

Principles of our PSHE Curriculum

- A positive approach focusing on what children can do to keep themselves and others safe and healthy.
- Ensure a rounded development of children's personal growth preparing pupils at our school for the opportunities, responsibilities and experiences of later life.
- Promote a growth mindset linked to our 5Rs values promoting development in Relationships, Reflection, Resourcefulness, Resilience and Risk Taking.
- Promote the spiritual, moral, cultural, mental and physical development of our pupils
- Promote British Values.
- Acknowledge and make links to the RE principles.

'PREPARING FOR LIFE'S CHALLENGES AND OPPORTUNITIES'

INTENT

At Chieveley school, we want our children to be Futureproof - we want to help our children to develop the knowledge, skills and attributes they need to manage life's challenges and make the most of life's opportunities. Our P.S.H.E. curriculum aims to help them to understand how they are developing personally and socially, as well as tackling many of the moral, social and cultural issues that are part of growing up. Children should be provided with age-appropriate, progressive sessions to ensure the children understand the importance of caring friendships, respectful relationships, behaving responsibly and to be equipped to look after their physical health and mental wellbeing. As part of this, we emphasise the importance and necessity of staying safe, including knowledge of; computer safety; drugs, alcohol and tobacco; basic first aid and changing adolescent bodies. Our children will also learn about living and growing within our working world and staying safe online. Our small school allows us to deliver a tailored curriculum, in a caring and nurturing environment, which meets the needs of our children. We want children to understand their rights and responsibilities as an individual and show empathy and understanding to others. At Chieveley, we promote inclusivity, and we understand that differences (such as those of sexual orientation, gender, religion or race) should be respected and celebrated.

IMPLEMENTATION

At Chieveley Primary, we have adopted the award winning 1Decision PSHE scheme of learning <https://www.1decision.co.uk/>, which has been kite marked by the PSHE Association, as this teaches our children how to make positive and informed decisions that will keep them safe and well.

The interactive, progressive lessons give a clear and comprehensive guide to covering the PSHE and RSE primary curriculum. This is achieved through questioning, discussion, key vocabulary, simple reflection activities and a series of relatable scenario videos. It provides pupils with decision-making skills and positive attitudes to age appropriate, real life situations.

It provides a unique, interactive bank of life skills resources to support PSHE, SMSC development, and safeguarding. The programme also supports the new statutory changes in Health Education and Relationships Education.

The teaching of British Values are woven through the PSHE curriculum. Across school, we teach children about how society is organised and governed and we ensure that they experience the process of democracy in school, for example, through voting for the roles of head boy / girl and house captains.

IMPACT

We are able to tackle some difficult and serious subjects in the safety of our classroom settings by bringing real world situations to the children's attention through the use of video discussion clips. The children can relate to the actors on each video because they are watching young actors of the same age portray realistic scenarios that the pupils may find themselves in throughout their lives.

Children leave our school with positive and caring relationships with themselves and their family, friends and peers, as well as a strong feeling of belonging in life. They have excellent knowledge of the idea of a healthy and safe lifestyle, independence and responsibility.

At Chieveley, children learn to adapt and empathise whilst developing self-confidence, self-esteem and self-discipline to reach the highest standards of which they are capable. They understand and accept change and are able to reflect on its impact. As they progress through the school, they learn to understand and communicate within our ever-developing world.

At Chieveley Primary School, we believe that PSHE education enables our pupils to develop knowledge, skills and attributes needed to manage balanced lives and to become healthy, independent and responsible members of society. In doing so, we help develop their sense of self-worth by encouraging them to play a positive role in school life and the wider community and prepare them for the opportunities, responsibilities and experiences of later life.

