

Glasshouses School

Essential Skills and Attributes developed by PSHE

Personal Effectiveness	Interpersonal and Social Effectiveness
<ol style="list-style-type: none"> 1) Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting) 2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) 3. Resilience (including self-motivation, perseverance and adaptability) 4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses) 5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms 6. Self-organisation (including time management) 7. Strategies for identifying and accessing appropriate help and support 8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence 9. Recalling and applying knowledge creatively and in new situations 10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) 	<ol style="list-style-type: none"> 1. Empathy and compassion (including impact on decision-making and behaviour) 2. Respect for others' right to their own beliefs, values and opinions 3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think') 4. Skills for employability, including <ul style="list-style-type: none"> • Active listening and communication (including assertiveness skills) • Team working • Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries) • Leadership skills • Presentation skills 5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks) 6. Recognising, evaluating and utilising strategies for managing influence 7. Valuing and respecting diversity 8. Using these skills and attributes to build and maintain healthy relationships of all kinds.
Managing risk and decision making (integral to all of the above)	
<ol style="list-style-type: none"> 1. Identification, assessment (including prediction) and management of positive and negative risk to self and others 2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information) 3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion) 4. Assessing the validity and reliability of information 5. Identify links between values and beliefs, decisions and actions 6. Making decisions 	

**Glasshouses PSHE/SMSC
Long Term Plan Year A**

	AUTUMN		SPRING		SUMMER	
SEAL LINKS	New Beginnings		Changes		Going for goals	
Reception	Me - A Special Person	My Special Person	Being Healthy	Growing & Changing (Body)	People who help	Being involved
Key Stage One	Working well together	Other people are special too	Caring for myself	Caring for others	Keeping safe	Looking forward
Lower Key Stage Two	Settling in	Focus on feelings	Keeping safe in school	Making Friends	In someone else's shoes	People and their work
Upper Key Stage Two	Who decides?	Risks and pressures	We are all different	It's my body	Being involved in my community	Looking at the world Transitions and Managing Change
SMSC LINKS	*Harvest *Nidderdale Show	*Black History Month *Anti-bullying week *Christmas/Diwali/Ramadan *Remembrance Day Guy Fawkes	*Chinese New Year		*Road Safety	*Sports Day

Units highlighted in blue cover the SRE curriculum

Glasshouses PSHE/SMSC Long Term Plan Year B						
	AUTUMN		SPRING		SUMMER	
SEAL LINKS	<i>Getting On and Falling Out</i>		<i>Relationships</i>		<i>Good to be Me</i>	
Reception	Me - A Special Person	My Special Person	Being Healthy	<i>Growing & Changing (Body)</i>	People who help	Being involved
Key Stage One	Who's in Charge?	Celebrating and Recognising Differences	My Body is Important	Changing Friendships	Taking Charge	Looking Forward
Lower Key Stage Two	Feeling Good	Keeping Healthy	<i>Ups and downs in relationships</i>	Changes in Families	Keeping safe outside of school	Looking ahead
Upper Key Stage Two	<i>Managing Conflict</i>	<i>The world of work</i>	Taking responsibility for my own safety	Rights, respect responsibilities and the law	<i>Changing Relationships</i>	Transitions and managing change
SMSC LINKS	*Harvest *Nidderdale Show	*Black History Month *Anti-bullying week *Christmas/Diwali/Ramadan *Remembrance Day *Guy Fawkes	*Chinese New Year		Road Safety	Sports Day

Units highlighted in blue cover the SRE curriculum

	Autumn 1	Spring 1	Summer 1
EYFS	<p align="center"><u>Me - A Special Person</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> • recognise their uniqueness • feel good about themselves • know personal likes, dislikes and preferences • Recognise, name and own everyday feelings such as happy, sad, cross, worried, etc. • know some of the things that can cause different feelings • learn that bullying is not acceptable • take turns • understand classroom rules and routines, including personal hygiene <p><u>E-safety</u></p> <ul style="list-style-type: none"> • use the internet and apps to play and learn with a trusted adult/teacher • learn that personal information should not be shared online • recognise who are their trusted people 	<p align="center"><u>Being Healthy and Safe</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> • make simple choices between activities, foods, etc. • think about being well and being unwell • talk about medicines. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • begin to understand and talk about the differences between real life and online scenarios • talk to a trusted adult/teacher when a situation becomes unsafe • with support make choices when using the internet and apps to play and learn • follow rules of how to keep safe on the internet and whilst using apps 	<p align="center"><u>People Who Help</u></p> <p><u>Children will have opportunities to:</u></p> <ul style="list-style-type: none"> • know the people who look after them and their different roles and responsibilities • understand that there are differences and similarities between people • talk to adults and listen to their experiences. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • use the internet with adult guidance to communicate with family and friends • talk to a trusted adult/teacher when a situation becomes unsafe

