

# PSHE Scheme of Work

2020

The purpose of our school PSHE scheme is to provide a strong grounding for our children to move forwards from. We have, together with staff, governors and parents, chosen our school golden values that will run throughout our daily routines as our golden thread of learning. These are a combination of behaviours for learning and behaviours for life.

## Our Golden Values

- **We do the right thing** – We make positive choices even when nobody is watching.
- **We are respectful** – We listen to all adults. We respect our friends and our school environment.
- **We are cooperative** – We share with others. We are generous.
- **We are kind** – We think before we speak. We consider others feelings.
- **We are resilient** – We try our best. We are adaptable. We never give up.

## Behaviours for learning and life

These will rotate as the focus of the week throughout the year. We will always start with respect followed by doing the right thing then cooperation, kindness and resilience. If we have a 6, 7 or 8 week half term we will go back to the start in week 6.

### Respect

Know how to stop and listen to all adults around the school.  
Understand what it means to respect our friends.  
Understand what it means to show respect for our school environment.  
Developing and maintaining a healthy 'self' self-confidence, self-worth, and self-respect.  
Gaining respect for others' right to their own beliefs, values and opinions.  
Understanding how to value and respect diversity.

### Doing the right thing

Making positive choices even when nobody is watching.  
Recognising and managing the need for peer approval.  
Understanding how to self-check by managing strong emotions and impulses.  
Promoting a positive, growth mind-set.

### Cooperation

Learning how to listen to others.  
Understanding effective communication.  
Understanding how to work as a team.  
Learning how to be flexible and compromise with peers.

### Kindness

Understand how to show empathy and compassion towards others.  
Consider the feelings of others.  
Thinking before speaking.  
Considering the impact of our words and actions on others.

### Resilience

Developing an appropriate response to challenges.  
Becoming self-motivated.  
Showing perseverance and adaptability.  
Strategies for identifying and accessing appropriate help and support.  
Applying resilience in new situations

Using these behaviours to build and maintain healthy relationships, think before acting, keeping ourselves and others safe and developing happiness.

## PSHE Core themes taken from PSHE Association

HEALTH AND WELLBEING	RELATIONSHIPS	LIVING IN THE WIDER WORLD
<p>This core theme focuses on</p> <ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle</li> <li>2. How to maintain physical, mental and emotional health and wellbeing</li> <li>3. How to manage risks to physical and emotional health and wellbeing</li> <li>4. Ways of keeping physically and emotionally safe</li> <li>5. Managing change, including puberty, transition and loss</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. How to respond in an emergency</li> <li>8. Identifying different influences on health and wellbeing</li> </ol>	<p>This core theme focuses on</p> <ol style="list-style-type: none"> <li>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. How to recognise and manage emotions within a range of relationships</li> <li>3. How to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. How to respond to risky or negative relationships and ask for help</li> <li>5. How to respect equality and diversity in relationships</li> </ol>	<p>This core theme focuses on</p> <ol style="list-style-type: none"> <li>1. Respect for self and others and the importance of responsible behaviours and actions</li> <li>2. Rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. Different groups and communities</li> <li>4. Respect diversity and equality and how to be a productive member of a diverse community</li> <li>5. The importance of respecting and protecting the environment</li> <li>6. Where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. The part that money plays in people's lives</li> <li>8. A basic understanding of enterprise</li> </ol>

<b>Year One</b>	IPC Brainwave unit to be completed the first week of September which is an introduction to our school golden values and what they mean. The children should already be familiar with our golden values as the terminology has been used in Reception.		
<p>Golden values running through every day (based on the golden value of the week) to be discussed throughout the week with a particular focus during Year 1 class assembly.</p>	Autumn <b>Pupils should be taught to:</b>	Spring <b>Pupils should be taught to:</b>	Summer <b>Pupils should be taught to:</b>
	<ul style="list-style-type: none"> <li>• What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and respect the differences and similarities between people.</li> <li>• To identify ways in which we are the same as all other people; what we have in common with everyone else</li> <li>• The ways in which they are all unique; understand that there has never been and will never be another 'them'</li> </ul>	<ul style="list-style-type: none"> <li>• How they can contribute to the life of the classroom and school and to help construct, and agree to follow, group, class and school rules and to understand how these rules help them</li> <li>• What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</li> </ul>

	<ul style="list-style-type: none"> <li>About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> <li>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li> <li>About the people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	<ul style="list-style-type: none"> <li>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable, and to develop strategies to resist teasing or bullying</li> <li>About the process of growing from young to old and how people's needs change</li> </ul>	<ul style="list-style-type: none"> <li>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</li> </ul>
<p><b>Year Two</b></p> <p>Golden values running through every day (based on the golden value of the week) to be discussed throughout the week with a particular focus during Year 2 class assembly.</p>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).  To offer constructive support and feedback to others.  To communicate their feelings to others, to recognise how others show feelings and how to respond, and to recognise that their behaviour can affect other people.  To recognise what is fair and unfair, kind and unkind, what is right and wrong  To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.  To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p>		
<p>Autumn</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>The importance of, and how to, maintain personal hygiene</li> <li>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</li> <li>That household products, including medicines, can be harmful if not used properly</li> <li>The rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</li> <li>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</li> </ul>	<p>Spring</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>About the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>To recognise different types of teasing and bullying, to understand that these are wrong</li> </ul>	<p>Summer</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</li> <li>That they belong to different groups and communities such as family and school</li> <li>About growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> </ul>	

