

# Personal, Social, Health and Economics Education

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**Scheme of Work 2018/2019**



*Loving Learning,  
Striving for Success,  
Achieving Everyday*

## Introduction

This scheme of work is based on the third edition of the PSHE Association's programme of study for personal, social, health and economic (PSHE) education. It has been written to sit alongside the 2014 National Curriculum and seeks to reflect the rapidly changing world in which our pupils live and learn. Our pupils are already global citizens in an increasingly 'connected' world. They do not separate the 'offline world' from the 'online world' and therefore all topics should be covered within the context of both.

Evidence-based best practise shows that PSHE is most effective when its curriculum is not limited to 'superficial experiences that [are] restricted to providing information'. Consequently, this Scheme of work has been tailored to Colegrave Primary School. It does not cover all of the suggested content in the PSHE association scheme of work. Instead, it seeks to ensure that our pupils learn through varied and engaging lessons, through a more focused approach towards the core themes of the curriculum.

This scheme of work covers Key Stages 1 and 2 and is based on three core themes, within which there is broad overlap.

- Core Theme 1: Health and Wellbeing.
- Core Theme 2: Relationships.
- Core Theme 3: Living in the Wider World.

Section 2.5 of the National Curriculum Framework states that, all schools should make provision for PSHE education that draws on good practice. This scheme of work identifies the key concepts, skills and attributes that are developed through PSHE education. These help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for opportunities, responsibilities and experiences for life, as set out in Section 78 of the Education Act 2002, and their statutory safeguarding responsibilities, in line with the statutory guidance that schools 'should ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum'.

### **Vision and Ethos**

**It is not enough to simply teach pupils *about the* issues covered in PSHE. It is vital that they have the opportunity to explore their attitudes, values and beliefs about them and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives.**

The successful delivery of a rounded PSHE curriculum has been shown to reduce, or remove, many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The aim for PSHE education is to provide pupils with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary change, 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.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attributes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with other pupils will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

### **The 10 Key Principles for Effective Practice in PSHE**

1. Start where children are: find out what they already know, understand, are able to do and are able to say.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of children.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children can do to keep themselves and others healthy and safe and to lead healthy fulfilling lives.
4. Offer a wide variety of teaching and learning styles, with an emphasis on interactive learning and the teacher as facilitator.
5. Provide information which is realistic and relevant that reinforces positive social norms.
6. Encourage children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that PSHE is just one part of what a school can do to help a child develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE curriculum to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE within wider efforts to ensure children have positive relationships with adults, feel value and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

10. Provide a safe and supportive learning environment where children can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

### **Assessment**

PSHE at Colgrave is currently assessed through self-assessment, Peer-assessment, in-class AfL. Additionally, children's progress in the core skills of PSHE are tracked by teachers at the end of each unit to ensure progression as they move through the school. Monitoring is conducted through book looks and pupil voice.

It is essential that PSHE is assessed. Pupils need opportunities to reflect on their learning. Assessment also increases pupils' motivation and improves learning as their raised awareness of their development illustrates the value of their learning. It is important for teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs. However...

- **It is inappropriate for assessment in PSHE to be about levels or grades, passing or failing. The benchmark against which progress is measured is the pupils' own starting point, not the performance of others or the requirements of an exam syllabus.**

Although Colegrave does attempt to track the progress of the skills and attributes developed by PSHE, these skills are arguably the hardest aspect of learning to assess. It is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values. However, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions that they did before a particular series of lessons. Such personal reflection in PSHE lessons is essential, so ensuring pupils have time and space within lessons to reflect on this whether privately or through discussion, is a vital part of the assessment process.

**Long - Term Plan**

This table shows how our PSHE units, taught by our PPA team, are linked to our core skills to ensure progression and cyclical revision throughout the year.

Autumn	Feelings and Emotions	Healthy Relationships	Healthy Lifestyles
Spring	Growing and Changing	Valuing Difference	Keeping Safe
Summer	Rights and Responsibilities	Taking Care of the Environment	Money Matters

- Working Together
- Managing Feelings
- Thinking for myself and staying safe

Each unit will follow guidance in the PSHE Scheme of Work for the specific content to be addressed within each unit, and within each year group. The content of each unit should be pitched to allow for an appropriate progression of skills through the school. Children should be aware of the skill set being developed through the unit. Further guidance on the skills developed through our PSHE curriculum can be found in the Progression of skills document. **To ensure appropriate coverage, each year group must cover the three topics listed above within the term (2 lessons per topic).**

Medium Term Plan					
Feelings and Emotions					
Core theme: Health and Wellbeing			Core Skill: Managing Feelings		
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>To recognise that their behaviour can affect other people.</li> <li>To offer constructive support and feedback to others.</li> </ul>		<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>To recognise and respond appropriately to a wider range of feelings in others.</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 if necessary constructively challenge others’ points of view.</li> <li>That their actions affect themselves and others.</li> <li>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.</li> <li>To recognise and manage ‘dares’.</li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To offer constructive support and feedback to others.</p> <p>To recognise that their behaviour can affect other people.</p>	<p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>That their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>To recognise and manage ‘dares’.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>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.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>	<p>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 if necessary constructively challenge others’ points of view.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p>