1Decision website link: <https://www.1decision.co.uk/>

1 Decision Overview Plan Yr 1 –Yr3

	Autumn	Spring	Summer
Year 1	<p><u>Feelings and Emotions</u></p> <ul style="list-style-type: none"> ● Jealousy ● Worry ● Anger ● Grief <p>Plus 4 relaxation videos</p>	<p><u>Keeping / Staying Healthy</u></p> <ul style="list-style-type: none"> ● Washing Hands ● Healthy Eating ● Brushing Teeth ● Medicine 	<p><u>Hazard Watch</u></p> <ul style="list-style-type: none"> ● Is it safe to eat or drink? ● Is it safe to play with?
Year 2	<p><u>Keeping / Staying Safe</u></p> <ul style="list-style-type: none"> ● Road Safety ● Tying Shoelaces ● Staying Safe ● Leaning out of windows 	<p><u>Being Responsible</u></p> <ul style="list-style-type: none"> ● Water Spillage ● Practice Makes Perfect ● Helping Someone in Need ● Stealing 	<p><u>Fire Safety</u></p> <ul style="list-style-type: none"> ● Hoax Calling ● Petty Arson ● Texting Whilst Driving ● At the Fire Station
Year 3	<p><u>Relationships</u></p> <ul style="list-style-type: none"> ● Friendship ● Bullying ● Body Language ● Touch 	<p><u>Computer Safety</u></p> <ul style="list-style-type: none"> ● Online Bullying ● Image Sharing ● Making Friends Online ● Computer Safety 	<p><u>Our World</u></p> <ul style="list-style-type: none"> ● Growing in our world ● Living in our world ● Working in our world ● Looking after our world

1Decision website link: <https://www.1decision.co.uk/>

1 Decision Overview Plan Yr 4 - Yr6

	Autumn	Spring	Summer
Year 4	<p><u>Feelings and Emotions</u></p> <ul style="list-style-type: none"> ● Jealousy ● Anger ● Worry <p>Plus 4 relaxation videos Child and Adult Views</p>	<p><u>Keeping / Staying Safe</u></p> <ul style="list-style-type: none"> ● Cycle Safety ● Peer Pressure ● Water safety <p>Plus Child and Adult Views</p>	<p><u>A World Without Judgement</u></p> <ul style="list-style-type: none"> ● Breaking Down Barriers ● Inclusion and Acceptance ● British Values <p>Plus Child and Adult Views</p>
Year 5	<p><u>Being Responsible</u></p> <ul style="list-style-type: none"> ● Coming Home on Time ● Looking Out for Others ● Stealing <p>Child and Adult Views</p>	<p><u>Keeping / Staying Healthy</u></p> <ul style="list-style-type: none"> ● Healthy Eating ● Smoking ● Alcohol <p>Child and Adult Views</p>	<p><u>The Working World</u></p> <ul style="list-style-type: none"> ● Chores at Home ● Enterprise ● In-App Purchases <p>Child and Adult Views</p>
Year 6	<p><u>Computer Safety</u></p> <ul style="list-style-type: none"> ● Online Bullying ● Image Sharing ● Making Friends Online <p>Plus Child and Adult Views</p>	<p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> ● Appropriate Touch ● Puberty ● Conception <p>Plus Child and Adult Views</p>	<p><u>First Aid</u></p> <ul style="list-style-type: none"> ● Asthma and Anaphylactic Shock ● Basic Life Support ● Head Injuries and Severe Bleeding ● Minor Burns & Scalds and Fractures

	Autumn	Spring	Summer
Robins (Year 1)	<p>MODULE: Feelings and Emotions</p> <p>Topic: Baseline Assessment & Jealousy</p> <ul style="list-style-type: none"> understand a range of emotions and how they make us feel physically and mentally be able to recognise and name emotions and their physical effects know the difference between pleasant and unpleasant emotions learn a range of skills for coping with unpleasant / uncomfortable emotions understand that feelings can be communicated with and without words <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do we experience feelings and emotions in our bodies? Who can support us with our feelings/emotions? How can we reduce the unpleasant effects of negative emotions? Can you describe the feeling of jealousy? 	<p>MODULE: Keeping and Staying Healthy</p> <p>Topic: Baseline Assessment & Washing Hands</p> <ul style="list-style-type: none"> understand what we can do to keep healthy understand why we need to wash our hands know how germs are spread and how they can affect our health be able to practise washing your hands know the differences between healthy and unhealthy choices <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What does a healthy person look like? What does an unhealthy person look like? How can you stay healthy? When should we wash our hands? Why is important to wash our hands? What are germs? What can they do? 	<p>MODULE: Hazard Watch</p> <p>Topic: Baseline Assessment & Safe to play with / Safe to eat and drink</p> <p>Pupil Reflection</p> <ul style="list-style-type: none"> know what items are safe to play with and what items are unsafe to play with be able to name potential dangers in different environments know what food and drink items are safe or unsafe to eat or drink be able to name dangers that can affect others, for example younger siblings <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How do our special adults keep us safe? What kind of objects or items do adults keep us safe from? What could you do if you spot a potential danger or hazard at home, at school, or in the community? <p>This module is much shorter than the others are.</p> <p>On completion, you may wish to use the extra activities resources to re-visit learning throughout the year and reflect.</p>
		MODULE: Feelings and Emotions	MODULE: Keeping and Staying Healthy