	Autumn 2	Spring 2	Summer 2
EYFS	<p data-bbox="555 213 835 248" style="text-align: center;"><u>My Special People</u></p> <p data-bbox="439 301 893 331"><u>Children will have opportunities to:</u></p> <ul data-bbox="495 379 943 742" style="list-style-type: none"> • say why someone is special to them • recognise ways in which their family/carer is special • recognise what they are good at from what others tell them • show a willingness to care about others • Learn when to say "Thank you" and "Sorry" <p data-bbox="443 751 555 778">E-safety</p> <ul data-bbox="495 791 943 1010" style="list-style-type: none"> • use computer software and apps with adult guidance to communicate learning with trusted adults/teachers • recognise what is right and wrong in online scenarios 	<p data-bbox="1104 213 1435 248" style="text-align: center;"><u>Growing and Changing</u></p> <p data-bbox="1025 301 1476 331"><u>Children will have opportunities to:</u></p> <ul data-bbox="1014 379 1491 667" style="list-style-type: none"> • learn and practice skills for maintaining personal hygiene • be proud of their body and enjoy what it can do • learn the names of the main parts of the body • Understand the idea of growing from young to old. <p data-bbox="1014 715 1133 742"><u>E-safety</u></p> <ul data-bbox="1014 754 1514 1074" style="list-style-type: none"> • explore online activities and apps with an adult that mimic real life • show increasing awareness of who it is safe to communicate with online, including online chat forums within apps • recognise that photos must only be shared online when a trusted adult/teacher is there 	<p data-bbox="1753 169 1977 196" style="text-align: center;"><u>Being Involved</u></p> <p data-bbox="1592 301 2042 331"><u>Children will have opportunities to:</u></p> <ul data-bbox="1581 379 2112 667" style="list-style-type: none"> • learn to co-operate by taking turns and joining in • join in and enjoy a range of activities • make simple choices between activities • know what they enjoy and what they are good at • Care for plants or pets. <p data-bbox="1581 715 1700 742"><u>E-safety</u></p> <ul data-bbox="1581 754 2042 930" style="list-style-type: none"> • follow the e-safety rules with increasing independence • make choices between technology activities with increasing independence

Key Stage 1 Year A Autumn 1	<u>Working well together</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Know the school and classroom rules and how they help them. • Discuss and agree rules for class. • Know that they belong to different groups. • Co-operate with others in work and play. Sharing and taking turns. • Contribute to a discussion or conversation politely and thoughtfully. • Put their views forward clearly and appropriately. • Identify ways of helping in class and improving the environment by their own actions. • Make simple choices between activities. • Know ways in which they are unique. • Know about special people who work in our community. • Consider the people who are responsible for looking after and protecting them and how to contact them, including dialling 999 in an emergency. • Know that people and other living things have rights and that everyone has responsibilities to protect these rights. • Know about who looks after them and who to go to if they are worried. 	<u>PSHE Objectives</u> R - 1,2,4,7,12 L - 1,2,3,4,8,9,10 H - 13	
	<u>E-safety</u> <ul style="list-style-type: none"> • Know what is meant by personal information and develop on understanding of why this is special. • They develop an understanding of characteristics for a trustworthy. • They know that the internet can be used to find information and can navigate age appropriate websites. 	<u>SMSC Links</u> Social - 1,2,3,4 Moral - 1,2,3 Spiritual - 4 Cultural - 1	<u>Rights and Respect Links</u> <u>Article 1</u> - (Definition of the child) <u>Article 2</u> - (Non-discrimination) <u>Article 3</u> - (Definition of the child) <u>Article 4</u> - (Best interests of the child)

Key Stage
1

Year A

Autumn 2

Other people are special too

Children will have opportunities to:

- Know the different groups to which they belong to families, friends, school etc.
- Make positive statements about other people.
- Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying.
- Know about different types of bullying and what to do if they experience it or witness it.
- Discuss good and not so good feelings and develop a vocabulary to describe feelings to others.
- Show respect by listening to what other people say.
- Understand that other people have needs.
- Consider the value of being a friend and having friends.
- Show a willingness to care for others.
- Recognise the ways their behaviour affects others.

