>	<i>Money, Work and Aspirations</i>	<i>Families, Friendships and Safe Relationships</i>	<i>Valuing Difference (British Values)</i>	<i>Healthy Lifestyles and Keeping Safe</i>
EYFS – yearly cycle	How can we stay safe?	What does it mean to 'belong'?	What is money?	What is a good friend?	What is a family?	What helps us stay healthy?	What are we good at?
Class 1 – Cycle A	How can we stay safe online?	How can we look after each other and the world?	What can we do with money?	What is the same and different about us?	Who is special to us?	Who helps us keep safe?	What are our achievements?
Class 1 – Cycle B	How can we use the internet safely?	What makes a community?	What jobs do people do to earn money?	What makes a good friend?	What is bullying?	Why should we keep active and sleep well?	How do we recognise our feelings?
Class 2 – Cycle A	How can we make informed choices when online?	What are our responsibilities and duties?	How can we look after our money?	How can we be a good friend?	What does it mean to be polite and respectful?	How can we stay mentally and emotionally healthy?	What skills, strengths and interests do we have?
Class 2 – Cycle B	How does the media and online world differ from reality?	How can our choices make a difference to others and the environment?	What decisions can people make with money?	How can friends communicate safely?	How do we recognise our own and other's feelings?	Why should we eat well and look after our teeth?	How will our bodies and emotions change as we get older?
Class 3 – Cycle A	How can we share data safely?	What are our shared responsibilities within our community?	What jobs would we like to earn money?	What is peer pressure?	What does it mean to have empathy?	How can we help in an accident or an emergency?	How can drugs common to everyday life affect health?
Class 3 – Cycle B	How can the media influence people?	Why are rights, freedoms and responsibilities important?	What are the skills of entrepreneurs?	How do relationships change as we grow?	What is prejudice and discrimination?	How can we keep ourselves safe as we become more independent?	How can we keep healthy as we grow and change?

PSHE in Early Years:

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 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.

Health and Wellbeing

During the final term of Early Years pupils 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.

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. That 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, contributing 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.*

PSHE in Key Stage 1:

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 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.

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.

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.

CLASS 1 – CYCLE A - MEDIUM-TERM OVERVIEW

First lesson of each half-term:

- Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these terms mean. Add actions for each word to secure retrieval.
- Rehearse mantra – *Q: What is the purpose of learning PSHE? ‘To keep you happy, healthy and safe.’*
- Introduce the term ‘protective factors’ and explain in them in terms of a ‘protective shield’ of things in our lives that help us stay happy, healthy and safe.
- Introduce the 5 British Values with a brief explanation of what they are and what they mean: make explicit the links to the school values ‘**Care, Achieve, Believe**’.

British Values: Democracy; Rule of Law; Individual Liberty; Mutual Respect; Tolerance of Faiths and Beliefs.

Half term Key question/	Topic and Links to the Programme of Study	Learning steps to achieve the end point.	Key Questions and Resources
Autumn 1 How can we look after each other and the world?	Living in the wider world <i>‘Rights and Responsibilities and Belonging to a Community’</i> Ourselves and others; the world around us; caring for others; growing and changing. PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people’s needs change as they grow from young to old • how to manage change when moving to a new class/year group 	<ul style="list-style-type: none"> • <i>What is good behaviour?</i> • <i>How can our behaviour affect others?</i> • <i>What responsibilities do I have in the classroom and in school?</i> • <i>What responsibilities do I have in the wider world?</i> • <i>In what ways can the environment be harmed?</i> • <i>What can we do to look after the environment?</i> • <i>How do people’s needs change as they grow?</i> • <i>How can we feel when we move to our new class?</i>
Autumn 2 What can we do with money?	Living in the wider world <i>‘Money, work and aspirations’</i>	<ul style="list-style-type: none"> • to recognise what money looks like and know that it comes in different forms • identify how money is obtained (won, borrowed, found, earned, presents) • give some examples of some of the ways that money can be used (saved as well as spent) • identify what might make someone want to spend or save their money – how people make these choices. • the different between needs and wants – that people may not always be able to have the things they want • explain how to keep money safe and the different ways of doing this 	Money sense resources? Where can I keep money safe? https://natwest.mymoneysense.com/teachers/resources-8-12s/topic-6-how-can-i-keep-my-money-safe/

<p>Online Safety How can we stay safe online?</p>	<p>Digital Literacy and Making Decisions Online</p> <p>How can we stay safe online?</p> <p>H15 Online safety context: To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes' or 'no', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<p>Principle of consent.</p> <ul style="list-style-type: none"> • Explain what they can do if they feel nervous about something being safe and unsafe (including saying 'no', 'I'll ask', 'I'll tell') • Identify who they can go to if they are worried about something • Demonstrate ways they can attract the attention of people who care for them and make sure they are listened to • Recognise that it is very important to tell someone if that are worried about something. • Online Safety Class Charter to be made and signed by the whole class (including adults) during the autumn term and regularly referred to throughout the year. 	<p>See Education for a Connected World document, column 2, pages 6 self image and identity:</p> <p>11 Online relationships 16 Online reputation 21 Online bullying 26 Managing information online 37 Privacy and security</p> <p>Explore and discuss some/all of these issues in the context of staying safe online.</p>
<p>Spring 1 What is the same and different about us?</p>	<p>Relationships</p> <p>'Families, friendships and safe relationships'</p> <p>Ourselves and others; similarities and differences; individuality; our bodies</p> <p>PoS refs: H21, H22, H23, H25, R13, R23, L6, L14</p>	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	<ul style="list-style-type: none"> • How might someone feel if ...? • What other kinds of feelings might people have if ...? • How do people behave when they are feeling ...? • How might people respond positively or negatively to a difficulty? • How can you respond positively to something you find difficult?
<p>Spring 2 Who is special to us? What makes a family?</p>	<p>Relationships</p> <p>'Respecting ourselves and others'</p> <p>Ourselves and others; people who care for us; groups we belong to; families</p> <p>PoS refs: L4, R1, R2, R3, R4, R5</p>	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • Who encourages or supports us at home and in school? • How do we feel when someone supports or encourages us? • How can you show support or encouragement to someone when they need it? • What makes you feel good/not so good? • How do our feelings affect our behaviours? How can we cope with strong feelings? Where can we get help with coping with feelings? • Who can we ask for help with coping with feelings? • How can we help others cope with their feelings?
<p>Summer 1 Who helps to keep us</p>	<p>Health and wellbeing</p> <p>'Healthy Lifestyles and Keeping Safe'</p> <p>Keeping safe; people who help us</p>	<ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say 	<ul style="list-style-type: none"> • What roles do people have in the community? • What jobs to they do?