	<p>Topic: Worry and Anger</p> <ul style="list-style-type: none">• be able to recognise and name emotions and their physical effects• know the difference between pleasant and unpleasant emotions• learn a range of skills for coping with unpleasant/uncomfortable emotions• understand that feelings can be communicated with and without words• be able to recognise and name emotions and their physical effects• know the difference between pleasant and unpleasant emotions• learn a range of skills for coping with unpleasant/uncomfortable emotions• understand that feelings can be communicated with and without words <p><u>Key Questions:</u></p> <ul style="list-style-type: none">• If you feel worried, what actions could help you to feel better?• Why is it important to talk and share your worries with someone?• Who could you talk to about your feelings?• How can we control the feeling of anger?	<p>Topic: Healthy Eating and Brushing Teeth</p> <ul style="list-style-type: none">• know that food is needed for our bodies to be healthy and to grow• understand that some foods are better for good health than others• be able to list different types of healthy food• understand how to keep yourself and others healthy• know the differences between healthy and unhealthy choices• understand why we need to brush our teeth• be able to practise brushing your teeth• know the differences between healthy and unhealthy choices• be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy <p><u>Key Questions:</u></p> <ul style="list-style-type: none">• What foods keep us healthy?• Why do we need food?• Why is it important to brush our teeth?
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The relaxation videos could also be used if not explored earlier in the year.

MODULE: Feelings and Emotions

Topic: Grief & Pupil Reflection

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant / uncomfortable emotions
- understand that feelings can be communicated with and without words

Key Questions:

- What are some of the reasons we might feel or experience grief?
- What other kinds of feelings could we experience if we were feeling grief?
- What could you do if you feel sad about losing someone or something?
- How could you help someone who is experiencing grief?
- How can manage other difficult emotions, such as worry, anger, and jealousy?

MODULE: Keeping and Staying Healthy

Topic: Medicine & Pupil Reflection

- know, understand, and be able to practise simple safety rules about medicine
- understand when it is safe to take medicine
- know who we can accept medicine from
- understand the differences between healthy and unhealthy choices

Key Questions:

- Why do we take medicine?
- Who should we take medicine from?
- What else can make you feel better when you are poorly?
- What is a vaccination?

<p>Sparrows (Year 2)</p>	<p>MODULE: Keeping / Staying Safe</p> <p>Topic: Baseline Assessment & Road Safety</p> <ul style="list-style-type: none"> • For a healthy family life, it is important to care for, protect, and spend time with each other • Families are important for children growing up because they can give love, security and stability • You must seek help and advice if you feel uncomfortable, unsafe or unhappy with a particular relationship • It is important to respond safely and appropriately to people who you do not know very well • There are 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 <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What do you need to keep safe from? • Who keeps us safe? • How can we keep ourselves and others safe? • How can we stay safe from the sun rays? • Can you list some road safety rules? • How can you cross a road safely? • How can you stay safe in a vehicle? 	<p>MODULE: Being Responsible</p> <p>Topic: Baseline Assessment & Water Spillage</p> <ul style="list-style-type: none"> • understand what we are responsible for be able to recognise how responsibilities will change as we grow • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What are you responsible for? • What new things may you be responsible for as you grow? • How can we prevent accidents? • How can we be responsible in the classroom? 	<p>MODULE: Fire Safety</p> <p>Topic: Baseline Assessment & Hoax Calling, Petty Arson, Texting Whilst Driving, At the Fire Station & Pupil Reflection</p> <ul style="list-style-type: none"> • know what a ‘hoax call’ is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others • be able to practise simple ways of staying safe and finding help • be able to recognise how drivers can be distracted • understand the importance of being responsible and how our actions/choice can affect others <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Who can help keep us safe? • What is an emergency? • When might the Fire Service be needed? • Why should you not distract a driver? <p>(These topics all run together but do have separate teaching guides and scenario videos on the website so there is 1 term’s worth of content).</p>
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MODULE: Keeping / Staying Safe

