

# PSHE Policy

## Park Spring Primary School

Date: 07/03/24

### Consultation process:

This policy was drafted by Harjinder Bacchus in consultation with Rachel Horan, the head teacher, and Chloe Coleman, the PSHE Governor. Parents/carers were consulted online by sharing this policy on the website. Teaching and non-teaching staff were consulted through email and pupils were consulted through a small group discussion. Governors were consulted through discussion Chloe Coleman, the PSHE Governor, and by sharing this policy at a Governors meeting. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Harjinder Bacchus. The policy will be reviewed in full every 2 years.

### Links to Other Relevant Policies:

Relationships and Sex Education (RSE)  
Equality and Diversity policy  
Inclusion policy  
Positive Behaviour policy  
Anti-bullying policy  
Safeguarding policy

### Definition of PSHE:

Personal, Social, Health and Economic (PSHE) education is a school subject, through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

### ➤ Intent

The intent of our PSHE curriculum is to deliver a curriculum which equips children with: the knowledge, skills and strategies to live healthy, safe and responsible lives. The PSHE teaching should be accessible to all because we believe at Park Spring that our school should be an inclusive community where ALL aim high, develop positive values and beliefs, a sense of community, well-being and a caring attitude towards others. PSHE aims to build our children's understanding about how to play a positive and successful role within our society, now and in the future; our pupils are encouraged to play a positive and active role in contributing to school life and the wider community. Our aim is to provide pupils with a knowledge of their world and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We aim to provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

## Rationale and Ethos

Park Spring believes that PSHE is a vital part of school life - and ultimately- our children's future health and wellbeing. Our PSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. PSHE is central to our values and to achieving our school's stated aims of achieving together.

The overarching aim for PSHE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

## ➤ Implementation

Whole school curriculum overview for 2020-2021								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Autumn 1 PSHE	<b>Identity, society &amp; equality</b> Me & others It's OK to be different by Todd Parr	<b>Careers, financial capability and economic wellbeing</b> My money (Maths / Summer Fair) My rows and piles of coins	<b>Identity, society &amp; equality</b> Celebrating differences The Buobs in the new jumper, Oliver Jeffers	<b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting What helps me choose?	<b>Identity, society and equality</b> Democracy (Links to school council elections) The day oooo went to vote, Elinor Brontë, Stuart	<b>Identity, society and equality</b> Stereotypes, discrimination and prejudice (including tackling homophobia) The sney slacking Beeps	<b>Careers, financial capability and economic wellbeing</b> Borrowing and earning money One Hen by Katie Smith Milway	<b>Identity, society and equality</b> Human rights The unforgotten coat, Frank Cottrell Boyce
Autumn 2 PSHE	<b>Physical health and wellbeing</b> Fun times Acker Backer Boo!	<b>Physical health and wellbeing</b> What keeps me healthy? Burger boy, Alan Durant	<b>Physical health and wellbeing</b> What helps me choose? Oliver's vegetables, by Vivian French	<b>Physical health and wellbeing</b> What is important to me? The boy with square eyes	<b>Physical health and wellbeing</b> In the media (Aright Charley) The wizard and the ugly book of shame	<b>Physical health and wellbeing</b> Recap from previous years – tailor to needs of each class.		
Spring 1 PSHE	<b>Keeping safe and managing risk</b> Feeling safe Dinosaurs beware! A safety guide BY Marc Brown	<b>Keeping safe and managing risk</b> Indoors and outdoors (Lighter nights) Dinosaurs beware! A safety guide BY Marc Brown	<b>Keeping safe and managing risk</b> Bullying – see it, say it, stop it Leave the abbie	<b>Keeping safe and managing risk</b> Playing safe Wzy home	<b>Keeping safe and managing risk</b> When things go wrong	<b>Keeping safe and managing risk</b> Keeping safe - out and about Miracle on separation street		
Spring 2 PSHE	<b>Mental health and emotional wellbeing</b> Feelings Angry Arthur, Holown Curo Always and forever by Alan Durant	<b>Mental health and emotional wellbeing</b> Friendship Relates to Anti-Bullying week I'm not invited, Diana Cain Bubboboo	<b>Mental health &amp; emotional wellbeing</b> Strengths & challenges Wonder Goal!	<b>Mental health &amp; emotional wellbeing</b> Recapping 3x lessons from previous years – tailored each year to what the children need.	<b>Mental health and emotional wellbeing</b> Dealing with feelings Seal surfer, Michael Foreman The heart and the bottle	<b>Mental health and emotional wellbeing</b> Healthy minds Finding a voice – friendship is a two way street, Kim Hood		
Summer 1 PSHE	<b>R&amp;E</b> Boys and girls, families Once there were giants, Martin Waddell	<b>R&amp;E</b> Boys and girls, families The great big book of families, Mary Hoffman	<b>R&amp;E</b> Education Growing up and changing	<b>R&amp;E</b> Growing up and changing What's happening to me (girls), Susan Meredith What's happening to me (boys), Alex Smith	<b>R&amp;E</b> Healthy relationships / How a baby is made	<b>Sex and relationship education</b> Healthy relationships / How a baby is made		
Summer 2 PSHE	<b>Drug, alcohol and tobacco education</b> What do we put into and on to bodies?	<b>Drug, alcohol and tobacco education</b> Medicines and me Nice or nasty? By Claire Llewellyn	<b>Drug, alcohol and tobacco education</b> Tobacco is a drug	<b>Drug, alcohol and tobacco education</b> Making choices	<b>Drug, alcohol and tobacco education</b> Different influences	<b>Drug, alcohol and tobacco education</b> Weighing up risk		

PSHE at Park Spring is taught in every year group, each half term to provide breadth and opportunity for children to deepen their knowledge and understanding over their years at school. Our planning exceeds the breadth and depth of the DfE Statutory Guidance for Health Education and Relationships

Education. Our pupils influence content using pupil voice for specific topics, for example; by sharing their opinions about what they think they need to learn, and how they prefer to be taught. They also influence individual lessons through choice of direction within the learning in each lesson. For example, in a keeping safe and managing risk lesson, they choose the problem that needs to be addressed to build a scenario around. Teachers also use understanding of the community and the children in their class to make teaching as linked to the specific needs of their children as possible. Children’s involvement in extra-curricular activities, such as sporting clubs and after school clubs, enhances this provision, as does links to the community such as when Park Spring children do bag packing at Morrisons, or sing carols at the local care home.