E-safety

- Know that not all information they find on the internet is true.
- Develop an understanding of safe and unsafe scenarios on the internet.

PSHE Objectives

H - 4

R - 1, 2, 7, 8, 9, 10, 12, 13, 14

L - 1, 2, 3, 4, 9

SMSC Links

Social - 1, 2, 3, 4

Moral -1,2,3,4,6

Spiritual - 1

Cultural -1,2,4,5

Rights and Respect Links

Article 12- (Respect for the views of the child)

Article 13- (Freedom of expression)

Article 23- (children with a disability)

Article 30- (Children from minority groups)

Key Stage 1 Year A Spring 1	<u>Caring for myself</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Own their own feelings, making "I" statements • Carry out personal routines • Develop skills for maintaining personal hygiene, cleaning teeth, washing hands and understand the importance of this. • Be motivated to be clean and healthy • Think about what can go on their body and in their body and that some substances can be harmful • Know about the processes of growing • Begin to understand how infections are passed between people • Know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines and that household can be harmful if not used properly. • Know about the process of growing older and how their needs change. • Talk about and recognise good feelings and not so good feelings. • Develop a vocabulary to describe these feelings. • Know the names of parts of the body (inc external genitalia) and the bodily similarities and differences between boys and girls. • Discuss ways in which they are all unique and understand that there has never been and never will be another them. 	<u>PSHE Objectives</u> H - 1,2,3,4,6,7,8,9,10,11,12,15 R - 1, 2, 6, 7, 8 L - 8	
	<u>E-safety</u> <ul style="list-style-type: none"> • Follow e-safety rules, asking for support/permission when unsure. • Know who to go to when they come across an unsafe scenario on the computer. 	<u>SMSC Links</u> Social - 1, 2, 3, 4 Moral - 1, 3, 6 Spiritual - 2, 3, 4	<u>Rights and Respect Links</u> Article 31- (Leisure, play and culture)

<p>Key Stage 1</p> <p>Year A</p> <p>Spring 2</p>	<p><u>Caring for others</u></p> <p><i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Begin to accept everyone as an individual: • Appreciate the difference between needs and wants • Respect others' needs, feelings and opinions • Value other people's achievements • Know that people and other living things and everyone has a responsibility to protect those rights (including protecting other peoples' bodies and feelings). • Know that they belong to different groups and communities • Know ways in which we are all the same as each other and what we have in common • Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits • Identify jobs in the classroom and school and know what contribution they make to the life of the class and school. • Consider the value of being part of different groups and communities. • Begin to recognise the way their choices can affect others. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher • Use the internet to find out information regarding keeping safe 	<p><u>PSHE Objectives</u></p> <p>R - 2,4,5,6,7,8,9,11,12</p> <p>L - 1,2,3,4,9</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1, 2, 6</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 1,2,4,5</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 13</u>- (Freedom of expression)</p> <p><u>Article 6</u>- (Life, survival and development)</p> <p><u>Article 24</u>- (Health and health services)</p>

Key Stage 1 Year A Summer 1	<u>Keeping Safe</u> <i>Children will have the opportunities to:</i> <ul style="list-style-type: none"> • Think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe and who to go to if they are worried. • Judge what of physical contact is acceptable and comfortable, unacceptable and uncomfortable and how to respect how people feel. • Know what is meant by privacy, their right to keep things private and the importance of respecting others' privacy. • Discuss the difference between secrets and; nice surprises' (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. • Recognise what is fair and unfair, kind and unkind, right and wrong. • Follow simple safety rules and instructions • Appreciate the need to take care and the need for safe actions • Know some of the rules for keeping safe, e.g. medicines, tablets, household substances, fire, water, rail, road and cycle safety. • Care about keeping themselves and others safe. 	<u>PSHE Objectives</u> H - 1, 2, 3, 4, 11, 12, 13, 14, 15, 16 R - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 L - 3, 10	
	<u>E-safety</u> • Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others.	<u>SMSC Links</u> Social - 3, 4 Moral - 1, 2, 3, 4 Spiritual - 4 Cultural - 1	<u>Rights and Respect Links</u>

