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| ***At Cotton End Forest School, PSHE is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.*** | | | | | | | |
| **INTENT** | ***We will provide a comprehensive and engaging PSHE curriculum which fully meets the need of every child.***  ***Vision:*** *In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.*  *Mapped to the PSHE Association’s Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.*  ***Our Aims:*** *During their time at primary school, children will encounter many of life’s challenges for the first time. 1decision aims to provide children with the knowledge and skills needed to lead safe, healthy, and happy lives.* | | | | | | |
| **Early Years**  (The following Early Learning goals are prerequisite skills for PSHE in KS1) | **Early Learning Goals:**   * Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. * Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. * Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. * Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. * They know about similarities and differences between themselves and others, and among families, communities and traditions. * Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | | | | | | |
| **IMPACT** | Year 1 | Year 2 | Year 3 | Year 4 | | Year 5 | Year 6 |
| Keeping/ Staying safe | Mental wellbeing (H)  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.  How to judge whether  what they are feeling and  how they are behaving is appropriate and proportionate.  Respectful relationships  (R)  Practical steps they can take in a range of different contexts to improve or support respectful relationships. | Being Safe (R)  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  How to recognise  and report feelings  of being unsafe or feeling bad about any adult. | **Core Theme –**  Health and Wellbeing  How to manage risks to physical and emotional health and wellbeing.  Ways of keeping  physically and emotionally safe | Physical health and  fitness (H)  The characteristics and mental and physical benefits of an active lifestyle.  The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. | | Caring friendships  (R)  That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  -How to recognise  who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | **Core Theme –**  Health and Wellbeing  How to respond in an emergency. |
| **Keeping/ Staying Healthy** | Health and Prevention (H) About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing Healthy Eating (H)  What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | Healthy Eating (H)  -The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  Health and Prevention (H)  -About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | Drugs, Alcohol and Tobacco (H)  The facts about legal and illegal harmful substances and associated risks. | Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | | Drugs, Alcohol and  Tobacco (H)  The facts about legal  and illegal harmful substances and  associated risks,  including smoking,  alcohol use and drug-taking. | Drugs, Alcohol and  Tobacco (H):  The facts about legal  and illegal harmful  substances and  associated risks,  including smoking,  alcohol use and  drug-taking. |
| **Relationships (Y1-3)**  **Growing and changing (Y4-6)** | Respectful Relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships.  Caring Friendships (R)  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | Respectful relationships (R) That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  Caring friendships (R)  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | Being Safe (R)  About the concept  of privacy and the  implications of it for  both children and  adults; including that  it is not always right  to keep secrets if they  relate to being safe.  That each person’s  body belongs to  them, and the differences between appropriate and inappropriate or unsafe  physical, and other,  contact. | Families and people who care for me (R) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed  Being Safe (R)  How to report concerns or abuse, and the vocabulary and confidence needed to do so | |  | Changing Adolescent Body (H)  Key facts about  puberty and the  changing adolescent  body, particularly  from age 9 through  to age 11, including physical and emotional changes.  About menstrual  wellbeing including  the key facts about  the menstrual cycle |
| **Being Responsible** | **Core Theme-** Living in the  Wider World:  About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens. | Physical health and  fitness (H)  The importance of  building regular exercise into daily and weekly routines and  how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The risks associated with an inactive lifestyle (including obesity).  Being safe (R)  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. | Respectful Relationships (R)  That in school and in  wider society they can  expect to be treated  with respect by others,  and that in turn they  should show due respect to others, including those in positions of authority. | Respectful relationships (R)  Practical steps they  can take in a range  of different contexts to improve or support respectful relationships.  The conventions  of courtesy and manners. | | Being Safe (R)  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. | Caring friendships (R)  How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or  uncomfortable, managing conflict,  how to manage  these situations and  how to seek help or  advice from others, if needed. |