**Topic: Tying
Shoelaces**

- Know the reasons to make sure your laces are tied
- Learn how to tie up laces properly
- Know rules to keep yourself and others safe
- Understand the differences between safe and risky choices

Key Questions:

- What could happen if we did not tie our shoelaces or fasten our shoes correctly?
- Can you list some rules to help keep us safe?
- Can you think of any situations where rushing or being impatient could cause an accident?

MODULE: Being Responsible

**Topic: Practice Makes Perfect & Helping
Someone in Need**

- be able to name ways you can improve in an activity or sport
- understand the importance of trying hard and not giving up
- be able to see the benefits of practising an activity or sport
- be able to learn ways to set goals and work to reach them
- know how you can help other people
- be able to recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community
- be able to identify the differences between being responsible and being irresponsible

Key Questions:

- What are your best qualities?
- Can you name something you'd like to get better at?
- Who helps you at home, at school, and in the community?
- How can we be kind and thoughtful?

MODULE: Keeping / Staying Safe

Topic: Leaning Out of Windows & Pupil Reflection

- know ways to keep yourself and others safe
- be able to recognise risky situations
- be able to identify trusted adults around you
- understand the differences between safe and risky choices
- be able to recognise a range of warning signs
- be able to spot the dangers we may find at home
- know the importance of listening to our trusted adults
- be able to understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices

Key Questions:

- Should we trust everyone we know?
- Who could we talk to if we were worried about someone we had just met?
- Can you name some dangers that you may find at home?
- Who is available to help if we call 999?

MODULE: Being Responsible

Topic: Stealing & Pupil Reflection

- understand the differences between borrowing and stealing
- be able to describe how you might feel if something of yours is borrowed and not returned
- know why it is wrong to steal
- be able to understand the differences between being responsible and irresponsible

Key Questions:

- What are the differences between borrowing and stealing?
- How can you be responsible?

<p>Kingfishers (Year 3)</p>	<p>MODULE: Relationships</p> <p>Topic: Baseline Assessment & Friendship</p> <ul style="list-style-type: none"> • understand different types of relationships • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people’s feelings • be able to see a situation from another person’s point of view <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What types of relationships are there? • How can you show that you care about special people/things? • What makes a good friend? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends? 	<p>MODULE: Computer Safety</p> <p>Topic: Baseline Assessment & Online Bullying</p> <ul style="list-style-type: none"> • understand computers, the internet, and rules to keep safe • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What are the positives and negatives of being online? • Who could you talk to if you experience someone being unkind to you? 	<p>MODULE: Our World</p> <p>Topic: Baseline Assessment & Growing in our World</p> <ul style="list-style-type: none"> • understand how we care for others • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What things grow on Earth? • What does a baby need to grow? • What can you do for yourself now, that you couldn’t do as a baby? • What do all families have in common?
	<p>MODULE: Relationships</p> <p>Topic: Bullying and Body Language</p> <ul style="list-style-type: none"> • How might someone feel if they are being bullied? • If you thought someone was being bullied, what could you do? 	<p>MODULE: Computer Safety</p> <p>Topic: Image Sharing & Computer Safety</p> <ul style="list-style-type: none"> • understand how your online actions can affect others 	<p>MODULE: Our World</p> <p>Topic: Living in our World / Working in our World</p> <ul style="list-style-type: none"> • understand why we should look after living things