Key Stage

1

Year A

Summer 2

Looking Forward

Children will have opportunities to:

- Share their opinions on things that matter to them and explain their views in discussion with the whole class and with individuals.
- Value their achievements and talents, want to do well, and make the most of opportunities
- Review their progress and recognise personal achievement, strengths and weaknesses
- Identify personal goals for improvement which are simple yet challenging.
- Recognise what they like and dislike to make real, informed choices that improve their physical and emotional health.
- Know some of the things that can cause different emotions
- Be able to talk about a range of emotions and feelings.
- Know that money comes from different sources and can be used for different purposes, including concepts of spending and saving.
- Know about the role that money plays in their lives including how to keep it safe, choices about spending or saving money and what influences the choices.
- Talk about changes and loss and the associated feelings (inc moving home, losing toys, pets or friends).

E-safety

- Know that the internet can be used to find information and can navigate age appropriate websites
- Use a range of online games and apps to develop their own learning.

PSHE Objectives

H - 1, 2, 3, 4, 5, 6

R - 1, 2, 3, 5, 6, 7

L- 3, 4, 5, 6, 7, 8, 9

SMSC Links

Social - 3, 4

Moral - 1, 2, 3, 4

Spiritual - 4

Cultural - 1

Rights and Respect Links

Article 16- (Right of privacy)

Article 27- (Adequate standard of living)

Key Stage 1 Year B Autumn 1	<u>Who's in Charge?</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Communicate and co-operate with others to contribute to the life of the class and school. • Identify their special people (family, friends and carers) and know what makes them special and how special people care for each other. • Recognise that their behaviour can affect other people. • Know about the world immediately around them, including community services, libraries, leisure centres, museums, etc. • Know what improves and harms their local environment and know some of the different ways people look after it. • Recognise when people are being unkind, how to respond, and what to say. • Talk about strategies to resist teasing and bullying, if they experience or witness it, whom to go and how to get help. • Know about people who look after them, their family networks and who to go to if they are worried and how to attract their attention. 	<u>PSHE Objectives</u> H - 1, 2, 13, 14 R - 1, 2, 4, 5, 7, 8, 12, 13, 14 L - 1, 2, 3, 4, 5, 6, 7,	
	<u>E-safety</u> <ul style="list-style-type: none"> • Recognise characteristics of a trustworthy person. • Know what is meant by personal information. • Recognise when a situation is unsafe and who to go to for help and support. • Publish information safely on the internet with adult guidance. 	<u>SMSC Links</u> Social - 1, 2, 3, 4 Moral - 1,2,3 Spiritual - 1,4 Cultural - 1, 2, 3, 4, 5	<u>Rights and Respect Links</u> <u>Article 12-</u> (respect of views) <u>Article 13-</u> (Freedom of expression)

Key Stage 1 Year B Autumn 2	<u>Celebrating and Recognising Differences</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Be able to express positive statements about themselves and others. • Know about good and not so good feelings and develop a vocabulary to describe their feelings to others. • Develop simple strategies for managing feelings. • Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background. • Know that people have things in common but that everyone is unique. • Know ways in which we are the same as all other people. • Identify and respect the differences and similarities between people. • Be proud of who they are and understand that difference does not mean better or worse. • Recognise what is fair and unfair, kind and unkind, what is right and wrong. • Begin to question media messages and stereotypes. 	<u>PSHE Objectives</u> H - 2, 4, 8 R - 1, 4, 8, L - 4, 8, 9	
	<u>E-safety</u> <ul style="list-style-type: none"> • Understand what is meant by personal information. • Recognise that pictures should only be shared with known trusted adults and through the guidance of trusted of a trusted adult. 	<u>SMSC Links</u> Social - 1,2,3 Moral - 1,2,3,4,6 Spiritual - 1,2 Cultural - 1,2,3,4,5,	<u>Rights and Respect Links</u> <u>Article 9-</u> (Separation from parents) <u>Article 10-</u> (Family reunification) <u>Article 20-</u> (Children unable to live with their family)