<p>safe?</p>	<p>PoS refs: H33, H35, H36, R15, R20, L5</p>	<ul style="list-style-type: none"> • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<ul style="list-style-type: none"> • <i>Who is responsible in the community for keeping us safe? E.g. police, doctors, dentists, fire service, teachers</i> • <i>Who would be our 'trusted adults'?</i> • <i>What number can you call in an emergency?</i> • <i>Who can we ask for help if someone is hurt?</i> • <i>Why is it important to ask for help when we are worried?</i>
<p>Summer 2 What have been our greatest achievements this year?</p>	<p>Health and wellbeing <i>'Growing and Changing'</i> Think about themselves, learn from their experiences, recognise strengths, set simple but challenging goals. PoS refs: H3</p>	<ul style="list-style-type: none"> • identify what they are good at • explain what they are learning to do better • identify what they need help with and set simple goals for moving up to Year 2/Year 3. • Identify ways of celebrating achievements and how it feels to do this. 	<ul style="list-style-type: none"> • <i>What would you like to achieve this/next week? ('My goal this week is ...') (in school, at home)</i> • <i>What do you need to do to achieve your goals?</i> • <i>How do you feel when you achieve a goal?</i> • <i>What kinds of characteristics do people need to achieve their goals?</i>

CLASS 1 – CYCLE B - MEDIUM-TERM OVERVIEW

First lesson of each half-term:

- Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these terms mean. Add actions for each word to secure retrieval.
- Rehearse mantra – Q: *What is the purpose of learning PSHE? ‘To keep you happy, healthy and safe.’*
- Introduce the term ‘protective factors’ and explain in them in terms of a ‘protective shield’ of things in our lives that help us stay happy, healthy and safe.
- Introduce the 5 British Values with a brief explanation of what they are and what they mean: make explicit the links to the school values ‘**Care, Achieve, Believe**’.

British Values: Democracy; Rule of Law; Individual Liberty; Mutual Respect; Tolerance of Faiths and Beliefs.

Half term Key question/ End point :	Topic and Links to the Programme of Study	Learning steps to achieve the end point.	Values and Key Questions
Autumn 1 What makes a community?	Living in the wider world <i>‘Rights and Responsibilities and Belonging to a Community’</i> Ourselves and others; the world around us; caring for others; growing and changing. PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • To give reasons why it is a shared responsibility to contribute to the classroom and school life. • Identify the different contributions that pupils make and how this affects the classroom. • Explain how class/group rules help them to learn and make the classroom a safe place. • Construct and agree class rules together and give reasons for the rules • Identify different groups that they are part of (e.g. friend groups, sports groups, swimming clubs, faith groups). • Describe how it feels when everyone works cooperatively • Identify important people within the community and talk about the role they play e.g. police officers, doctors, fire service, teachers. 	<ul style="list-style-type: none"> • <i>What is a community?</i> • <i>What are some examples of different communities?</i> • <i>Which communities do I/my friends belong to?</i> • <i>How does it feel to be part of a community?</i> • <i>Who is responsible for meeting our needs? What are our responsibilities towards the people and living things around us?</i> • <i>How can you show that you are being respectful of the rights of others?</i> • <i>What is a community?</i> • <i>What are some examples of different communities?</i>
Autumn 2 What jobs do people do to earn money?	Living in the wider world <i>‘Money, work and aspirations’</i>	<ul style="list-style-type: none"> • To know how jobs help people earn money and pay for things they need and want. • Know about a range of different jobs, including those done by people they know or people who work in the community • How people have different strengths and interests that enable them to different jobs • How people use internet and digital devices in their jobs and everyday life. • To recognise that being enterprising means having an idea, developing it and gaining money from doing so. Give examples of 	<ul style="list-style-type: none"> • <i>What range of jobs do people do?</i> • <i>Why do people need to work/earn money?</i> • <i>What would you like to achieve in this project/your life?</i> • <i>What do you need to do to achieve your goals and aspirations?</i> • <i>How can you demonstrate ways to achieve your goals and aspirations?</i> • <i>Which characteristics help people achieve their goals and meet their aspirations?</i> • <i>How can you develop the characteristics you need to achieve your goals and</i>