| **Feelings and Emotions** | Mental Wellbeing (R)  That there is a normal range of  emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings | Caring friendships (R)  That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired  or even strengthened, and that resorting to violence is never right.  Mental wellbeing (H)  That there is a normal  range of emotions (e.g.  happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | Mental Wellbeing (H)  How to recognise and  talk about their emotions, including having a varied vocabulary of words to  use when talking about  their own and others’  feelings.  How to judge whether  what they are feeling and  how they are behaving is appropriate and proportionate.  The benefits of physical  exercise, time outdoors,  community participation, voluntary and service-based activity on mental wellbeing and happiness.  Simple self-care techniques, including the  importance of rest, time  spent with friends and  family and the benefits of hobbies and interests. | Mental Wellbeing (H)  That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions  that all humans experience in relation to different experiences and situations.  How to recognise  and talk about their  emotions, including having a varied  vocabulary | | Caring friendships (R)  That most friendships have ups and downs, and that these can often be  worked through so that the friendship is repaired or even strengthened, and that resorting to  violence is never right.  How to recognise  who to trust and  who not to trust,  how to judge when a  friendship is making  them feel unhappy  or uncomfortable,  managing conflict,  how to manage  these situations and  how to seek help or  advice from others, if needed. | Mental wellbeing (H)  How to recognise  and talk about their  emotions, including having a varied  vocabulary of words  to use when talking  about their own and others’ feelings.  How to judge  whether what they  are feeling and how  they are behaving  is appropriate and proportionate.  Simple self-care  techniques, including the importance  of rest, time spent  with friends and  family and the benefits of hobbies and interests. |
| **Computer Safety** | Internet safety and harms (H)  How to consider the effect of  their online actions on others  and know how to recognise and display respectful behaviour online and the importance of keeping personal information private  Where and how to report concerns and get support with issues online.  That the internet can also be  a negative place where online  abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | Online relationships (R)  That people sometimes  behave differently online,  including by pretending to be someone they are not. That the same principles apply to online  relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. How information and data is shared and used online. | Internet Safety and Harm (H)  Where and how to report  concerns and get support with issues online.  That for most people the  internet is an integral part of life and has many benefits.  About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. | Internet safety and harms (H)  How to consider  the effect of their  online actions on  others and know  how to recognise  and display respectful behaviour online  and the importance  of keeping personal  information private  Why social media,  some computer  games and online gaming, for example, are age restricted.  That the internet can also be a negative place  where online abuse,  trolling, bullying  and harassment can  take place, which  can have a negative  impact on mental health. | | Internet safety and harms (H)  About the benefits  of rationing time spent online, the risks of excessive time spent on  electronic devices  and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.  How to consider  the effect of their  online actions on  others and know  how to recognise  and display respectful behaviour online  and the importance  of keeping personal  information private. | Being safe (R)  How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  How to recognise  and report feelings  of being unsafe or  feeling bad about any adult.  How to ask for advice or help for themselves or others, and to keep trying until they are heard. |
| **Money Matters (Yr2)**  **Fire safety (Yr3)**  **The Working World**  **(Yr4-6)** |  | **Core theme** – Living in  the Wider World  About where money  comes from, keeping it  safe and the importance  of managing it effectively  The part that money plays  in people’s lives  A basic understanding of  Enterprise. | Fire Safety:  Basic First Aid (H)  How to make a clear and  efficient call to emergency  services if necessary. | **Core theme** – Living in the Wider World  About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people’s lives A basic understanding of enterprise. | | | Internet Safety and Harms (H)  How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. |
| **A World Without Judgement** |  |  |  | Respectful relationships (R)  The importance of  respecting others,  even when they are  very different from  them (for example,  physically, in character, personality or backgrounds),  or make different choices or have  different preferences  or beliefs  Practical steps they  can take in a range  of different contexts to improve or support respectful relationships. | Respectful relationships (R)  What a stereotype is, and how stereotypes can be unfair, negative or destructive.  The importance of  respecting others,  even when they are very different from them (for example, physically, in character, personality  or backgrounds), or make different choices or have different preferences or beliefs. | | Families and people who care for me (R): That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. |
| **Vocabulary** | Habit, frustrated, obstacles, determined, fault my fault, not my fault, responsibility, changes, fair/unfair belong, welcome, calm down, set a goal, problem, solve, uncomfortable, comfortable, worried, nervous  Sad/happy | | Boredom, adapt, anticipation, resentment, excitement, frightened, anxious, nervous, making a plan, belonging, excepted, rejected, left out, gifts, talents, rights, responsibility, helpful, hopeful, thoughts, scared | | insecure/secure, fault, sore spot, over reaction, humiliation, gossip, rumour, mixed feelings, empathy, empathise, anticipation, teamwork, motivation, bravery, respect, nervousness, worried, secure/insecure, anxiety/anxious, petrified, terrified | | |