Key Stage 1 Year B Spring 1	<u>My Body is Important</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Feel good about themselves, recognise and celebrate their strengths. • Value their bodies and monitor what they put into it. • Understand the need for exercise and rest to keep healthy. • Know the range of options open to the food e.g. food, games and activities. • Know that some people need drugs to lead a normal life and some drugs can prevent the development of diseases e.g. immunisation. • Know that some diseases are infectious and can be controlled. • Appreciate the need to take care, to be safe and care about keeping safe. • Know the names of their body parts, including external genitalia. <u>E-safety</u> <ul style="list-style-type: none"> • Recognise what information should and should not be shared online. • Show increasing awareness of and follow e-safety rules. • Know that not all information they find on the internet is true. 	<u>PSHE Objectives</u> H - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 R - 1, 2, 3, 4 L - 8, 9	
		<u>SMSC Links</u> Social - 1, 3 Spiritual - 2,4 Cultural - 3,5,6	<u>Rights and Respect Links</u> <u>Article 14</u> (Freedom of thought, belief and religion) <u>Article 24-</u> (Health and health service)

Key Stage 1 Year B Spring 2	<u>Changing Friendship</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Consider the qualities of a friend, and what they value in friends, identify their 'special people' • Listen to other people and play and work co-operatively. • Learn to resolve arguments through negotiation. • Understand what a friend is, and how to be a friend. • Understand that friendships can change. • Recognise and name feelings, including feelings associated with change. • Begin to learn to manage feelings positively and effectively. • Reflect and learn from their experiences. <u>E-safety</u> <ul style="list-style-type: none"> • Recognise the differences between online and real scenarios. • Make choices (with support) between which online communication techniques are safe. 	<u>PSHE Objectives</u> H - 2, 4, 5 R - 1, 2, 3, 4, 5, 6, 7, 8, 9 L - 4	
		<u>SMSC Links</u> Social - 1,2,3 Moral - 4 Spiritual - 1,2,3,4 Cultural -1	<u>Rights and Respect Links</u> <u>Article 15-</u> (Freedom of association)

Key Stage 1 Year B Summer 1	<u>Taking Charge</u> <i>Children will have opportunities to:</i> <ul style="list-style-type: none"> • Develop personal values by being able to clarify what is important to them. • Understand that they have choices, exploring ideas of good and bad, right and wrong and uncertain. • Recognise choices they have made or can make. • Recognise what is important to them in making choices. • Learn to consider options and relevant information. • Think about how money can be spent other than on themselves. • Recognise ways in which their choices and behaviour affects others, including bullying and being bullied. • Recognise that their actions have consequences for themselves. • Show an awareness of their right to decide. 	<u>PSHE Objectives</u> H - 1, 2, 3, 15, 16 R - 1, 2, 3, 4, 5, 10, 11, 12, 13, 14 L - 1, 2, 5, 6, 7	
	<u>E-safety</u> <ul style="list-style-type: none"> • Recognise the importance of being kind to others when communicating online. • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers. • Publish information safely on the internet with adult guidance. 	<u>SMSC Links</u> Social - 1,3 Moral - 1,3 Spiritual - 1,4 Cultural -1,3	<u>Rights and Respect Links</u> Article 19- (Protection from violence and neglect)

Key Stage 1 Year B Summer 2	<u>Looking Forward</u> Children will have opportunities to: <ul style="list-style-type: none"> • Begin to take responsibility for self and others in and out of school. • Begin to understand about trust and reliability. • Appreciate and want to care for their environment, classroom, school grounds, local area. • Respect their own and other peoples' property - personal and public. • Begin to value resources and understand that they are limited. • Begin to accept everyone as an individual, respecting others' needs, opinions and feelings. • Listen, concentrate and hold the attention of a listener. • Reflect on how they have changed since starting school. • Value their achievements and be able to describe what they have achieved. • Think about 'special people' who work in the community and who are responsibility for looking after and protecting them, how to contact them when they need help, including dialling 999. 	<u>PSHE Objectives</u> H - 3, 8, 9 R - 1, 2, 3, 4, 5, 6, 7, 8, 9 L - 1, 3, 4, 5, 10	
	<u>E-safety</u> <ul style="list-style-type: none"> • Use the internet as a learning tool to assess their own learning. • Know that the internet can be used to find information and can navigate age appropriate websites. 	<u>SMSC Links</u> Social - 1,2,3,4 Spiritual - 1,2,3,4 Cultural - 1,2,3,4,5,6	<u>Rights and Respect Links</u> Article 28- (Right to education)