		<p>this e.g. Eco Council growing and selling produce, fundraising days at school.</p> <ul style="list-style-type: none"> Describe/demonstrate some of the skills that are needed to help raise/make money at these events. 	<p>aspirations?</p>
<p>Online Safety How can we use the internet safely?</p>	<p>Digital Literacy and Making Decisions Online</p> <p>How can we stay safe online?</p> <p>H15 Online safety context: To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes' or 'no', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<ul style="list-style-type: none"> Identify where to go for help (including online, phone helpline, person at school/home) and how to ask for help if they see something uncomfortable online. Identify healthy choices they can make online Understand the importance of keeping passwords private Understand the important of consent and when to say 'yes' 'no' 'I'll ask' or 'I'll tell'. Identify some of the consequences of different choices, both good and some not good. Online Safety Class Charter to be made and signed by the whole class (including adults) during the autumn term and regularly referred to throughout the year. 	<p>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc See Education for a Connected World document, column 3 Pages</p> <ul style="list-style-type: none"> 6 Self image and identity 11 Online relationships 16 Online reputation 21 Online bullying 26 Managing information online 32 Health, wellbeing and lifestyle 37 Privacy and security Explore and discuss some/all of these issues in the context of staying safe online
<p>Spring 1 What makes a good friend?</p>	<p>Relationships</p> <p>'Families, friendships and safe relationships'</p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p>	<ul style="list-style-type: none"> how to make friends with others how to recognise when they feel lonely and what they could do about it how people behave when they are being friendly and what makes a good friend how to resolve arguments that can occur infriendships how to ask for help if a friendship is making themunhappy 	<ul style="list-style-type: none"> What is cooperation, and what does it look like? How can you resolve disagreements? How do you know if a situation is fair, and how do you resolve it if it's not? What makes you feel good/not so good? How do our feelings affect our behaviours? How can we cope with strong feelings? Where can we get help with coping with feelings?
<p>Spring 2 What is bullying?</p>	<p>Relationships</p> <p>'Respecting ourselves and others'.</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25</p>	<ul style="list-style-type: none"> how words and actions can affect how people feel how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable how to respond if this happens in differentsituations how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doingso 	<ul style="list-style-type: none"> What are the signs of a healthy, positive relationship? How should people treat one another in a relationship to ensure it stays healthy and positive? How do you know if a relationship is unhealthy, or unsafe? How can you resolve difficulties in or end a relationship? Where can you get help if you are worried about a relationship? What does discrimination mean? What might people say or do if they are discriminating against someone? (apply to on- and offline behaviour) Who might experience discrimination? Why? How might people feel when they experience discrimination?

			<ul style="list-style-type: none"> • <i>How can you respond to discriminatory language or behaviour? (apply to behaviour on- and offline)</i> • <i>What does inclusion mean?</i> • <i>How can communities be inclusive?</i>
<p>Summer 1</p> <p>Why should we keep active and sleep well?</p>	<p>Health and wellbeing</p> <p>'Healthy Lifestyles and Keeping Safe'</p> <p>Being healthy; keeping active, taking rest</p> <p>PoS refs: : H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	<ul style="list-style-type: none"> • <i>What sorts of choices do you make?</i> • <i>What choices have you made this year/this week/today etc?</i> • <i>How do you make your choices?</i> • <i>What do you need to know to make a choice?</i> • <i>How do you know if a choice is a good one? How might someone feel if ...?</i> • <i>How might someone show that they are feeling this way?</i> • <i>How can someone manage their emotional responses to a situation so that they feel better able to deal with/approach it?</i> • <i>How can someone get help with managing emotions?</i>
<p>Summer 2</p> <p>How do we recognise our feelings?</p>	<p>Health and wellbeing</p> <p>'Growing and Changing'</p> <p>Feelings; mood; times of change; loss and bereavement; growing up.</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27.</p>	<ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	<ul style="list-style-type: none"> • <i>What are feelings and emotions?</i> • <i>What makes you feel good?</i> • <i>What experiences/situations have made you feel sad, worried, upset?</i> • <i>Is it okay to feel sad, worried, upset, anxious and angry sometimes?</i> • <i>How do different feelings make our bodies feel?</i> • <i>What strategies can we use to manage our feelings? (worried, sad) e.g. different breathing techniques, link to My Happy Mind.</i> • <i>Who can we ask for help with our feelings?</i>

PSHE in Lower Key Stage 2:

Responsible Decision Making and Living in the Wider World

In 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 Lower 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.

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 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.

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.

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.

CLASS 2 – CYCLE A - MEDIUM-TERM OVERVIEW

First lesson of each half-term:

- Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these terms mean. Add actions for each word to secure retrieval.
- Rehearse mantra – *Q: What is the purpose of learning PSHE? ‘To keep you happy, healthy and safe.’*
- Introduce the term ‘*protective factors*’ and explain in them in terms of a ‘protective shield’ of things in our lives that help us stay happy, healthy and safe.
- Introduce the 5 British Values with a brief explanation of what they are and what they mean: make explicit the links to the school values ‘*Care, Achieve, Believe*’.

British Values: Democracy; Rule of Law; Individual Liberty; Mutual Respect; Tolerance of Faiths and Beliefs.

Half term Key question/ End point :	Topic and Links to the Programme of Study	Learning steps to achieve the end point.	Values and Key Questions
Autumn 1 What are our responsibilities and duties?	Living in the wider world <i>‘Rights and Responsibilities and Belonging to a Community’</i> Ourselves and others; the world around us; caring for others; growing and changing. PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	<ul style="list-style-type: none"> • To give reasons for why it is a shared responsibility to contribute to the classroom and the school life • Identify the different contributions that pupils can make and how this affects the classroom • Explain how class/group rules help them to learn and make the classroom a safe place • Identify what can happen if class rules are not followed • To identify who is responsible for things at school, at home and in the environment. • Identify rights, responsibilities they have in the context of school, home and the environment and recognise the skills required to carry out these responsibilities • Describe how it feels to be responsible • Give suggestions of how they can make a difference to local and world-wide environment issues. 	<ul style="list-style-type: none"> • <i>What are people’s roles and responsibilities within their groups or community?</i> • <i>Why is it important to take responsibility in a community?</i> • <i>Why is it important that people care for their community?</i> • <i>How can someone show that they are contributing to their community in a positive way?</i> • <i>What are our rights and responsibilities in school and at home?</i> • <i>How are we responsible for ensuring that everyone’s rights are respected and met?</i> • <i>As you become more independent, how can you keep yourself safe?</i>
Autumn 2 How can we look after our money?	Living in the wider world <i>‘Money, work and aspirations’</i>	<ul style="list-style-type: none"> • To describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) • Explain how money is obtained • Give examples of some of the choices they might have about spending or saving money and what helps them decide. • Identify how people keep track of what money is spent or saved and 	<p><i>Money Sense- Where does money come from?</i> https://natwest.mymoneysense.com/teachers/resources5-8s/topic-3-where-does-money-come-from/</p> <p><i>Money Sense- How can I keep track of my money?</i> https://natwest.mymoneysense.com/teachers/resources5-8s/topic-6-how-can-i-keep-track-of-</p>