## Entitlement and Progression

PSHE is a non-statutory subject. We teach **all** elements of PSHE in Park Spring. However, there are aspects of it we are required to teach:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in the [statutory guidance](#).
- We must teach health education under the same statutory guidance.

## What we teach

We are required to cover the content for relationships education and health education, as set out in the statutory guidance. Please refer to our RSE policy and this PSHE policy for details of what we teach in this subject. You can find both policies on the school website, under key information, policies.

We are also required to teach what is contained within the National Curriculum Science for Drug Education which is as follows:

Year	Content
<b>One – what do we put into and onto our bodies?</b>	Pupils learn about what can go into bodies and how it can make people feel Pupils learn about what can go on to bodies and how it can make people feel
<b>Two – medicines and me</b>	Pupils learn why medicines are taken Pupils learn where medicines come from Pupils learn about keeping themselves safe around medicines
<b>Three – tobacco is a drug</b>	Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people Pupils learn about the effects and risks of smoking tobacco and second hand smoke Pupils learn about the help available for people to remain smoke free or stop smoking
<b>Four – making choices</b>	Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them Pupils learn about the effects and risks of drinking alcohol Pupils learn about different patterns of behaviour that are related to drug use

<p><b>Five - different influences</b></p>	<p>Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</p> <p>Pupils learn about different influences on drug use –alcohol, tobacco and nicotine products</p> <p>Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p>
<p><b>Six – weighing up risk</b></p>	<p>Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</p> <p>Pupils learn about assessing the level of risk in different situations involving drug use</p> <p>Pupils learn about ways to manage risk in situations involving drug use</p> <p>Science link - Animals including humans science recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>

We are committed to ensuring that all the children receive high quality PSHE lessons, including health education, which are planned, sequenced and mapped out using the You, Me, PSHE scheme of work. This scheme of work also supports the development of pupil’s character and personal skills.

For an overview of the lessons we teach in PSHE in each year group, please see appendix A. Please contact the school office for Harjinder Bacchus if you would like to see the PSHE curriculum in more detail or look on our website for the full lesson plans.

**How we teach it**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The PSHE programme is delivered through a variety of opportunities as set out below.

PSHE is taught by every year group, every half term. It is taught in at least 3 separate, distinct sessions within that half term with each lesson lasting a minimum of 45 minutes.

PSHE is delivered by the class teacher. There are currently no outside agencies who deliver any of the curriculum.

PSHE is embedded into other areas of the curriculum, through assemblies, enrichment days, whole school events and sometimes trips with links to PSHE.

PSHE links with school monthly values which are referred to in school and class assemblies.

PSHE is referred to in everyday scenarios to embed this learning into their experiences of managing situations they encounter.

Teachers ensure that their personal beliefs and attitudes do not influence teaching. This importance of this has been covered in training.

**Resources**

We use primarily You, Me, PSHE and the resources recommended within it. We carefully select resources which meet the pupils’ needs as well as appropriate objectives. We carefully evaluate

teacher resources, leaflets, online resources and videos before using them. In addition to this, teachers create their own resources as and when needed to facilitate the best teaching of PSHE – this might include PowerPoints, stories and activities.

We use books, both fiction and non-fiction, within our PSHE programme. These books have been recommended by the You, Me, PSHE scheme of work and the best and most appropriate have been chosen by the PSHE leader. Teachers read and assess the books before using them to ensure they are appropriate for the planned work. They also consider the needs and circumstances of individual pupils in their class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

### **Working with visitors and other external agencies**

Where appropriate, we may use visits and visitors from external agencies or members of the community to support PSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

We take pride in our Residential trips offer and this can make a significant contribution to pupils' personal development. When planning such visits, we use opportunities to promote pupils' learning in relevant areas of the PSHE curriculum. Our partnership with the local community is also a priority, and we recognise and value its contribution to the PSHE programme.

Currently we do not use any visiting speakers for PSHE. However, if we were to involve visitors in any aspect of PSHE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher will be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

### **Roles and responsibilities**

#### **The governing board:**

The governing board will approve the policy and hold the head teacher to account for its implementation.

**Staff:**

Staff are responsible for:

- ensuring that they are up to date with school policy and curriculum requirements regarding PSHE
- delivering PSHE in a sensitive way, ensuring that their personal beliefs and attitudes will not prevent them from providing balanced PSHE in school
- tailoring their lessons to suit the needs of all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- following the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- monitoring progress

**Pupils:**

Pupils are responsible for:

- supporting one another with issues that arise through PSHE by, for example, alerting relevant members of staff to any potential worries or issues
- listening in class, being considerate of other people's feelings and beliefs and complying with the ground rules that are set in class
- talking to a member of staff, in confidence, regarding any concerns they have in school related to PSHE or otherwise
- giving feedback on the school's PSHE provision annually; opinions on provision and comments will be reviewed by the lead member of staff for PSHE and RSE and taken into consideration when planning

**Staffing / Staff Development**

In order to achieve our intentions of all pupils receiving high quality PSHE lessons, the school, through the PSHE subject leader, supports staff to gain confidence and competence in teaching high quality PSHE. This ensures that the ambitious curriculum, which is planned and sequenced, is well resourced in terms of staff competence, subject knowledge and pedagogy.

Professional development for the new and updated Health curriculum has been provided through the SLA. Each year, we pay for the SLA to give us access to training and support. Our local advisor is Gill Mullens. This has provided training in 2021 about the new health and RSE curriculum, as well as the importance of teaching within the context of our confidentiality policy. The subject leader can add to this where needed by requesting time for staff training in PDM sessions. On a yearly basis, the PSHE subject leader will conduct a survey of staff confidence into PSHE and then follow up individually with teachers in response to their needs. Each half term, the PSHE subject leader sends an email to all teaching staff with the topic for that help term, along with where to find any resources and planning needed and an offer of support to anyone who needs it. The PSHE subject leader is also available as and when needed to all staff if they need specific support or have questions about their delivery of PSHE. This can be done through calls, emails or face to face meetings.