<p>Lower Key Stage 2</p> <p>Year A</p> <p>Autumn 1</p>	<p><u>Settling in</u></p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Work collaboratively towards a shared goal. • Know the rules and understand the expectations for KS2. • Know here to get help in school. • Recognise what is special about themselves and their abilities and interests. • Co-operate, share and take turns. • Know how and why rules and laws protect them and others. • Deepen understanding of good and not so good feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings. • Recognise and respond appropriately to a wider range of feelings in others. • Know that their actions affect themselves and others. • Know that they have different kinds of responsibilities, rights and duties. • Listen and respond to a wider range of people. • Discuss change, including transition, loss, separation, divorce and bereavement. • Take part in making and changing rules. • Reflect on and celebrate their achievements, identify their strengths and areas for improvements, setting high aspirations and goals. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Understand and abide by the school's acceptable use policy. • Be aware of the need to develop a set of online protocols to stay safe online. • Develop an awareness of relevant e-safety issues. 	<p><u>PSHE Objectives</u></p> <p>H - 5, 6, 8</p> <p>R - 1, 2, 7, 11</p> <p>L - 2, 7</p>	
	<p><u>SMSC Links</u></p> <p>Social - 1,4</p> <p>Moral -1,3</p> <p>Spiritual - 1,4</p> <p>Cultural - 1</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 29-</u> (Goals of Education)</p>	

<p>Lower Key Stage 2</p> <p>Year A</p> <p>Autumn 2</p>	<p><u>Focus on Feelings</u></p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Recognise what positively and negatively affects their physical and mental health. • Recognise feelings in different situations. • Be able to express feelings in different ways. • Recognise how feelings and emotions can have an impact on physical feelings. • Recognise different types of relationships including between acquaintances, friends, relatives and families. • Know about marriage and civil partnerships, knowing that these are examples of public demonstrations of commitment that are entered into freely, forcing anyone to marry is a crime. • Recognise and challenge stereotypes. • Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to understand the range and intensity of their feelings. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Make choices (with support) between which online communication techniques are safe. • Recognise how images in the media (and online) do not always reflect reality and how people feel about themselves. • Critically examine what is presented on social media and how the information can misrepresent or mislead. 	<p><u>PSHE Objectives</u></p> <p>H - 1, 2, 4, 5, 6, 7</p> <p>R - 1, 2, 4, 5, 6, 19, 20</p> <p>L- 18</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,6</p> <p>Spiritual - 1,4</p> <p>Cultural -1,2,3</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 12-</u> (Respect for the views of the child)</p>

<p>Lower Key Stage 2</p> <p>Year A</p> <p>Spring 1</p>	<p><u>Keeping Safe in School</u></p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Know how to recognise bullying and abuse in all forms. • Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyber-bullying, trolling, prejudice-based language, and how to ask for help. • Develop responsible use of mobile phones and develop safer user habits. • Think about how to deal with bullying, how to seek help and who to seek it from. • Know about school safety rules and how to follow them, know about basic first aid, where and how to get help. • Judge what physical contact is acceptable and unacceptable and how to respond. • Discuss 'dares', how to recognise and manage them. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Use child friendly search engines independently to find information through key words. • Develop strategies for keeping safe online, including the importance of protecting personal information. • Think about and manage requests for images of themselves and others. 	<p><u>PSHE Objectives</u></p> <p>H - 1, 9, 10, 12, 13, 14, 15, 17, 18, 21, 22, 23, 24, 25</p> <p>R - 1, 2, 7, 8, 9, 12, 13, 14, 17, 18</p> <p>L - 10,</p>	
	<p><u>SMSC Link</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 1,2,5</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 28</u>- (Right to education)</p> <p><u>Article 32</u>- (Child Labour)</p>	