		and unacceptable, and to develop strategies to resist teasing or bullying	
<p><b><u>Year Three</u></b></p> <p>Golden values running through every day (based on the golden value of the week) to be discussed throughout the week with a particular focus during Year 3 class assembly.</p>	IPC Brainwave unit to be completed the first week of September which is about how different people learn, the importance of practicing a skill, why it is important to learn from other cultures and how positive thinking can help us succeed.		
	<p>Autumn</p> <p><b>Pupils should have the opportunity to discuss and learn:</b></p> <ul style="list-style-type: none"> <li>• What positively and negatively affects their physical, mental and emotional health</li> <li>• How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> <li>• To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</li> <li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> </ul>	<p>Spring</p> <p><b>Pupils should have the opportunity to discuss and learn:</b></p> <ul style="list-style-type: none"> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</li> <li>• To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> </ul>	<p>Summer</p> <p><b>Pupils should have the opportunity to discuss and learn:</b></p> <ul style="list-style-type: none"> <li>• What being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• To consider the lives of people living in other places, and people with different values and customs</li> <li>• To recognise different types of relationship, including those between acquaintances, friends, relatives and families</li> </ul>
<p><b><u>Year Four</u></b></p> <p>Golden values running through every day (based on the golden value of the week) to be discussed</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through</p>	<p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>

throughout the week with a particular focus during Year 4 class assembly.	passwords, addresses and the distribution of images of themselves and others	negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	
	Autumn <b>Pupils should have the opportunity to discuss and learn:</b>	Spring <b>Pupils should have the opportunity to discuss and learn:</b>	Summer <b>Pupils should have the opportunity to discuss and learn:</b>
	<ul style="list-style-type: none"> <li><u>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</u></li> <li><u>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</u></li> <li><u>The school rules about health and safety, basic emergency aid procedures, where and how to get help</u></li> <li><u>What is meant by the term 'habit' and why habits can be hard to change</u></li> <li><u>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</u></li> <li><u>That bacteria and viruses can affect health and that following simple routines can reduce their spread</u></li> </ul>	<ul style="list-style-type: none"> <li>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</li> <li>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> </ul>	<ul style="list-style-type: none"> <li>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</li> <li>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</li> </ul>
<b>Year Five</b>	IPC Brainwave unit to be completed the first week of September which is about how we like to learn, how relaxation can help prepare us for learning, how positive thinking can help us succeed, how we can achieve our goals by supporting each other and becoming more active global citizens.		
Golden values running through every day (based on the golden value of the week)	Autumn <b>Pupils should have the opportunity to discuss and learn:</b>	Spring <b>Pupils should have the opportunity to discuss and learn:</b>	Summer <b>Pupils should have the opportunity to discuss and learn:</b>

<p>to be discussed throughout the week with a particular focus during Year 5 class assembly.</p>	<ul style="list-style-type: none"> <li>• Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</li> <li>• How their body will, and their emotions may, change as they approach and move through puberty</li> <li>• About human reproduction About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers</li> </ul>	<ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> <li>• About the difference between, and the terms associated with, sex, gender identity and sexual orientation</li> <li>• To recognise and challenge stereotypes</li> <li>• Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</li> </ul>	<ul style="list-style-type: none"> <li>• Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United</li> <li>• Nations Declaration of the Rights of the Child</li> <li>• That these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li> <li>• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</li> </ul>
<p><b>Year Six</b> Golden values running through every day (based on the golden value of the week) to be discussed throughout the week with a particular focus during Year 6 class assembly.</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others To recognise and respond appropriately to a wider range of feelings in others. That their actions affect themselves and others. To work collaboratively towards shared goals. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>		
<p>Autumn <b>Pupils should have the opportunity to discuss and learn:</b></p>	<p>Spring <b>Pupils should have the opportunity to discuss and learn:</b></p>	<p>Summer <b>Pupils should have the opportunity to discuss and learn:</b></p>	
<ul style="list-style-type: none"> <li>• To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</li> <li>• The responsible use of mobile phones: safe-keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• That differences and similarities between people arise from a number of factors, including</li> </ul>	<ul style="list-style-type: none"> <li>• About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>• To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their</li> </ul>	

	<ul style="list-style-type: none"> <li>• How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request</li> <li>• About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</li> <li>• To differentiate between the terms, 'risk', 'danger' and 'hazard'</li> <li>• To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</li> </ul>	<p>family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <ul style="list-style-type: none"> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> </ul> <p>To recognise and manage 'dares'</p>	<p>contribution to society through the payment of VAT)</p> <ul style="list-style-type: none"> <li>• That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</li> <li>• What is meant by enterprise and begin to develop enterprise skills</li> <li>• To explore and critique how the media present information</li> <li>• To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> </ul>
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