## Protected Characteristics

All children and young people, whatever their experience, background or identity are entitled to good quality PSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. We have a clear duty under the [Equality Act 2010](#) to ensure that our PSHE teaching is accessible to all pupils and we do not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects. Resources are tailored to ensure they are suitable for all children in the room. Support is provided through the class teacher for any SEND children in their class. Teachers are reminded not to hold boosters for SEND children during PSHE lessons, so they are accessing all learning in PSHE. All children are invited to talk and share their ideas and thoughts in PSHE sessions. All of these practices link with our SEND provision as a school by having a mastery approach to learning, whereby each lesson is crafted in small steps to allow suitable for access for every child and a natural flow of progression.

PSHE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships. Teachers of PSHE agree to work within the school's framework for PSHE as described in this policy. Teacher's personal beliefs, values and attitudes will not affect their teaching of PSHE.

The school will ensure:

- approaches to teaching and learning take into account all needs of the pupils to ensure all can access the full PSHE provision
- staff approach PSHE sensitively, as pupils are all different, with different types of family
- staff encourage pupils to explore topics from different gender viewpoints and never assume that intimate relationships are between opposite sexes
- PSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves
- links between PSHE and the school's inclusion policy are made

## Establishing a safe and supportive environment

If pupils are to benefit fully from a PSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. A set ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

How do teachers establish a safe and supportive environment? For example:

- Boundaries for discussion and confidentiality are discussed before each lesson begins in the form of ground rules.
- Each class/group establishes its own ground rules, based on clearly advised guidelines, explaining how they would like everyone to behave in order to learn.
- Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Our suggested set of ground rules are:

- 1) We join in and ask questions if we want to
- 2) We make sure that everybody feels listened to
- 3) We make sure everybody feels ok – we don't put people down
- 4) We do not name names
- 5) We know we can ask for further help or advice if we want to
- 6) Everybody has the responsibility to keep confidentiality

We will develop these ground rules through: class conversations and discussions and guidance from the You, Me, PSHE scheme of work.

## **The needs of pupils**

We recognise that an interactive approach to PSHE will better develop the skills of our pupils and also to ensure we meet their needs in terms of their age, stage and development. We involve pupils in the planning, development and evaluation of their PSHE in appropriate and relevant ways.

We will involve pupils through:

- Pupil voice – children are asked through class discussion about what they would like to learn about within certain topics, such as RSE and how they would like to be taught e.g. same gender groups or mixed. Pupil voice allows children to feedback verbally to teachers and each other about their learning.
- My Health My School Survey – children in year 5 and 6 take part yearly in this survey. Responses are analysed by the SLT team, as well as the PSHE subject leader, Healthy Schools subject leader and other relevant subject leaders such as PE. Information and feedback from this survey is then fed back into Park Spring's curriculum.
- We have a pupil voice display in the corridor, this allows all pupils across the school to share their thoughts and ideas.

## **Confidentiality in the context of PSHE lessons**

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff are aware of and have read Park Spring's confidentiality policy (find on school website under Key info, policies, safeguarding policy) and know that they have an obligation to pass the information onto the school's Designated Safeguarding Lead- Oliver Woods- if what is disclosed, indicates that a pupil is at risk of harm. Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on. Use of 'distancing techniques' to enable pupils to explore issues without talking about personal experiences, for example, puppets, invented characters, using case studies and scenarios.

In one to one situations, a member of staff will remind the pupil that they may not be able to keep some information confidential (e.g. if they think that the pupil is at risk of harm or abuse).

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present.

We provide information to pupils about support services and useful websites.

## Safeguarding

PSHE may involve teaching about sensitive subjects and so it is important all staff have read and understood the safeguarding policy and what to do if they feel a child is at risk and how to manage a disclosure. Staff are aware of the safeguarding policy and procedures which they need to follow to deal with a child may be at risk. If any member of staff has any safeguarding concern, they know to speak to a designated safeguarding leader.

## ➤ IMPACT

### Assessment and Recording

Our LTP (see implementation section above) demonstrates a rolling curriculum where children are taught aspects of each topic each year. This means their understanding can grow and be built on year by year. Topics are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have.

We do this by:

- Using pre-assessment sheets provided by the You, Me, PSHE scheme of work. These are the first things the children encounter at the start of each new topic, before any teaching takes place. They ask a generalised question linked to the topic and give children the chance to write down anything they already know. This provides the teacher with a baseline of what they have remembered from previous years.
- From these pre-assessments, class discussion can then start with children sharing what they have written and reminding each other of previous understanding.
- This gives teachers a chance to address any misconceptions before the next stage of teaching begins.
- During each topic, various resources and strategies are used to continue to embed the learning such as discussions, role play, draw and write activities, diamond nine activities and stories.

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives.

We assess children's knowledge and understanding by:

- Adding to the pre-assessment sheets provided by the You, Me, PSHE scheme of work. The children go back to the beginning session where they wrote their current understanding and add to this in another coloured pen to show what they have now learned about the topic.
- There are also optional pupil reflection resources which children can use to add to this in more depth.
- Children's books are looked at to demonstrate progress and understanding.
- During each session, children's discussions and inputs show their knowledge and understanding.
- Pre and post assessment is used at the beginning and end of each unit of learning.

- The PSHE subject leader looks at PSHE books each half term to monitor assessment.
- For our MindMate topics, we have a class floor book, allowing the lessons to focus more on discussion. The pupils' thoughts and responses are captured in the floor books.

## **Monitoring**

The priorities set out in the PSHE plan are monitored and reported upon to ensure impact is maximised. The PSHE Subject Leader works collaboratively with Chloe Coleman, the link Governor, and Rachel Horan, the Head Teacher to scrutinise pupil health and wellbeing data through the My Health My School/Wellbeing Survey to assess the impact of PSHE and identify emerging priorities. Other subject leaders also feed into this monitoring as and when needed, such as the Healthy Schools leader, SENCO and PE leader.

The delivery of PSHE is monitored by Harjinder Bacchus through:

- Book scrutiny
- Pupil questionnaires
- Pupil voice
- Teacher questionnaires
- My Health My School Survey
- My Health My School Wellbeing Survey
- Pre and post assessments
- Lesson observations
- Meetings with SLT during performance management

The PSHE Subject Leader, also monitors the impact of staff CPD ensuring that the desired outcomes in terms of improved provision for PSHE are met. Where possible, practice is shared, disseminated and developed.

