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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.
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| **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 whetherwhat they are feeling andhow 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 recogniseand report feelingsof being unsafe or feeling bad about any adult. | **Core Theme –**Health and WellbeingHow to manage risks to physical and emotional health and wellbeing.Ways of keepingphysically and emotionally safe | Physical health andfitness (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 recognisewho 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 WellbeingHow 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 andTobacco (H)The facts about legaland illegal harmful substances andassociated risks,including smoking,alcohol use and drug-taking. | Drugs, Alcohol andTobacco (H):The facts about legaland illegal harmfulsubstances andassociated risks,including smoking,alcohol use anddrug-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 conceptof privacy and theimplications of it forboth children andadults; including thatit is not always rightto keep secrets if theyrelate to being safe.That each person’sbody belongs tothem, and the differences between appropriate and inappropriate or unsafephysical, 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 aboutpuberty and thechanging adolescentbody, particularlyfrom age 9 throughto age 11, including physical and emotional changes.About menstrualwellbeing includingthe key facts aboutthe menstrual cycle |
| **Being Responsible** | **Core Theme-** Living in theWider 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 andfitness (H)The importance ofbuilding regular exercise into daily and weekly routines andhow 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 inwider society they canexpect to be treatedwith respect by others,and that in turn theyshould show due respect to others, including those in positions of authority. | Respectful relationships (R)Practical steps theycan take in a rangeof different contexts to improve or support respectful relationships.The conventionsof 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 oruncomfortable, managing conflict,how to managethese situations andhow to seek help oradvice from others, if needed. |
| **Feelings and Emotions** | Mental Wellbeing (R)That there is a normal range ofemotions (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 repairedor even strengthened, and that resorting to violence is never right.Mental wellbeing (H)That there is a normalrange 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 andtalk about their emotions, including having a varied vocabulary of words touse when talking abouttheir own and others’feelings.How to judge whetherwhat they are feeling andhow they are behaving is appropriate and proportionate.The benefits of physicalexercise, time outdoors,community participation, voluntary and service-based activity on mental wellbeing and happiness.Simple self-care techniques, including theimportance of rest, timespent with friends andfamily 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 emotionsthat all humans experience in relation to different experiences and situations.How to recogniseand talk about theiremotions, including having a variedvocabulary | Caring friendships (R)That most friendships have ups and downs, and that these can often beworked through so that the friendship is repaired or even strengthened, and that resorting toviolence is never right.How to recognisewho to trust andwho not to trust,how to judge when afriendship is makingthem feel unhappyor uncomfortable,managing conflict,how to managethese situations andhow to seek help oradvice from others, if needed. | Mental wellbeing (H)How to recogniseand talk about theiremotions, including having a variedvocabulary of wordsto use when talkingabout their own and others’ feelings.How to judgewhether what theyare feeling and howthey are behavingis appropriate and proportionate.Simple self-caretechniques, including the importanceof rest, time spentwith friends andfamily and the benefits of hobbies and interests. |
| **Computer Safety** | Internet safety and harms (H)How to consider the effect oftheir online actions on othersand know how to recognise and display respectful behaviour online and the importance of keeping personal information privateWhere and how to report concerns and get support with issues online.That the internet can also bea negative place where onlineabuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. | Online relationships (R)That people sometimesbehave differently online,including by pretending to be someone they are not. That the same principles apply to onlinerelationships 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 reportconcerns and get support with issues online.That for most people theinternet 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 considerthe effect of theironline actions onothers and knowhow to recogniseand display respectful behaviour onlineand the importanceof keeping personalinformation privateWhy social media,some computergames and online gaming, for example, are age restricted.That the internet can also be a negative placewhere online abuse,trolling, bullyingand harassment cantake place, whichcan have a negativeimpact on mental health. | Internet safety and harms (H)About the benefitsof rationing time spent online, the risks of excessive time spent onelectronic devicesand the impact of positive and negative content online on their own and others’ mental and physical wellbeing.How to considerthe effect of theironline actions onothers and knowhow to recogniseand display respectful behaviour onlineand the importanceof keeping personalinformation 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 recogniseand report feelingsof being unsafe orfeeling 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 inthe Wider WorldAbout where moneycomes from, keeping itsafe and the importanceof managing it effectivelyThe part that money playsin people’s livesA basic understanding ofEnterprise.  | Fire Safety:Basic First Aid (H)How to make a clear andefficient call to emergencyservices 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 ofrespecting others,even when they arevery different fromthem (for example,physically, in character, personality or backgrounds),or make different choices or havedifferent preferencesor beliefsPractical steps theycan take in a rangeof 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 ofrespecting others,even when they are very different from them (for example, physically, in character, personalityor 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, nervousSad/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 |