<p>Lower Key Stage 2</p> <p>Year A</p> <p>Spring 2</p>	<p><u>Making Friends</u></p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Consider the qualities of a friend, and what they value in friends. • Understand that friendships can change. • Make new friends and deal with losing friends. • Recognise and name feelings, including feelings associated with change. • Reflect and learn from their experiences. • Develop strategies to resolve conflicts and disputes through negotiation. • Know that differences and similarities between people arises from a number of factors i.e., cultural, ethnic, racial and religious diversity (Equality Act 2010) • Listen and respond respectfully to a range of people. • Recognise ways in which relationships can be unhealthy and whom to talk to if they need support. • Recognise different types of relationships. • Discuss the concept of keeping something confidential or secret, when they should 'break a confidence' or 'share a secret.' • Understand personal boundaries; identify what they are willing to share with their most special people, friends, classmates and others. • Know that we all have a right to privacy. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Recognise the differences between online and real scenarios. • Make choices (with support) between which online communication techniques are safe. 	<p><u>PSHE Objectives</u></p> <p>R - 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 21</p> <p>L - 6, 8, 9, 11</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3</p> <p>Moral - 1,2,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 1,2,3,4,5</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 15-</u> (Freedom of association)</p>

Lower Key
Stage 2

Year A

Summer 1

In Someone Else's Shoes

Children will have opportunities to:

- Be able to recognise their own and someone else's feeling's.
- Recognise the views of their peers, teachers and people of different faiths and cultures, listen and respond respectfully.
- Discuss and debate topical issues and problems.
- Know why and how rules and laws that protect them, and others are made and enforced.
- Know why different rules are needed in different situations and how to take part in making and changing rules.
- Know about the UN Rights and Respects.
- Understand that there are many social groups that make up our society in terms of religion, culture, age etc.
- Know that people live their lives in different ways.
- Respect other people's religious and cultural beliefs.
- Discuss dares and how to pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Recognise when they need help, discuss techniques for resisting pressure.
- Know how and why commonly available substances (i.e. tobacco, energy drinks) can damage their health.
- Talking care of their own bodies, asking for help if they have fears for themselves or peers.

E-safety

- Begin to use a range of online communication tools such as forums, emails and polls to formulate, develop and exchange ideas.
- Realise how images in the media and online do not always reflect reality and how people feel about themselves.

PSHE Objectives

H - 1, 2, 4, 6, 7, 13, 14, 16, 17

R - 1, 4, 10, 11, 12, 13, 14, 16, 17, 18, 21

L - 1, 2, 3, 4, 5, 18

SMSC Links

Social - 1,2,3,4

Moral - 1,2,4,6

Spiritual - 1,2,3,4

Cultural -
1,2,3,4,5,6

Rights and Respect Links

Article 2- (Non-discrimination)

Article 3- (Best interests of the child)

Article 42- (Knowledge of Rights)

<p>Lower Key Stage 2</p> <p>Year A</p> <p>Summer 2</p>	<p><u>People and their work</u></p> <p>Children will have opportunities to:</p> <ul style="list-style-type: none"> • Know about a range of jobs and work roles carried out by people they know and what they like/dislike about their work. • Identify ways in which different types of work are similar or different to each other. • Explore and compare how adults feel about their work. • Understand how work involves a variety of tasks, undertaken by people with different roles. • Know the role that money plays in theirs and others' lives, including how they manage their money and about being a critical consumer. • Develop an understanding of concepts such as 'interest; 'loan', 'debt' and 'tax.' • Know 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. • Know what is meant by enterprise. • Develop enterprise skills. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Explore and critique how the media present information. • Critically examine what is presented to them in social media and how it can misrepresent and mislead. • Consider the importance of being careful what they forward to others. 	<p><u>PSHE Objectives</u></p> <p>H - 1, 2, 6, 10, 11</p> <p>L - 13, 14, 15, 16, 17, 18</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,4,6</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 1,2,3,4,5,6</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 32-</u> (Child Labour)</p>