**Signatures: Harjinder Bacchus**

**Date for review: March 2026**

# Appendix A

Careers, financial capability and economic wellbeing					
Y1 My money	Y2 No specific unit of work for this year group.	Y3 Saving, spending and budgeting	Y4 No specific unit of work for this year group.	Y5 Borrowing and earning money	Y6 No specific unit of work for this year group.
<p><b>1. Pupils learn about where money comes from and making choices when spending money</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits)</li> <li>recognise that people make choices about what to buy</li> <li>understand that they may not always be able to have all the things they want</li> </ul>		<p><b>1. Pupils learn about what influences people's choices about spending and saving money</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how manufacturers and shops persuade us to spend money</li> <li>are able to recognise when people are trying to pressure them to spend their money and how this feels</li> <li>can make decisions about whether something is 'value for money'</li> </ul>		<p><b>1. Pupils learn that money can be borrowed but there are risks associated with this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand there are different ways that people can pay for something (including online, loans, credit cards and hire-purchase schemes)</li> <li>can explain the difference between manageable and unmanageable debt and how this can make people feel</li> <li>can identify where people can access reliable information and support</li> </ul>	
<p><b>2. Pupils learn about saving money and how to keep it safe</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand why people might want to save their money</li> <li>can say how it feels to save for something you really want</li> <li>recognise where money is stored to keep it safe and some places are safer than others</li> </ul>		<p><b>2. Pupils learn how people can keep track of their money</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can keep simple records to keep track of their money</li> <li>can ask simple questions about needs and wants - decide how to spend and save their money</li> <li>know the best places people can go for help about money</li> </ul>		<p><b>2. Pupils learn about enterprise</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify skills that make someone enterprising</li> <li>know what is needed to plan and set up an enterprise</li> <li>can weigh up the risks and benefits of running an enterprise and explain what makes a successful enterprise</li> </ul>	
<p><b>3. Pupils learn about the different jobs people do</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that there are a range of jobs that people can do</li> <li>recognise that both men and women are able to do a range of jobs</li> <li>understand that having a job means people can earn money</li> </ul>		<p><b>3. Pupils learn about the world of work</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li>know about a number of different jobs people do</li> <li>can identify the skills and attributes needed for different jobs</li> </ul>		<p><b>3. Pupils learn what influences people's decisions about careers</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that money is one factor in choosing a job and that some jobs pay more than others</li> <li>can debate the extent to which a person's salary is more or less important to job satisfaction</li> <li>understand how people choose what job to do</li> </ul>	

Drug, alcohol and tobacco education					
Y1 What do we put into and on to bodies?	Y2 Medicines and me	Y3 Tobacco is a drug	Y4 Making choices	Y5 Different influences	Y6 Weighing up risk
<p><b>1. Pupils learn about what can go into bodies and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to recognise that different things people put into bodies can make them feel good or not so good</li> <li>can identify whether a substance might be harmful to take in</li> <li>know how to ask for help if they are unsure about whether something should go into the body</li> </ul>	<p><b>1. Pupils learn why medicines are taken</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that the purpose of medicines is to help people stay healthy, get well or feel better if they are ill</li> <li>know that medicines come in different forms</li> <li>recognise that each medicine has a specific use</li> </ul>	<p><b>1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by the word 'drug'</li> <li>can identify when a drug might be harmful</li> <li>recognise that tobacco is a drug</li> </ul>	<p><b>1. Pupils learn that there are drugs (other than medicines) that are common in everyday life, and why people choose to use them</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used</li> <li>can identify why a person may choose to use or not use a drug</li> <li>are able to state some alternatives to using drugs</li> </ul>	<p><b>1. Pupils learn about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about different smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis</li> <li>understand the similarities and differences in the risks of smoking cigarettes, e-cigarettes, shisha and cannabis in relation to health, money, social effects and the law</li> <li>understand that there are risks associated with all smoking drugs</li> </ul>	<p><b>1. Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the possible effects and risks of different drugs</li> <li>know that some drugs are restricted or that it is illegal to own, use and supply them to others</li> <li>understand why and when people might use drugs</li> </ul>
<p><b>2. Pupils learn about what can go on to bodies and how it can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that substances can be absorbed through the skin</li> <li>are able to recognise that different things that people put on to bodies can make them feel good or not so good</li> <li>can state some basic safety rules for things that go into the body</li> </ul>	<p><b>2. Pupils learn where medicines come from</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that medicines can be prescribed by a doctor or bought from a shop or pharmacy</li> <li>know when medicines might be used and who decides which medicine is used</li> <li>understand there are alternatives to taking medicines, and when these might be helpful</li> </ul>	<p><b>2. Pupils learn about the effects and risks of smoking tobacco and second hand smoke</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know the effects and risks of smoking and of second hand smoke on the body</li> <li>can express what they think are the most important benefits of remaining smoke free</li> <li>recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and second hand smoke</li> </ul>	<p><b>2. Pupils learn about the effects and risks of drinking alcohol</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know how alcohol can affect the body</li> <li>explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed</li> <li>know that there are laws and guidelines related to the consumption of alcohol</li> </ul>	<p><b>2. Pupils learn about different influences on drug use – alcohol, tobacco and nicotine products</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify conflicting messages presented in the media in relation to alcohol, tobacco and nicotine products</li> <li>can describe some of the other influences that surround a person's decision about whether to smoke or drink alcohol</li> <li>recognise that there are many influences on us at any time</li> </ul>	<p><b>2. Pupils learn about assessing the level of risk in different situations involving drug use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with</li> <li>can identify risks within a given scenario involving drug use</li> <li>understand what would need to change to reduce the level of risk</li> </ul>
	<p><b>3. Pupils learn about keeping themselves safe around medicines</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that medicines come with instructions to ensure they are used safely</li> <li>know some safety rules for using and storing medicines</li> <li>recognise that medicines can be harmful if not taken correctly</li> </ul>	<p><b>3. Pupils learn about the help available for people to remain smoke free or stop smoking</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the support and medicines that people might use to help them stop smoking</li> <li>can explain what they might say or do to help someone who wants to stop smoking</li> <li>understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</li> </ul>	<p><b>3. Pupils learn about different patterns of behaviour that are related to drug use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain what is meant by the terms 'habit' and 'addiction'</li> <li>can identify different behaviours that are related to drug use</li> <li>know where they can go for help if they are concerned about someone's use of drugs</li> </ul>	<p><b>3. Pupils learn strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe some strategies that people can use if they feel under pressure in relation to drug use</li> <li>can demonstrate some ways to respond to pressure concerning drug use</li> <li>recognise that, even if people feel pressure from others about drug use, they can make an informed choice and act on it</li> </ul>	<p><b>3. Pupils learn about ways to manage risk in situations involving drug use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where drug use may occur</li> <li>know some ways of reducing risk in situations involving drug use</li> <li>know where to get help, advice and support regarding drug use</li> </ul>