		<p>why this is important.</p> <ul style="list-style-type: none"> Explain the importance of keeping money safe and some ways of doing this. 	my-money/
<p>Online Safety How can we make informed choices when online?</p>	<p>Digital Literacy and Making Decisions Online</p> <p>How can we stay safe online?</p> <p>H15 Online safety context: To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes' or 'no', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<ul style="list-style-type: none"> To recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online and give examples of these Recognise why it is important not to share personal information online (such as passwords, where they live, private pictures or themselves or others) Identify who to tell and how to report it if they see something upsetting or something feels unsafe when online. Online Safety Class Charter to be made and signed by the whole class (including adults) during the autumn term and regularly referred to throughout the year. 	<p>Discussion may include themes such as, parental locks or limits put on screen time, ESafety rules at school, PEGI age restrictions on games and apps etc</p> <p>See Education for a Connected World document, column 1 Pages 7 Self image and identity 12 Online relationships 17 Online reputation 22 Online bullying 33 Health, wellbeing and lifestyle</p> <p>Explore and discuss some/all of these issues in the context of making choices for positive physical, emotional and mental health</p>
<p>Spring 1 How can we be a good friend?</p>	<p>Relationships</p> <p><i>'Families, friendships and safe relationships'</i></p> <p>Friendship; feeling lonely; positive friendships, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<ul style="list-style-type: none"> how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them how to build good friendships, including identifying qualities that contribute to positive friendships that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<ul style="list-style-type: none"> What is cooperation, and what does it look like? How can you resolve disagreements? How do you know if a situation is fair, and how do you resolve it if it's not? What makes you feel good/not so good? How do our feelings affect our behaviours? How can we cope with strong feelings? Where can we get help with coping with feelings? Who can we ask for help with coping with feelings? How can we help others cope with their feelings?
<p>Spring 2 What does it mean to be polite and respectful?</p>	<p>Relationships</p> <p><i>'Respecting ourselves and others'</i></p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* the rights that children have and why it is important to protect these* 	<ul style="list-style-type: none"> What is 'personal space'? What kind of personal space do I feel comfortable with? How do I feel if someone invades my personal space? How can I show and tell someone if they are invading my personal space/making me feel uncomfortable? How can I show respect for someone else's personal space? Where can I get help if someone is making me feel uncomfortable or hurting me?

		<ul style="list-style-type: none"> • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – howto report concerns 	
<p>Summer 1 How can we stay mentally and emotionally healthy?</p>	<p>Health and wellbeing <i>'Healthy Lifestyles and Keeping Safe'</i> Being healthy; keeping active, taking rest PoS refs: : H1, H2, H3, H4, H7, H8, H13, H14</p>	<ul style="list-style-type: none"> • To identify different ways to help maintain good health • Recognise what is meant by a 'balanced lifestyle' • Describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives • Describe choices that have positive consequences on health and those which may have more negative effect • Describe what helps people to make a positive choice • To describe a range of different feelings (good and not so good) • Use a scale of intensity to describe feelings • Recognise the importance of sharing their feelings and identify some positive ways of doing this 	<ul style="list-style-type: none"> • <i>What sorts of choices do you make?</i> • <i>What choices have you made this year/this week/today etc?</i> • <i>How do you make your choices? What do you need to know to make a choice?</i> • <i>How do you know if a choice is a good one?</i> • <i>How might someone feel if ...? How might someone show that they are feeling this way?</i> • <i>How can someone manage their emotional responses to a situation so that they feel better able to deal with/approach it?</i> • <i>How can someone get help with managing their emotional responses if they need it?</i>
<p>Summer 2 What skills, strengths and interests do we have?</p>	<p>Health and wellbeing <i>'Growing and Changing'</i> PoS refs: H27, H28, H29, L25</p>	<ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<ul style="list-style-type: none"> • <i>What would you like to achieve in this project/your life?</i> • <i>What do you need to do to achieve your goals and aspirations?</i> • <i>How can you demonstrate ways to achieve your goals and aspirations? Which characteristics help people achieve their goals and meet their aspirations?</i> • <i>How can you develop the characteristics you need to achieve your goals and aspirations?</i> • <i>What is collaboration?</i> • <i>What are some examples of collaborative skills?</i> • <i>How does collaboration help our friendships and relationships? What kinds of goals can be achieved when people collaborate? How can you develop and improve your collaboration skills?</i>

CLASS 2 – CYCLE B - MEDIUM-TERM OVERVIEW

First lesson of each half-term:

- Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these terms mean. Add actions for each word to secure retrieval.
- Rehearse mantra – Q: *What is the purpose of learning PSHE? ‘To keep you happy, healthy and safe.’*
- Introduce the term ‘*protective factors*’ and explain in them in terms of a ‘protective shield’ of things in our lives that help us stay happy, healthy and safe.
- Introduce the 5 British Values with a brief explanation of what they are and what they mean: make explicit the links to the school values ‘**Care, Achieve, Believe**’.