	<ul style="list-style-type: none"> • How can you be kind to someone? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends? <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How might someone feel if they are being bullied? • If you thought someone was being bullied, what could you do? • How can you be kind to someone? • What kind of things can friends fall out over or disagree about? • What can we do if we fall out with our friends? 	<ul style="list-style-type: none"> • be able to name the positive and negative ways you can use technology • know the risks of sharing images without permission • understand the types of images that you should and should not post online • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What types of information can you share online? • How can you stay safe online? • Are there any types of images that you shouldn't share online? 	<ul style="list-style-type: none"> • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean • understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How can we look after others? • How can we look after our pets? • How can we look after house and garden plants? • Why do we need money? • How can we receive money? • How can we spend or save money?
	<p style="text-align: center;">MODULE: Relationships</p> <p style="text-align: center;">Topic: Touch & Pupil Reflection</p> <ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts 	<p style="text-align: center;">MODULE: Computer Safety</p> <p style="text-align: center;">Topic: Making Friends Online & Pupil Reflection</p> <ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms 	<p style="text-align: center;">MODULE: Our World</p> <p style="text-align: center;">Topic: Looking After our World & Pupil Reflection</p> <ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use

	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Can you name the different human body parts? • If you know of somebody who is upset about the way someone treats them, what could you do? • If you feel uncomfortable in a relationship, who could you talk to? 	<ul style="list-style-type: none"> • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • If you are worried or unsure about something you see online, what could you do? Who could you speak to? • If you receive a message online from someone you do not know, what could you do? • If someone was worried about something they had seen online, how could you help them? 	<ul style="list-style-type: none"> • understand how we can reduce our carbon footprint <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What does the phrase ‘reduce, re-use, recycle’ mean? • How can we save water? • How can we reduce the amount of electricity we use?
<p>Skylarks (Year 4)</p>	<p>MODULE: Feelings and Emotions</p> <p>Topic: Baseline Assessment & Jealousy</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant 	<p>MODULE: Keeping / Staying Safe</p> <p>Topic: Baseline Assessment & Cycle Safety</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe 	<p>MODULE: A World Without Judgement</p> <p>Topic: Baseline Assessment & Breaking Down Barriers</p> <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality

	<p>/ uncomfortable emotions, such as loneliness and jealousy</p> <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Who can help us if we feel worried about ourselves or someone else? • How can you manage the feeling of jealousy? • If someone you know is experiencing jealousy, how could you help them? • Can you name some benefits of having different types of friends? 	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How can we keep safe at home, at school, and in the community? • How can we stay safe when riding a bike? 	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What kind of judgements or opinions might prevent the community from working together? • How can we respect ourselves and others?
	<p>MODULE: Feelings and Emotions</p> <p>Topic: Anger and Adults' & Children's Views</p> <ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as anger 	<p>MODULE: Keeping / Staying Safe</p> <p>Topic: Peer Pressure and Adults' & Children's Views</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What is peer pressure? • How could you help someone who is feeling pressured to do something? • Who could you talk to if you felt pressured to do something? 	<p>MODULE: A World Without Judgement</p> <p>Topic: Inclusion & Acceptance and Adults' & Children's Views</p> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How are we all different? • How can we help people who are discriminated against? • Can you describe the different groups that can make a community?

	<p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Can you describe the feeling of anger? • How can we manage the feeling of anger in a positive, healthy way? 		
	<p>MODULE: Feelings and Emotions</p> <p>Topic: Worry & Pupil Reflection</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • How can you manage feelings of worry? • If someone you know is feeling worried, what could you do to help? • Who could you talk to to help you manage a difficult emotion? 	<p>MODULE: Keeping / Staying Safe</p> <p>Topic: Water Safety & Pupil Reflection</p> <ul style="list-style-type: none"> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • Why should we take notice of warning / danger signs? • How can we keep safe at home, at school, and in the community? • How can we stay safe around open water, such as a river or a lake? 	<p>MODULE: A World Without Judgement</p> <p>Topic: British Values & Pupil Reflection</p> <ul style="list-style-type: none"> • Can you name any of the British values? • Can you name one of your class/school values? • How can we challenge stereotypes? <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion

<p>Jays (Year 5)</p>	<p>MODULE: Being Responsible</p> <p>Topic: Baseline Assessment & Coming Home on Time</p> <ul style="list-style-type: none"> recognise the importance of behaving in a responsible manner in a range of situations describe a range of situations where being on time is important explain the importance of having rules in the home describe ways that behavior can be seen to be sensible and responsible <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How can we be responsible at home, at school, and in the community? Why do we have rules? Why is it important to be on time? 	<p>MODULE: Keeping / Staying Healthy</p> <p>Topic: Baseline Assessment & Healthy Living</p> <ul style="list-style-type: none"> Mental wellbeing is a normal part of daily life, in the same way as physical health It is important to build regular exercise into daily and weekly routine, for example: walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise A lack of sleep can affect weight, mood and ability to learn <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> What different types of food do our bodies need to stay healthy and grow? How can we stay healthy? How can you encourage others to stay healthy? 	<p>MODULE: The Working World</p> <p>Topic: Baseline Assessment & Chores at Home</p> <ul style="list-style-type: none"> identify ways in which we can help those who look after us explain the positive impact of our actions describe the ways in which we can contribute to our home, school, and community Identify the skills we may need in our future job roles <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> How can we support society, our community, and our family/friends? What chores could you be responsible for at home? Can you name any skills that may be required for a future job role?
	<p>MODULE: Being Responsible</p> <p>Topic: Looking Out for Others and Adults' & Children's Views</p> <ul style="list-style-type: none"> recognise why we should take action when someone is being unkind 	<p>MODULE: Keeping / Staying Healthy</p> <p>Topic: Smoking and Adults' & Children's View</p> <ul style="list-style-type: none"> explain some of the risks associated with smoking (physical, social, and legal) and name the addictive 	<p>MODULE: The Working World</p> <p>Topic: Enterprise and Adults' and Children's Views</p> <ul style="list-style-type: none"> understand and explain why people might want to save money identify ways in which you can help out at home

	<ul style="list-style-type: none"> describe caring and considerate behaviour, including the importance of looking out for others demonstrate why it is important to behave in an appropriate and responsible way identify how making some choices can impact others' lives in a negative way <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> How can we help others? If someone is being unkind to you or someone you know, what could you do? 	<p>ingredient found in cigarettes, e-cigs, etc.</p> <ul style="list-style-type: none"> describe how smoking can affect your immediate and future health and wellbeing give reasons why someone might start and continue to smoke identify and use skills and strategies to resist any pressure to smoke <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> What are the risks of smoking? Why do you think people start to smoke? Can you name one ingredient of a cigarette? What could you do if you or someone you know felt pressured to smoke 	<ul style="list-style-type: none"> budget for items you would like to buy recognise ways to make money and the early stages of enterprise <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> Why do we need money? How can we save money? How can we receive money?
	<p style="text-align: center;">MODULE: Being Responsible</p> <p style="text-align: center;">Topic: Stealing & Pupil Reflection</p> <ul style="list-style-type: none"> explain what consent means recognise the importance of being honest and not stealing explain why it is important to have a trusting relationship between friends and family identify how making some choices can impact others' lives in a negative way 	<p style="text-align: center;">MODULE: Keeping / Staying Healthy</p> <p style="text-align: center;">Topic: Alcohol & Pupil Reflection</p> <ul style="list-style-type: none"> identify what is a risky choice identify the risks associated with alcohol (+ drugs - extension) describe how alcohol can affect your immediate and future health develop and recognise skills and strategies to keep safe <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> What affects can alcohol have on your body? 	<p style="text-align: center;">MODULE: The Working World</p> <p style="text-align: center;">Topic: In-app Purchases & Pupil Reflection</p> <ul style="list-style-type: none"> know and understand various money-related terms recognise some of the ways in which we can spend money via technology describe the potential impact of spending money without permission identify strategies to save money <p style="text-align: center;"><u>Key Questions:</u></p> <ul style="list-style-type: none"> How can we spend money? How can you help your family save money?