	<p>Asthma lesson for either Year 2, 3 or 4 – YEAR 4</p> <p><b>Pupils learn that medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know what asthma is and how it can affect people</li> <li>• can recognise the symptoms of an asthma attack</li> <li>• understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack</li> </ul>		
--	--	--	--

Identity, society and equality					
Y1 Me and others	Y2 <i>No specific unit of work for this year group. Friendship is covered in the mental health and emotional wellbeing unit for Year 2. Caring for others and different families is covered in SRE.</i>	Y3 Celebrating difference	Y4 Democracy	Y5 Stereotypes, discrimination and prejudice (including tackling homophobia)	Y6 Human rights
<p><b>1. Pupils learn about what makes themselves and others special</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can recognise some of the things that make them special</li> <li>• can describe ways they are similar and different to others</li> <li>• understand that everyone has something about them that makes them special</li> </ul>		<p><b>1. Pupils learn about valuing the similarities and differences between themselves and others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li>• recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> <li>• understand that peers might be similar or different to each other but can play or work together</li> </ul>	<p><b>1. Pupils learn about Britain as a democratic society</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that Britain is a democratic society and what this means</li> <li>• know that there are different political parties who differ in their views</li> <li>• understand that people have opportunities to influence decisions by voting in elections</li> </ul>	<p><b>1. Pupils learn about stereotyping, including gender stereotyping</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain what is meant by the word 'stereotype'</li> <li>• identify stereotypes as presented in the media and wider world</li> <li>• feel able to challenge gender stereotypes</li> </ul>	<p><b>1. Pupils learn about people who have moved from other places, (including the experience of refugees)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand what migration means</li> <li>• identify the reasons why people move from one place to another</li> <li>• are able to empathise with the experiences and challenges moving and settling in new place might bring</li> </ul>
<p><b>2. Pupils learn about roles and responsibilities at home and school</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify the different roles of people at home and school</li> <li>• can solve simple dilemmas about taking responsibility</li> <li>• can explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> </ul>		<p><b>2. Pupils learn about what is meant by community</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain what being part of a community means</li> <li>• can recognise some of the different groups or communities they belong to and their role within them</li> <li>• value and appreciate the diverse communities which exist and how they connect</li> </ul>	<p><b>2. Pupils learn about how laws are made</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know how laws are made and the importance of following them</li> <li>• understand the contribution and influence that individuals and organisations can have on social and environmental change</li> <li>• recognise that laws help to keep people safe</li> </ul>	<p><b>2. Workshop from Diversity Role Models or Equaliteach.</b></p> <p><i>Diversity role models: An in-school workshop featuring LGBT or straight ally role models who speak directly to young people about their experiences</i>  <a href="http://www.diversityrolemodels.org">www.diversityrolemodels.org</a></p> <p><i>Equaliteach: Think!- In-school workshops looking at stereotypes and thinking critically about information received from the media, online, family and friends</i>  <a href="http://www.equaliteach.co.uk">www.equaliteach.co.uk</a></p> <p><i><b>NB. This topic can be delivered using lessons 1 and 3 only. These workshops are optional and there is a charge for them.</b></i></p>	<p><b>2. Pupils learn about human rights and the UN Convention on the Rights of the Child</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are aware how the rights are relevant to their lives and that rights come with responsibilities</li> <li>• understand that individual human rights can sometimes conflict with the circumstances in a country</li> <li>• identify some of the organisations that represent and support the rights of the child and the difference they make</li> </ul>
<p><b>3. Pupils learn about being co-operative with others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can recognise different types of helpful and unhelpful behaviour in the playground and in the classroom</li> <li>• can challenge unhelpful behaviour in a positive way</li> <li>• understand how their behaviour can affect others</li> </ul>		<p><b>3. Pupils learn about belonging to groups</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify positive and negative aspects of being a member of a group</li> <li>• can acknowledge that there may be times when they don't agree with others in the group</li> <li>• can stand up for their own point of view against opposition</li> </ul>	<p><b>3. Pupils learn about the local council</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that the local council organises services under the guidance of the central government</li> <li>• recognise there are limited resources for the needs of the community</li> <li>• know that people may have different views about how council money should be spent</li> </ul>	<p><b>3. Pupils learn about prejudice and discrimination and how this can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• identify some discriminatory language (homophobic, sexist, disabled, racist and transphobic)</li> <li>• know what to do if they experience discriminatory language at school</li> <li>• understand how discriminatory language can make people feel and that this is unacceptable</li> </ul>	<p><b>3. Pupils learn about homelessness</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can explain what makes a place where someone lives a 'home'</li> <li>• be able to appreciate the difficulties of being homeless or living in temporary accommodation</li> <li>• know about organisations and initiatives (including charities) that work with the homeless or people living in temporary accommodation</li> </ul>