British Values: Democracy; Rule of Law; Individual Liberty; Mutual Respect; Tolerance of Faiths and Beliefs.

Half term Key question/ End point :	Topic and Links to the Programme of Study	Learning steps to achieve the end point.	Values and Key Questions
Autumn 1 How can our choices make a difference to others and the environment?	Living in the wider world <i>‘Rights and Responsibilities and Belonging to a Community’</i> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none"> • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way 	<ul style="list-style-type: none"> • <i>Why do we have choices?</i> • <i>How can everyday choices affect the environment?</i> • <i>Why is it important to look after the environment?</i> • <i>What can you do to show care and concern?</i> • <i>What personal responsibilities do we have?</i> • <i>How can we care for the environment?</i> • <i>How can we show care for others?</i>
Autumn 2 What decisions can people make with money?	Living in the wider world <i>‘Money, work and aspirations’</i>	<ul style="list-style-type: none"> • To explain the importance of money in people’s lives • identify a range of forms of payment the reasons for using these (other than coins and notes) ‘ • explain different ways of keeping track of money and why this is important • identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are ‘good value’) • make decisions about whether something is better ‘value for money’ than something else • To identify situations where someone might want or need to ‘save’ or ‘borrow’ money • identify what would help someone decide whether to ‘save’ or ‘borrow’ money for something they need/want 	<ul style="list-style-type: none"> • <i>What is money?</i> • <i>What different ways can you pay for things? (other than coins and notes)</i> • <i>Why is it important to keep track of money?</i> • <i>Compare two items....which one would be value for money?</i> • <i>Why might people want to save money or borrow money?</i> • <i>What can we do to help save money?</i>

<p>Online Safety</p> <p>How does the media and online world differ from reality?</p>	<p>Digital Literacy and Making Decisions Online</p> <p>How can we stay safe online?</p> <p>H15 Online safety context: To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes' or 'no', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<ul style="list-style-type: none"> To describe the different ways people find out information and news about people, places and events give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase) identify how this is done (e.g. emotive language in adverts) identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip) suggest some important questions we should ask when we see images, programmes or articles in the media Online Safety Class Charter to be made and signed by the whole class (including adults) during the autumn term and regularly referred to throughout the year. 	<p>See Education for a Connected World document, column 2</p> <p>Pages 7 Self-image and identity</p> <p>12 Online relationships</p> <p>17 Online reputation 22 Online bullying</p> <p>33 Health, wellbeing and lifestyle 38 Privacy and security</p> <p>Explore and discuss some/all of these issues in the context of critiquing and questioning online images and information and staying safe online See Be Internet Legends curriculum for activity ideas.</p>
<p>Spring 1</p> <p>How can friends communicate safely?</p>	<p>Relationships</p> <p><i>'Families, friendships and safe relationships'</i></p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PoS refs: R1, R18, R24, R26, R29, L11, L15</p>	<ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<ul style="list-style-type: none"> How should we expect to be treated within a healthy relationship? What are our responsibilities towards others to maintain a healthy relationship? What do we mean by 'boundaries' in friendships and relationships? What does 'consent' mean in a friendship or other relationship? How do you feel if someone doesn't respect your boundaries? How can you make your boundaries clear to other people? How can you show respect towards others' boundaries? Where can you get help if someone is not respecting your boundaries?
<p>Spring 2</p> <p>How do we recognise our own and other's feelings?</p>	<p>Relationships</p> <p><i>'Respecting ourselves and others.'</i></p>	<ul style="list-style-type: none"> To give examples of a wider range of feelings identify how people's bodies and faces can show their feelings describe how different feelings can make people behave suggest how to respond to others to help them with their feelings identify when someone might need help with their feelings and who to talk to To describe how one person's actions can affect another person, or a group of people identify actions that would affect others positively identify actions that would affect others negatively describe how a person's actions can affect the person themselves 	<ul style="list-style-type: none"> What are your 'early warning signs' when you feel uncomfortable, anxious or stressed? How do you know if someone is feeling a certain way? How can you respond to someone's feelings in a way that will help them? What is empathy? How can you demonstrate empathy towards others?

		<ul style="list-style-type: none"> • identify why it is important to ‘think before we act’ • identify peaceful ways to solve problems that might arise in friendships • To give examples of causes of arguments in the classroom, playground or other • describe feelings when disputes and conflicts occur • identify what can help and not help when trying to resolve arguments • demonstrate strategies for solving arguments with peers • give examples of when they have given useful feedback or support to others 	<ul style="list-style-type: none"> • <i>How can your feelings affect the way you behave or respond to a situation?</i> • <i>What are some examples of emotional responses?</i> • <i>What are some healthy/unhealthy ways of coping with emotional responses?</i> • <i>How can different responses make us feel about ourselves?</i>
<p>Summer 1 Why should we eat well and look after our teeth?</p>	<p>Health and wellbeing <i>‘Healthy Lifestyles and Keeping Safe’</i> Being healthy: eating well, dental care’ PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<ul style="list-style-type: none"> • <i>What is a healthy diet?</i> • <i>What are the benefits of eating healthy and nutritionally rich foods?</i> • <i>Why is it important to look after our teeth?</i> • <i>How can we look after our teeth?</i> • <i>What is good oral hygiene?</i> • <i>What choices do we have about what to eat and drink?</i> • <i>Who might influence our choices?</i> • <i>How, when and who can we ask for help?</i>
<p>Summer 2 How will our bodies and emotions change as we get older?</p>	<p>Health and wellbeing <i>‘Growing and Changing’</i> Growing and changing; Puberty PoS refs: H31, H32, H34</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances 	<p>GROWING AND CHANGING Christopher Winter lesson plans and resources</p>

PSHE in Upper Key Stage 2:

Responsible Decision Making and Living in the Wider World

In 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 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.