Medium Term Plan					
Healthy Relationships					
Core theme: Health and Wellbeing			Core Skill: Working together		
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>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>To identify their special people (family, friends, careers), what makes them special and how special people should care for one another.</li> <li>That people’s feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> <li>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> </ul>		<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships.</li> <li>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>The concept of ‘keeping something secret or confidential’, 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 work collaboratively towards shared goals.</li> <li>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</li> <li>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <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>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To identify their special people (family, friends, careers), what makes them special and how special people should care for one another. That people’s feelings can be	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.	To recognise different types of relationships, including those between acquaintances, friends, relatives and families. To judge what kind of physical contact is acceptable or	To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. To understand personal boundaries; to identify what	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships. The concept of ‘keeping	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive healthy relationships. The concept of ‘keeping

<p>hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>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).</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>unacceptable and how to respond.</p> <p>To work collaboratively towards shared goals.</p>	<p>they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To work collaboratively towards shared goals.</p>	<p>something secret or confidential', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To work collaboratively towards shared goals.</p>	<p>something secret or confidential', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To work collaboratively towards shared goals.</p>
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Medium Term Plan					
Healthy Lifestyles					
Core theme: Health and Wellbeing			Core Skill: Thinking for Myself and Staying Safe		
KS1		KS2			
<p>Pupils must be taught:</p> <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>• The importance of, and how to maintain, personal hygiene.</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>• 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> </ul>		<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <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>• 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>• That bacteria and viruses affect health and that following simple routines can reduce their spread.</li> <li>• What is meant by the term ‘habit’ and why it is hard to change.</li> <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>• What positively and negatively affects their physical, mental and emotional health.</li> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>• About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</li> <li>• About people who are responsible for helping them stay healthy and safe; how they can help these people to help keep them healthy and safe.</li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>The importance of, and how to maintain, personal hygiene.</p>	<p>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.</p> <p>How some diseases are spread</p>	<p>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.</p> <p>That bacteria and viruses affect</p>	<p>What positively and negatively affects their physical, mental and emotional health.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to help keep them healthy and safe.</p>	<p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>What is meant by the term ‘habit’ and why it is hard to change.</p>	<p>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.</p>

	<p>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.</p>	<p>health and that following simple routines can reduce their spread.</p>			<p>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.</p>
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<p>Medium Term Plan Growing and Changing</p>
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Core theme: Health and Wellbeing		Core Skill: Managing Feelings			
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>About the process of growing from young to old and how people’s needs change.</li> <li>About growing and changing and new opportunities and responsibilities that independence may bring.</li> <li>The name for the main parts of the body (including external genitalia) and bodily similarities and differences between boys and girls.</li> <li>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple, but challenging goals.</li> <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> </ul>		<p>Pupils must be taught:</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>To recognise that they may experience conflicting emotions and when they might need to listen, or overcome these.</li> <li>About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</li> <li>How their body will, and their emotions may, change as they approach and go through puberty.</li> <li>About human reproduction.</li> <li>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</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 the intensity of their feelings to others.</li> <li>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>About the process of growing from young to old and how people’s needs change.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>About change and loss and the associated feelings (including</p>	<p>About growing and changing and new opportunities and responsibilities that independence may bring.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple, but challenging goals.</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and the intensity of their feelings to</p>	<p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and the intensity of their feelings to others.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen, or overcome these.</p> <p>How their body will, and their emotions may, change as they approach and go through puberty.</p> <p>About change, including transitions (between key stages</p>	<p>To recognise that they may experience conflicting emotions and when they might need to listen, or overcome these.</p> <p>How their body will, and their emotions may, change as they approach and go through puberty.</p> <p>About human reproduction. (subject to parent consultation</p>

<p>moving home, losing toys, pets or friends).</p>		<p>others.  The name for the main parts of the body (including external genitalia) and bodily similarities and differences between boys and girls.</p>	<p>themselves.</p>	<p>and schools), loss, separation, divorce and bereavement.</p>	<p>and not included in 2018/2019 curriculum)</p>
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Medium Term Plan					
Valuing Difference/ Same Love (K.S.2)					
Core theme: Relationships			Core Skill: Working Together		
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>To identify and respect the differences and similarities between people.</li> <li>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</li> <li>Strategies to resist teasing and bullying, if they experience of witness it, whom to go to and how to get help.</li> <li>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> </ul>		<p>Pupils must be taught:</p> <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 differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> <li>To recognise and challenge stereotypes.</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 themselves or others.</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>About the difference between, and terms associated with assigned sex, gender-identity and sexual orientation.</li> <li>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social-media).</li> <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> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	Strategies to resist teasing and bullying, if they experience of witness it, whom to go to and how to get help.	How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social-media).	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to	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	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 themselves or others.
To recognise what is fair and	To recognise different types of				