Keeping safe and managing risk					
Y1 Feeling safe	Y2 Indoors and outdoors	Y3 Bullying – see it, say it, stop it	Y4 Playing safe	Y5 When things go wrong	Y6 Keeping safe – out and about
<p>1. Pupils learn about safety in familiar situations</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between 'real' and 'imaginary' dangers</li> <li>understand that there are situations when secrets should not be kept</li> <li>know to tell a trusted adult if they feel unsafe</li> </ul>	<p>1. Pupils learn about keeping safe in the home, including fire safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some simple rules for keeping safe indoors, including online</li> <li>can describe what to do if there is an emergency</li> <li>understand that they can take some responsibility for their own safety</li> </ul>	<p>1. Pupils learn to recognise bullying and how it can make people feel</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define what is meant by 'bullying'</li> <li>can identify the difference between falling out with someone and bullying</li> <li>understand how bullying can make people feel and why this is unacceptable</li> </ul>	<p>1. Pupils learn how to be safe in their computer gaming habits</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the age classification system and understand why some games are not appropriate for children to play</li> <li>can evaluate whether a computer game is suitable for them to play and explain why</li> <li>are able to share opinions about computer games</li> </ul>	<p>1. Pupils learn about keeping safe online</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that people can be influenced by things online</li> <li>can explain why what they see online might not be trustworthy</li> <li>know when and how to report something that makes them feel unsafe or uncomfortable</li> </ul>	<p>1. Pupils learn about feelings of being out and about in the local area with increasing independence</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are aware of potential risks when out and about in the local area</li> <li>describe a range of feelings associated with being out and about</li> <li>understand that people can make assumptions about others that might not reflect reality</li> </ul>
<p>2. Pupils learn about personal safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise the difference between good and bad touches</li> <li>understand there are parts of the body which are private</li> <li>know who they can go to, what to say or do if they feel unsafe or worried</li> </ul>	<p>2. Pupils learn about keeping safe outside</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some rules for keeping safe outside</li> <li>can assess whether a situation is safe or unsafe</li> <li>understand the importance of always telling someone where they are going or playing</li> </ul>	<p>2. Pupils learn about different types of bullying and how to respond to incidents of bullying</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can name different types of bullying (including racism)</li> <li>can identify the different ways bullying can happen (including online)</li> <li>can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul>	<p>2. Pupils learn about keeping safe near roads, rail, water, building sites and around fireworks</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify and assess the level of risk of different activities in the local environment</li> <li>recognise that in some situations there may pressure to behave in a way that doesn't feel safe</li> <li>can identify some ways to respond to unhelpful pressure</li> </ul>	<p>2. Pupils learn that violence within relationships is not acceptable</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what is meant by domestic violence and abuse</li> <li>understand that nobody should experience violence within a relationship</li> <li>know what to do if they experience violence / where to go for help, advice and support</li> </ul>	<p>2. Pupils learn about recognising and responding to peer pressure</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify risky behaviour in peer groups</li> <li>recognise and respond to peer pressure and who they can ask for help</li> <li>understand how people feel if they are asked to do something they are unsure about</li> </ul>
<p>3. Pupils learn about people who help keep them safe outside the home</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify situations where they might need help</li> <li>can identify people in the community who can help to keep them safe</li> <li>know how to ask for help if they need it</li> </ul>	<p>3. Pupils learn about road safety</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify hazards in relation to road safety</li> <li>are able to explain how to cross the road safely</li> <li>recognise that there are rules in relation to road safety for all road users</li> </ul>	<p>3. Pupils learn about what to do if they witness bullying</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain how to react if they witness bullying</li> <li>understand the role of bystanders and the important part they play in reducing bullying</li> <li><u>know how</u> and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p>3. Pupils learn about what to do in an emergency and basic emergency first aid procedures</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to assess what to do in an emergency</li> <li>can carry out some simple first aid procedures for different needs</li> <li>can demonstrate how to ask for help from a range of emergency services</li> </ul>	<p>3. Pupils learn about problems that can occur when someone goes missing from home</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand some of the reasons that might cause a young person to run away or be absent from home</li> <li>can identify the potential risks and dangers of running away or going missing</li> <li>know who to talk to if they feel like running away</li> </ul>	<p>3. Pupils learn about the consequences of anti-social behaviour (including gangs and gang related behaviour)</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some of the consequences of anti-social behaviour, including the law</li> <li>describe ways to resist peer pressure</li> <li>recognise they have responsibility for their behaviour and actions</li> </ul>
					<p><b>Female Genital Mutilation (FGM):</b> The Health &amp; Wellbeing Service have developed 4 additional lessons on FGM which can be delivered in addition to these lessons. The lesson plans are available through training from the Health and Wellbeing Service. More information, including how to book, can be found at <a href="http://www.leedsforlearning.co.uk">www.leedsforlearning.co.uk</a> <a href="http://www.schoolwellbeing.co.uk/training_courses">www.schoolwellbeing.co.uk/training_courses</a></p> <p><b>Additional lesson:</b> schools should consider teaching FGM, as part of safeguarding and SRE policy development. Pupils should be taught the Year 5/6 SRE lessons before teaching it.</p>
					<p>4. Pupils learn about the importance for girls to be protected against FGM</p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that FGM is a form of abuse</li> <li>understand everyone has a right to be protected against harm to their bodies</li> <li>know where and how someone can get help and support</li> </ul>