Health and Wellbeing

In the final term of 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.

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.

CLASS 3 – CYCLE A - MEDIUM-TERM OVERVIEW

First lesson of each half-term:

- Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these terms mean. Add actions for each word to secure retrieval.
- Rehearse mantra – Q: *What is the purpose of learning PSHE? ‘To keep you happy, healthy and safe.’*
- Introduce the term ‘protective factors’ and explain in them in terms of a ‘protective shield’ of things in our lives that help us stay happy, healthy and safe.
- Introduce the 5 British Values with a brief explanation of what they are and what they mean: make explicit the links to the school values ‘**Care, Achieve, Believe**’.

British Values: Democracy; Rule of Law; Individual Liberty; Mutual Respect; Tolerance of Faiths and Beliefs.

Half term Key question/ End point :	Topic and Links to the Programme of Study	Learning steps to achieve the end point.	Key Questions and Resources
Autumn 1 What are our shared responsibilities within our community?	Living in the wider world <i>‘Rights and Responsibilities and Belonging to a Community’</i> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L2, L6, H11	<ul style="list-style-type: none"> • To explain that rules and laws exist to keep us safe and healthy and why different rules are needed in different situations • explain what is meant by a democracy • describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP) • To explain what is meant by anti-social behaviour and describe the effect these behaviours can have on emotional and physical health and wellbeing • identify how they can respond to or challenge, anti-social / aggressive behaviour • identify appropriate examples of where people can get help, advice and support regarding anti-social behaviour • To describe ways they are becoming become more independent as they are growing up • identify occasions where they are responsible for the safety of themselves and/or others • recognise that risk is part of everyday living and assess the level of risk in different situations and identify how risk can be reduced 	<ul style="list-style-type: none"> • <i>Why do we have rules?</i> • <i>Why do countries have laws?</i> • <i>What are rules and laws for/designed to do?</i> • <i>Who makes rules and laws?</i> • <i>How are rules and laws enforced? Why might rules be different in different situations?</i> • <i>What rules do you need to follow to ensure your safety and protection?</i> • <i>What is your opinion about (a particular set of rules/particular laws)?</i>
Autumn 2 What jobs would we like to earn money?	Living in the wider world <i>‘Money, work and aspirations’</i>	<ul style="list-style-type: none"> • that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs 	<ul style="list-style-type: none"> • <i>What are the different jobs people can do to earn money?</i> • <i>Why are some jobs paid more than others? e.g. volunteering</i> • <i>What basic skills do you need for most jobs? E.g. good communication, teamwork etc.</i>

		<ul style="list-style-type: none"> that there are different ways into jobs and careers, including college, apprenticeships and university how people choose a career/job and what influences their decision, including skills, interests and pay how to question and challenge stereotypes about the types of jobs people can do how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	<ul style="list-style-type: none"> <i>What are apprenticeships? Why do people go to university?</i> <i>How can you choose a career/job? Where can you go to for help?</i> <i>What stereotypes can there be around the types of jobs people do?</i>
<p>Online Safety</p> <p>How can we share data safely?</p>	<p>Digital Literacy and Making Decisions Online</p> <p>How can we stay safe online?</p> <p>H15 Online safety context: To recognise that they share responsibility for keeping themselves and others safe, when to say 'yes' or 'no', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p>	<ul style="list-style-type: none"> To explain the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.) give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends) explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image Online Safety Class Charter to be made and signed by the whole class (including adults) during the autumn term and regularly referred to throughout the year. 	<p>See Education for a Connected World document, column 3</p> <p>Pages 7 Self image and identity</p> <p>12 Online relationships</p> <p>17 Online reputation</p> <p>22 Online bullying</p> <p>27 Managing information online</p> <p>38 Privacy and security</p> <p>Explore and discuss some/all of these issues in the context of image sharing/consent See Be Internet Legends curriculum for activity ideas.</p>
<p>Spring 1</p> <p>What is peer pressure?</p>	<p>Relationships</p> <p>'Families, friendships and safe relationships'</p> <p>PoS reference: R2: To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a positive healthy relationship</p> <p>R15 To recognise and manage 'dares'</p> <p>H14 Recognise when to ask for help</p>	<ul style="list-style-type: none"> Describe different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other. Identify the essential constituents of a positive, healthy relationship. Explain what this means in an emotional and physical sense Describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy Recognise that relationships can change (as we grow or as circumstances change) Recognise that sometimes relationships may change or end, that is natural and often no one is to blame Recognise the importance of telling if they feel they (or others) are being put under pressure or doing something that makes them feel unhealthy or unsafe Identify feelings when giving or receiving 'dares' Identify how peer's behaviour and other sources can influence their own behaviour 	<ul style="list-style-type: none"> <i>How does someone demonstrate perseverance and determination?</i> <i>How can you face a challenge or difficulty in an optimistic, rather than defeatist, way?</i> <i>What does it mean to keep an open mind about a difficulty?</i> <i>How do you decide when to step back from a difficulty or ask for help?</i> <i>Where can you get help with difficulties or challenges?</i>