	<p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What are the differences between borrowing and stealing? • Can you describe the meaning of consent? • Can you explain a time where you may need to seek permission? 	<ul style="list-style-type: none"> • If you or anyone you know is struggling with a mental health issue, what could you do? • Extension lesson question - what affects can drugs have on your body? 	<ul style="list-style-type: none"> • Can you explain how we can spend money via technology?
<p>Owls (Year 6)</p>	<p>MODULE: Computer Safety</p> <p>Topic: Baseline Assessment & Online Bullying</p> <ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What are the positives and negatives of using computers and being online? • How can you keep yourself and others safe online? • If someone you know is being bullied online, what could you do? 	<p>MODULE: Growing and Changing</p> <p>Topic: Baseline Assessment & Appropriate Touch</p> <ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • Identify how relationships can be healthy or unhealthy • Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What types of relationships are there? • What can make a relationship healthy or unhealthy? 	<p>MODULE: First Aid</p> <p>(Note - there are 4 sections to this module instead of the usual 3)</p> <p>Topic: Baseline Assessment & Asthma and Anaphylactic Shock</p> <p>(labelled as 'Year 4')</p> <ul style="list-style-type: none"> • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency help • provide first aid treatment to someone who is struggling to breathe <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What could trigger an asthma attack?

		<ul style="list-style-type: none"> • What is the difference between secrets and surprises? • How could you help someone who feels uncomfortable in a relationship? 	<ul style="list-style-type: none"> • How could you help someone who is choking? • What is an epi-pen?
	<p>MODULE: Computer Safety</p> <p>Topic: Image Sharing and Adults' & Children's Views</p> <ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What could be the positive and negative outcomes of sharing an image online? • What do people need to think about before they share an image online? 	<p>MODULE: Growing and Changing</p> <p>Topic: Puberty and Adults' & Children's Views</p> <ul style="list-style-type: none"> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What does the brain release in order for puberty to begin? • What changes do females and males go through during puberty? • How long do periods normally last? • What coping strategies can help us through puberty? 	<p>MODULE: First Aid</p> <p>Topic: Basic Life Support</p> <p>(labelled as 'Year 5')</p> <ul style="list-style-type: none"> • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help <p><u>Key Questions:</u></p> <ul style="list-style-type: none"> • What does DRs ABC stand for? • Can you explain the different steps of the recovery position? • What is CPR?
	<p>MODULE: Computer Safety</p>	<p>MODULE: Growing and Changing</p>	<p>MODULE: First Aid</p>

Topic: Making Friends Online & Pupil Reflection

- list the key applications that we may use now and in the future
- know and understand why some applications have age restrictions
- identify ways to keep yourself and others safe in a range of situations online and offline
- recognise that people may not always be who they say they are online

Key Questions:

- Why are there age restrictions on certain apps and games?
- How can we keep ourselves safe online?
- If you were worried about someone else's online activity, what could you do?
- If you wanted to meet an online friend in real life, how could you make sure you were safe?

Topic: Conception & Pupil Reflection

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

Key Questions:

- Can you name at least three parts of the female reproductive system?
- Can you name at least three parts of the male reproductive system?
- What is the legal age of consent to have sex?
- Can you talk about the different stages of pregnancy?

Topic: Head Injuries & Severe Bleeding

(Labelled as 'Year 6 Part 1')

- identify a range of situations that may require first aid
- understand how to support someone with a minor or serious head injury
- understand how to support someone who is having a seizure
- understand how to support someone with a severe bleed
- know when to call for medical help

Key Questions:

- How could you spot a head injury?
- What could you do if someone was bleeding severely?
- If somebody is having a seizure, when should you call 999?

MODULE: First Aid

Topic: Minor Burns & Scalds and Fractures

& Pupil Reflection

(labelled as 'Year 6 Part 2')

- identify a range of situations that may require first aid
- understand how to support someone with a minor burn or scald

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- understand how to support someone who is having a heart attack
- understand how to support someone with a fractured bone
- know when to call for medical help

Key Questions:

- What should you do if you believe someone is having a heart attack?
- How could you treat a minor burn or scald?
- How could you spot a broken/fractured bone?