Mental health and wellbeing					
Y1 Feelings	Y2 Friendship	Y3 Strengths and Challenges	Y4 <i>No specific unit of work for this year group. Mental health is covered in Year 4 SRE: puberty (emotions, feelings, behaviour and relationships)</i>	Y5 Dealing with feelings	Y6 Healthy minds
<p><b>1. Pupils learn about different types of feelings</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can name different feelings (including good and not-so-good feelings)</li> <li>recognise that people may feel differently about the same situation</li> <li>can identify how different emotions look and feel in the body</li> </ul>	<p><b>1. Pupils learn about the importance of special people in their lives</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify people who are special to them and explain why</li> <li>understand what makes a good friend</li> <li>can demonstrate how they show someone they care</li> </ul>	<p><b>1. Pupils learn about celebrating achievements and setting personal goals</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain how it feels to be challenged, try something new or difficult</li> <li>can plan the steps required to help achieve a goal or challenge</li> <li>are able to celebrate their own and others' skills, strengths and attributes</li> </ul>		<p><b>1. Pupils learn about a wide range of emotions and feelings and how these are experienced in the body</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to name and describe a wide range and intensity of emotions and feelings</li> <li>understand how the same feeling can be expressed differently</li> <li>recognise how emotions can be expressed appropriately in different situations</li> </ul>	<p><b>1. Pupils learn what mental health is</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that mental health is about emotions, moods and feelings - how we think, feel and behave</li> <li>recognise that everyone has a state of mental health that changes frequently; that any one state is not necessarily permanent</li> <li>know that there is help, advice and support available about mental health</li> </ul>
<p><b>2. Pupils learn about managing different feelings</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise that some feelings can be stronger than others</li> <li>can describe some ways of managing different feelings</li> <li>know when to ask for help</li> </ul>	<p><b>2. Pupils learn about making friends and who can help with friendships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how people might feel if they are left out or excluded from friendships</li> <li>recognise when someone needs a friend and know some ways to approach making friends</li> <li>know who they can talk to if they are worried about friendships</li> </ul>	<p><b>2. Pupils learn about dealing with put-downs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain what is meant by a put-up or put-down and how this can affect people</li> <li>can demonstrate a range of strategies for dealing with put-downs</li> <li>recognise what is special about themselves</li> </ul>		<p><b>2. Pupils learn about times of change and how this can make people feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>identify situations when someone may feel conflicting emotions due to change</li> <li>can identify ways of positively coping with times of change</li> <li>recognise that change will affect everyone at some time in their life</li> </ul>	<p><b>2. Pupils learn about what can affect mental health and some ways of dealing with this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise what can affect a person's mental health</li> <li>know some ways of dealing with stress and how people can get help and support</li> <li>understand that anyone can be affected by mental ill health</li> </ul>
<p><b>3. Pupils learn about change or loss and how this can feel</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to give an example of when people might experience change or loss (for example, a lost toy, when a pet dies, moving home or school)</li> <li>can describe how people might feel when there is a change or loss</li> <li>recognise what they can do to help themselves or someone else who may be feeling unhappy</li> </ul>	<p><b>3. Pupils learn about solving problems that might arise with friendships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify some ways that friendships can go wrong</li> <li>can describe some ways to sort out friendship problems</li> <li>recognise that difficulties within friendships can usually be resolved</li> </ul>	<p><b>3. Pupils learn about positive ways to deal with set-backs</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe how it feels when there are set-backs</li> <li>know some positive ways to manage set-backs and how to ask for help or support</li> <li>recognise that everyone has set-backs at times, and that these cannot always be controlled</li> </ul>		<p><b>3. Pupils learn about the feelings associated with loss, grief and bereavement</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise that at times of loss, there is a period of grief that people go through</li> <li>understand there are a range of feelings that accompany bereavement and know that these are necessary and important</li> <li>know some ways of expressing feelings related to grief</li> </ul>	<p><b>3. Pupils learn about some everyday ways to look after mental health</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know some everyday ways of looking after mental health</li> <li>can explain why looking after mental health is as important as looking after physical health</li> <li>understand that some things that support mental health will also support physical health</li> </ul>
					<p><b>4. Pupils learn about the stigma and discrimination that can surround mental health</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>recognise that stigma and discrimination of people living with mental health problems can and does exist</li> <li>explain the negative effect that this can have</li> <li>know what can help to have a more positive effect (and therefore reduce stigma and discrimination)</li> </ul>

Physical health and wellbeing					
Y1 Fun times	Y2 What keeps me healthy?	Y3 What helps me choose?	Y4 What is important to me?	Y5 In the media	Y6 <i>No specific unit of work for this year group. Healthy eating and physical activity is covered in Year 6 mental health and emotional wellbeing.</i>
<p><b>1. Pupils learn about food that is associated with special times, in different cultures</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the food and drinks associated with different celebrations and customs</li> <li>can identify what makes their home lives similar or different to others including the food they eat</li> <li>understand why food eaten on special days may be different from everyday foods</li> </ul>	<p><b>1. Pupils learn about eating well</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know what a healthy diet looks like</li> <li>can identify who helps them make choices about the food they eat</li> <li>know the benefits of a healthy diet (including oral health)</li> </ul>	<p><b>1. Pupils learn about making healthy choices about food and drinks</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li>can describe situations when they have to make choices about their food and drink</li> <li>understand who and what influences their choices about food and drinks</li> </ul>	<p><b>1. Pupils learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why a person may avoid certain foods</li> <li>are able to communicate their own personal food needs</li> <li>understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons</li> </ul>	<p><b>1. Pupils learn that messages given on food adverts can be misleading</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that food and drink adverts can use misleading marketing messages in order to make a product seem more healthy for consumers</li> <li>are able to compare the health benefits of a food or drink product in comparison with an advertising campaign</li> <li>identify advertising as one influence on people's choices about food and drink</li> </ul>	
<p><b>2. Pupils learn about active playground games from around the world</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe how to play different active playground games</li> <li>can recognise how active playground games make them feel</li> <li>can make choices about which game to play, based on their feelings, likes and dislikes and what they are good at</li> </ul>	<p><b>2. Pupils learn about the importance of physical activity, sleep and rest</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe some ways of being physically active throughout the day</li> <li>explain why it is important to rest and get enough sleep, as well as be active</li> <li>understand that an hour a day of physical activity is important for good health</li> </ul>	<p><b>2. Pupils learn about how branding can affect what foods people choose to buy</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain why people are attracted to different brands</li> <li>are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li>understand how this can affect what food people buy</li> </ul>	<p><b>2. Pupils learn about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify factors that might influence people's choices about the food they buy (for example, ethical farming, fair trade, seasonality)</li> <li>are able to talk about their views and express their opinions on factors that affect food choice</li> <li>understand that consumers may have different views on the food they eat and how it is produced and farmed</li> </ul>	<p><b>2. Pupils learn about role models</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to analyse how the media portray celebrities</li> <li>recognise that celebrities can be presented as role models and that they may be a good or not-so-good role model for young people</li> <li>can explain why we need to be cautious about things we see, hear or read about in the media</li> </ul>	
<p><b>3. Pupils learn about sun-safety</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about some of the effects of too much sun on the body</li> <li>can describe what people can do to protect their bodies from being damaged by the sun</li> <li>know what they will need and who to ask for help if they going out in strong sun</li> </ul>	<p><b>3. Pupils learn about people who help us to stay healthy and well and about basic health and hygiene routines</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know about the roles of people who help them to stay healthy (including giving vaccinations)</li> <li>can describe everyday routines to help take care of their bodies, including oral health</li> <li>understand how basic hygiene routines can stop the spread of disease</li> </ul>	<p><b>3. Pupils learn about keeping active and some of the challenges of this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to identify a range physical activities that help the body</li> <li>are able to evaluate the levels of physical activity in different pastimes</li> <li>can explain what choices they have about how to spend their free time</li> </ul>	<p><b>3. Children learn about the importance of getting enough sleep</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>explain the importance of sleep for health and wellbeing</li> <li>know what can help people relax and sleep well</li> <li>recognise the impact that too much screen time can have on a person's health and wellbeing</li> </ul>	<p><b>3. Pupils learn about how the media can manipulate images and that these images may not reflect reality</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that images can be changed or manipulated by the media and how this can differ from reality</li> <li>can describe how the media portrayal might affect people's feelings about themselves</li> <li>accept and respect that people have bodies that are different</li> </ul>	