<p>Spring 2</p> <p>What does it mean to have empathy?</p>	<p>Relationships</p> <p><i>'Respecting ourselves and others'</i></p> <p>PoS reference: R1, R7, R10</p>	<ul style="list-style-type: none"> To explain how to recognise a wide range of feelings in others explain how it feels when others respond appropriately / not appropriately to our feelings demonstrate language and strategies to use if not sure how others may be feeling give examples of ways we can respond positively to others' feelings To explain how someone's actions might have consequences for themselves, family, friends, wider community identify the consequences of positive behaviour on themselves and others identify the consequences of negative behaviour on themselves and others explain the importance of 'stopping', 'taking a step back' and asking 'What if...' To respond respectfully to other people's points of view in class or that they read about 	<ul style="list-style-type: none"> <i>How can your feelings affect the way you behave or respond to a situation?</i> <i>What are some examples of emotional responses?</i> <i>What are some healthy/unhealthy ways of coping with emotional responses?</i> <i>How can different responses make us feel about ourselves?</i>
<p>Summer 1</p> <p>How can we help in an accident or an emergency?</p>	<p>Health and wellbeing</p> <p><i>'Healthy Lifestyles and Keeping Safe'</i></p> <p>Basic first aid, accidents, dealing with emergencies</p> <p>PoS refs: H43, H44</p>	<ul style="list-style-type: none"> how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help 	<ul style="list-style-type: none"> <i>What is first aid? Why is it important?</i> <i>Who could you go to for help in a first aid incident?</i> <i>Who are the nominated first aiders in school?</i> <i>How can we carry out basic first aid?</i> <i>Do we have a defibrillator in school? Where is it? What is it used for?</i>
<p>Summer 2</p> <p>How can drugs common to everyday life affect health?</p>	<p>Health and wellbeing</p> <p><i>'Growing and Changing'</i></p> <p>Drugs, alcohol and tobacco; healthy habits</p> <p>PoS refs: H1, H3, H4, H46, H47, H48, H50</p>	<ul style="list-style-type: none"> how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal how laws surrounding the use of drugs exist to protect them and others why people choose to use or not use different drugs how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>GROWING AND CHANGING</p> <p>Christopher Winter lesson plans and resources</p> <ul style="list-style-type: none"> <i>What are the common drugs in everyday life? E.g. nicotine, alcohol, medicines</i> <i>Why are some drugs legal and some illegal?</i> <i>Which drugs are damaging to health? (mental, emotional and physical)</i> <i>Why do we have laws surrounding the use of drugs?</i> <i>What are the risks? How could you manage these?</i> <i>Where could you go for help or support?</i> <i>Who are the trusted adults you could talk to?</i>

CLASS 3 – CYCLE B - MEDIUM-TERM OVERVIEW

First lesson of each half-term:

- Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these terms mean. Add actions for each word to secure retrieval.
- Rehearse mantra – *Q: What is the purpose of learning PSHE? ‘To keep you happy, healthy and safe.’*
- Introduce the term ‘*protective factors*’ and explain in them in terms of a ‘protective shield’ of things in our lives that help us stay happy, healthy and safe.
- Introduce the 5 British Values with a brief explanation of what they are and what they mean: make explicit the links to the school values ‘*Care, Achieve, Believe*’.

British Values: Democracy; Rule of Law; Individual Liberty; Mutual Respect; Tolerance of Faiths and Beliefs.

Half term Key question/ End point :	Topic and Links to the Programme of Study	Learning steps to achieve the end point.	Key Questions and Resources
Autumn 1 Why are rights, responsibilities and freedoms important?	Living in the wider world <i>‘Rights and Responsibilities and Belonging to a Community’</i> PoS reference: L3, L4, L9, L10	<ul style="list-style-type: none"> • To revise what the UN Conventions on the Rights of the Child and ‘human rights’ mean to them • how they can demonstrate these rights in the classroom, school and wider community • describe how life can be for children living and growing up in places where their human rights are not recognised • identify some organisations that work to help people whose human rights aren’t being met and explain how they work to meet those needs • evaluate ways in which human rights can be promoted • To explain what is meant by being part of a community in relation to the school, local and wider community • give examples of voluntary or community groups that support health and wellbeing, including in relation to the environment • identify reasons people form or join pressure groups and why they are needed • evaluate ways in which pressure groups gain support to address the needs of the community and the environment identify how this can 	<ul style="list-style-type: none"> • <i>What benefits are there from being part of a community?</i> • <i>What are your responsibilities towards/how can you take care of our community?</i> • <i>How can you contribute to the Peover/Knutsford/Chelford?</i> • <i>How will your contribution benefit our school?</i>

		lead to social change	
Autumn 2 What are the skills of entrepreneurs?	Living in the wider world <i>'Money, work and aspirations'</i> PoS: L16 To learn what is meant by enterprise and begin to develop enterprise skills	<ul style="list-style-type: none"> To give examples of people who are famous entrepreneurs (e.g. Dragon's Den entrepreneurs, Rob Smethurst (Macclesfield Football Club), Jeff Bezos, Mark Zuckerberg etc) analyse and evaluate the skills and attributes that make these people enterprising (personal and in business) explain what is meant by 'positive' risk in relation to enterprise projects evaluate what makes an enterprise successful for the people involved describe or demonstrate different ways to develop enterprise skills and attributes 	<ul style="list-style-type: none"> <i>What does the word 'entrepreneurs' mean?</i> <i>Can you give examples of entrepreneurs?</i> <i>Why are the entrepreneurial? What skills and attributes do they have?</i> <i>What are risks to enterprise projects? What are positive risks?</i> <i>What makes an enterprise project successful?</i> <i>What enterprise project could we do at school/in the local community to fund raise money?</i>
Online Safety How can the media influence people?	Digital Literacy and Making Decisions Online How can we stay safe online? Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	<ul style="list-style-type: none"> how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images how text and images can be manipulated or invented; strategies to recognise this to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts to recognise unsafe or suspicious content online and what to do about it how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them how to make decisions about the content they view online or in the media and know if it is appropriate for their age range how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have to discuss and debate what influences people's decisions, taking into consideration different viewpoints Online Safety Class Charter to be made and signed by the whole class (including adults) during the autumn term and regularly referred to throughout the year. 	<ul style="list-style-type: none"> <i>What are the benefits of considering someone else's point of view?</i> <i>How can you challenge someone's point of view respectfully?</i> <i>What is the difference between a fact and an opinion?</i> <i>If someone writes or says something publicly, does this mean their view is true, or the right one?</i> <i>How can you check if something online is an opinion or a fact?</i> <p><i>See Education for a Connected World document, column 4</i> <i>Pages 7 Self image and identity</i> <i>12 Online relationships</i> <i>17 Online reputation</i> <i>22 Online bullying</i> <i>27 Managing information online</i> <i>38 Privacy and security</i> <i>Explore and discuss some/all of these issues in the context of critiquing and questioning online information and staying safe online</i> <i>See Be Internet Legends curriculum for activity ideas.</i></p>