<p>unfair, kind and unkind, what is right and wrong. To identify and respect the differences and similarities between people.</p>	<p>teasing and bullying, to understand that these are wrong and unacceptable.  To identify and respect the differences and similarities between people.</p>	<p>To recognise and challenge stereotypes. 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.</p>	<p>respond and ask for help).  To recognise and challenge stereotypes.  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.</p>	<p>themselves.  That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.  To recognise and challenge stereotypes.</p>	<p>About the difference between, and terms associated with assigned sex, gender-identity and sexual orientation.  To recognise and challenge stereotypes.</p>
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Medium Term Plan					
Keeping Safe					
Core theme: Health and Wellbeing			Core Skill: Thinking for Myself and Staying Safe		
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>• That household products, including medicines, can be harmful if not used properly.</li> <li>• 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>• About people who look after them, and their family networks, who to go to if they are worried and how to attract their attention.</li> <li>• About the ways pupils can help the people who look after them to more easily protect them.</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>Pupils must be taught:</p> <ul style="list-style-type: none"> <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> <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>• Strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety).</li> <li>• Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</li> <li>• 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.</li> <li>• School rules about health and safety, basic emergency first aid procedures, where and how to get help.</li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
About people who look after them, and their family networks, who to go to if they are worried and how to attract their	To recognise that they share a responsibility for keeping themselves and others safe, when to say ‘yes’, ‘no’, ‘I’ll ask’	School rules about health and safety, basic emergency first aid procedures, where and how to get help.	Strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the	To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible	To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’.

<p>attention.</p> <p>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.</p> <p>That household products, including medicines, can be harmful if not used properly.</p>	<p>and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>About the ways pupils can help the people who look after them to more easily protect them.</p> <p>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.</p>	<p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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.</p>	<p>environment (including rail, water and fire safety).</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>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.</p>	<p>road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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Medium Term Plan					
Rights and Responsibilities					
Core theme: Living in the Wider World			Core Skill: Managing Feelings		
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</li> <li>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).</li> <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> </ul>		<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <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 Nations Declaration of the Rights of the Child.</li> <li>That these universal rights are there to protect everyone and have primacy over national and family and community practices.</li> <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 know that there are some cultural practices which are against British law and universal human rights, such as FGM.</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> <li>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 Nations Declaration of the Rights of the Child.	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 Nations Declaration of the Rights of the Child.	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 Nations Declaration of the Rights of the Child.	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 Nations Declaration of the Rights of the Child.	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 Nations Declaration of the Rights of the Child.	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 Nations Declaration of the Rights of the Child.

<p>To help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>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.</p>	<p>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>That they belong to different groups and communities such as family and school.</p>	<p>That these universal rights are there to protect everyone and have primacy over national and family and community practices.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>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.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>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.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>
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Medium Term Plan					
Taking Care of the Environment					
Core theme: Living in the Wider World			Core Skill: Working Together		
KS1		KS2			
<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <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> <li>• How they can contribute to the life of the classroom and the school</li> <li>• Ways in which we are the same as all other people; what we have in common with everyone else.</li> <li>• Ways in which they are all unique; understand that there has never been and will never be another 'them'.</li> </ul>		<p>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>• To research, discuss and debate topical issues, problems and events that are often of concern to them and offer their recommendations to appropriate people.</li> <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>• 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 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> <li>• What being part of a community means, and about the varied institutions that support communities locally and nationally.</li> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How they can contribute to the life of the classroom and the school.</p> <p>Ways in which they are all unique; understand that there has never been and will never be another 'them'.</p>	<p>What improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy).</p> <p>Ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>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</p>	<p>To consider the lives of people living in other places, and people with different values and customs.</p> <p>To explore and critique how the media present information.</p>	<p>What being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>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</p>	<p>To research, discuss and debate topical issues, problems and events that are often of concern to them and offer their recommendations to appropriate people.</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how</p>

		support for themselves or for others at risk.		media can misrepresent or mislead; the importance of being careful what they forward to others.	information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.
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Medium Term Plan					
Money Matters					
Core theme: Living in the Wider World			Core Skill: Thinking for Myself and Staying Safe		
KS1		KS2			
<p>Pupils must be taught:</p> <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>Pupils must be taught:</p> <ul style="list-style-type: none"> <li>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being.</li> <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', 'tax' (e.g their contribution to society through their payment of VAT).</li> <li>What is meant by enterprise and begin to develop enterprise skills.</li> <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> </ul>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.	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.	<p>What is meant by enterprise and begin to develop enterprise skills.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being.</p>	<p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being.</p>	<p>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.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being.</p>	<p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', 'tax' (e.g their contribution to society through their payment of VAT).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being.</p>