Sex and relationship education (SRE)					
Y1 No specific unit of work for this year group, although aspects of SRE are covered through other PSHE topics in this year group.	Y2 Boys and girls, families	Y3 An interim SRE unit of work is available for schools who would like to teach some SRE in Year 3.	Y4 Growing up and changing	Y5 Schools can decide to teach the entire, or aspects, of the Year 4 or Year 6 SRE unit of work in Year 5 if preferred.	Y6 Healthy relationships How a baby is made
	<p><b>1. Pupils learn to understand and respect the differences and similarities between people</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define difference and similarity</li> <li>understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</li> </ul>		<p><b>1. Pupils learn about the way we grow and change throughout the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify changes throughout the human life cycle</li> <li>understand change is on-going</li> <li>understand change is individual</li> </ul>		<p><b>1. Pupils learn about the changes that occur during puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify the physical, emotional &amp; behavioural changes that occur during puberty for both males and females</li> <li>understand that puberty is individual and can occur any time between 8-17</li> <li>understand that body changes at puberty are a preparation for sexual maturity</li> </ul>
	<p><b>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>know that female mammals give birth and nurse their young</li> <li>can describe the biological differences between male and female</li> <li>understand that the creation of life requires a male and female</li> </ul>		<p><b>2. Pupils learn the physical changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>identify physical changes associated with puberty</li> <li>Understand that everyone's experience of puberty is different and that it begins and ends at different times</li> </ul>		<p><b>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>can recognise and challenge gender stereotypes</li> <li>understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul>
	<p><b>3. Pupils learn the biological differences between male and female children</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>identify and name biological terms for male and female sex parts</li> <li>can label the male and female sex parts with confidence</li> <li>understand that the male and female sex parts are related to reproduction</li> </ul>		<p><b>3. Pupils learn about menstruation and wet dreams</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can describe menstruation and wet dreams</li> <li>can explain effective methods for managing menstruation and wet dreams</li> <li>understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul>		<p><b>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify positive qualities and expectations from a variety of relationships</li> <li>can explain the similarities and differences between friendships and intimate relationships</li> <li>can describe that there are different types of intimate relationships, including marriage</li> <li>understand that sex or making love may be one part of an intimate relationship between adults</li> </ul>
	<p><b>4. Pupils learn about growing from young to old and that they are growing and changing</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can identify key stages in the human life cycle</li> <li>understand some ways they have changed since they were babies</li> <li>understand that all living things including humans start life as babies</li> </ul>		<p><b>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>can explain how changes at puberty affect body hygiene</li> <li>can describe how to care for their bodies during puberty</li> <li>can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> </ul>		<p><b>4. Pupils learn about human reproduction in the context of the human lifecycle</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>know that sexual intercourse may be one part of a sexual relationship</li> <li>can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>can name the male and female sex cells and reproductive organs</li> </ul>

	<p><b>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• understand that we all have different needs and require different types of care</li> <li>• identify ways we show care towards each other</li> <li>• understand the links between needs, caring and changes throughout the life cycle</li> </ul>		<p><b>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to describe how feelings and behaviour change during puberty</li> <li>• can devise strategies for managing these changes</li> <li>• understand how changes during puberty can affect relationships with other people</li> </ul>		<p><b>5. Pupils learn how a baby is made and grows (conception and pregnancy)</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know the male and female body parts associated with conception and pregnancy</li> <li>• can define conception and understand the importance of implantation in the womb</li> <li>• know what pregnancy is, where it occurs and how long it takes</li> </ul>
	<p><b>6. Pupils learn about different types of family and how their home-life is special</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can describe different types of family</li> <li>• identify what is special and different about their home life</li> <li>• understand families care for each other in a variety of ways</li> </ul>		<p><b>6. Pupils learn strategies to deal with feelings in the context of relationships</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• are able to identify feelings and understand how they affect behaviour</li> <li>• can practise strategies for managing relationships and changes during puberty</li> <li>• can empathise with other people's feelings in relationships, including parents and carers</li> </ul>		<p><b>6. Pupils learn about roles and responsibilities of carers and parents</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify some of skills and qualities needed to be parent and carer</li> <li>• understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</li> <li>• can recognise that both men and women can take on these roles and responsibilities</li> </ul>
			<p><b>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can identify sources of information, support and advice for children and young people</li> <li>• can use appropriate language to discuss puberty and growing up with confidence</li> <li>• can answer their own questions about puberty and growing up</li> </ul>		<p><b>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• can answer their own questions about sex and relationships</li> <li>• can use appropriate language to discuss sex and relationships and growing up with confidence</li> <li>• can identify sources of information, support and advice for children and young people</li> </ul>
					<p><b>Additional lessons:</b> schools will want to consider including these lessons as part of their SRE policy development</p>
					<p><b>8. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• know that HIV can affect anyone, not a specific group or type of person</li> <li>• can identify how HIV can and cannot be passed on</li> </ul>
					<p><b>9. Pupils learn about how the risk of HIV can be reduced</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• know that the risk of HIV being passed on can be reduced if a condom is used</li> <li>• can describe how a condom protects against HIV and other sexually transmitted infections</li> </ul>
					<p><b>10. Pupils learn that contraception can be used to stop a baby from being conceived</b></p> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• know that a condom stops sperm from meeting an egg and therefore stops fertilisation</li> <li>• know that women can take a pill to stop an egg being released, preventing conception</li> <li>• understand contraception is both partners' responsibility</li> </ul>