<p>Spring 1 How can relationships change as we grow?</p>	<p>Relationships <i>'Families, friendships and safe relationships'</i></p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16</p>	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	<ul style="list-style-type: none"> • <i>What are the signs of a healthy, positive relationship?</i> • <i>How should people treat one another in a relationship to ensure it stays healthy and positive?</i> • <i>How do you know if a relationship is unhealthy, or unsafe?</i> • <i>How can you resolve difficulties in or end a relationship?</i> • <i>Where can you get help if you are worried about a relationship?</i>
<p>Spring 2 What is prejudice and discrimination?</p>	<p>Relationships <i>'Respecting ourselves and others'</i></p> <p>PoS refs: R7, R13, R14, R16</p>	<ul style="list-style-type: none"> • To give examples of how individual/group actions can impact on others in a positive or negative way • give examples of the wider impact of both positive and negative actions on others • describe what can help people in 'moments' when they have to make decisions about what action they will take <p>***Make reference to the legalities of Protected Characteristics ***</p> <ul style="list-style-type: none"> • To identify a wide range of factors that contribute to someone's identity • explain the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity 	<ul style="list-style-type: none"> • <i>How might someone feel if ...?</i> • <i>How might someone show that they are feeling this way?</i> • <i>How can someone manage their emotional responses to a situation so that they feel better able to deal with/approach it?</i> • <i>How can someone get help with managing their emotional responses if they need it?</i> • <i>What does discrimination mean? What might people say or do if they are discriminating against someone? (apply to on- and offline behaviour)</i> • <i>Who might experience discrimination? Why?</i> • <i>How might people feel when they experience discrimination?</i> • <i>How can you respond to discriminatory language or behaviour? (apply to behaviour on- and offline)</i> • <i>What does inclusion mean?</i>

			<ul style="list-style-type: none"> • <i>How can communities be inclusive?</i>
<p>Summer 1</p> <p>How can we keep ourselves safe as we become more independent?</p>	<p>Health and wellbeing</p> <p><i>'Healthy Lifestyles and Keeping Safe'</i></p> <p>PoS: H11, H25</p>	<ul style="list-style-type: none"> • To explain how increased freedom as they get older means potentially having more risks to negotiate (road, rail, water safety and online) • explain how their responsibility to keep themselves and others safe is changing as they become more independent • recognise they are not yet solely responsible for this and that adults they know well and trust are still responsible for their overall safety and wellbeing • recognise their personal responsibility to self and others when managing risk, danger and hazard • evaluate the level of risk in different situations by predicting possible consequences and their likelihood • recognise that risk can depend on who is there, where it is and what it is suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice • explain their responsibility to report things that mean they or others may not be safe • to describe the types of images that are ok to photograph and share with others and what might not be appropriate - recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not • explain that an image (or text) can be quickly shared to many people, even though it was only sent to one person • explain the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends) • describe their responsibility to never ask for personal information or images from others • describe what to do if they take, share or come across a picture which might cause upset, hurt or embarrassment to themselves or others • explain how to report inappropriate use of personal information / upsetting images and information online 	<ul style="list-style-type: none"> • <i>Who is responsible for our behaviour and choices?</i> • <i>Who is responsible for our own wellbeing?</i> • <i>Who is responsible for the wellbeing of those around us?</i> • <i>What kinds of actions and choices might affect those around us in positive or harmful ways?</i> • <i>What kind of effects might our actions and choices have on other people? What do you need to consider when you behave in a certain way or make a particular choice?</i>
<p>Summer 2</p> <p>How can we keep healthy</p>	<p>Health and wellbeing</p> <p><i>'Growing and Changing'</i></p>	<ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle 	<p>GROWING AND CHANGING Christopher Winter lesson plans and resources</p>

as we grow
and change?

Looking after ourselves; growing up;
becoming independent; taking more
responsibility

PoS refs: H1, H2, H3, H4, H5, H6, H7,
H8, H11, H12, H13, H14, H15, H16,
H21, H22, H40, H46, R10

including:

- » how to plan a healthy meal
- » how to stay physically active
- » how to maintain good dental health, including oral hygiene, food and drink choices
 - » how to benefit from and stay safe in the sun
 - » how and why to balance time spent online with other activities
 - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep
 - » how to manage the influence of friends and family on health choices
- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

- *What would you like to achieve in this project/your life?*
- *What do you need to do to achieve your goals and aspirations?*
- *How can you demonstrate ways to achieve your goals and aspirations?*
- *Which characteristics help people achieve their goals and meet their aspirations?*
- *How can you develop the characteristics you need to achieve your goals and aspirations?*