<p>Lower Key Stage 2</p> <p>Year B</p> <p>Autumn 1</p>	<p><u>Feeling Good</u></p> <p><i>Children will have opportunities to;</i></p> <ul style="list-style-type: none"> Express positive things about themselves and others Recognise and be sensitive to the needs and feelings of others Their actions affect themselves and others. Judge what sort of physical contact is acceptable and unacceptable and how to respond. Know what positively and negatively affects their physical, mental and emotional health, and make informed choices. Deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain their feelings. Recognise conflicting emotions and how to overcome them. Discuss change (loss, separation, divorce and bereavement) Know which people are responsible for helping them stay safe and healthy. Discuss 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.' Work collaboratively towards a shared goal. <p><u>E-safety</u></p> <ul style="list-style-type: none"> Understand strategies for keeping safe online. Be aware of the need to develop a set of online protocols to stay safe online. Develop awareness of relevant e-Safety issues. 	<p align="center"><u>PSHE Objectives</u></p> <p>H - 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20</p> <p>R - 1, 2, 7, 14</p>	
		<p align="center"><u>SMSC Links</u></p> <p>Social - 1,2,3</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 1,4</p> <p>Cultural - 1,3,4,5</p>	<p align="center"><u>Rights and Respect Links</u></p> <p><u>Article 31-</u> (Leisure, play and culture)</p>

Lower Key
Stage 2

Year B

Autumn 2

Keeping Healthy

Children will have opportunities to:

- Accept responsibility for personal cleanliness, know that increasing independence brings increased responsibility.
- Make informed choices about food, understanding what might influence their choices.
- Think about the responsible use of mobile phones, safe keeping (looking after it) and develop safer user habits (time limits, use of passcode, turning it off at night)
- Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used
- Recognise, predict and assess risks in different situations and decide how to manage them responsibly, and build resilience.
- Know some of the options open to them in developing a healthy lifestyle now and in the future
- Know the body will, and emotions may, change as they move through puberty.
- Know strategies for keeping physically and emotionally safe (road, cycle, rail, water, online)
- Recognise when they need help and to develop the skills to ask for help.

E-safety

- Be aware of different search engines and discuss their various features (e.g. Google image & video search).
- Understand the importance of framing questions into search criteria when conducting web searches.
- Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.

PSHE Objectives

H - 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24

R - 1, 2, 7, 14

SMSC Links

Social - 1,2

Moral - 1,3

Spiritual - 1.2.4

Rights and Respect Links

Article 24- (Health and health services)

<p>Lower Key Stage 2</p> <p>Year B</p> <p>Spring 1</p>	<p><u>Changes in Families and Relationships</u> <i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Develop understanding of different types of relationships and families • Understand what families are, and what members expect of each other • Know the different changes that take place in human life • Develop skills needed for relationships, such as listening, supporting, showing care. • Know about marriage and civil partnerships, that these are committed relationships, entered into freely. • Know that it is a crime to force anyone to marry against their will. • Know that differences and similarities between people arise from a number of factors including family, cultural ethos, racial and religious diversity. • Recognise and challenge stereotypes. • Know about the differences between, and the terms associated with sex, gender identity and sexual orientation. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Understand the function of a search engine and the importance of using correct search criteria. • Use the internet as a resource to support their work and begin to understand plagiarism. • Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with. • Critically examine what is presented to them in social media and understand how information can be misleading and can misrepresent. 	<p><u>PSHE Objectives</u></p> <p>H - 8, 22</p> <p>R - 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21</p> <p>L - 18</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 1,2,3,4,5</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 17-</u> (Access to information from the media)</p>

Lower Key
Stage 2

Year B

Spring 1

Ups and Downs in Relationships

Children will have opportunities to:

- Know that there are many different patterns of friendship
- Know where to get help in school and through help lines when facing problems.
- Know how their actions affect themselves and others.
- Understand the concepts 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.'
- Listen and respond respectfully to a wider range of people, to feel confidence to raise their own concerns and to recognise and care about other people's feelings.
- Recognise bullying in all its forms.
- Resolve differences by looking at alternatives, seeing and respecting other points of view.
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudicial language, trolling, how to respond and ask for help when needed.
- Develop strategies to resolve disputes and conflict through negotiation and appropriate compromises.
- Recognise and manage 'dares.'
- Recognise and challenge stereotypes.

E-safety

- Understand the importance of framing questions into search criteria when conducting web searches.
- Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.

PSHE Objectives

R - 1, 2, 3, 7, 9, 10, 11, 12, 14, 15, 16, 18

L - 8

SMSC Links

Social - 1, 2, 3, 4

Moral - 1, 2, 3, 4, 6

Spiritual - 1, 4

Cultural - 1, 2, 3, 4, 5

Rights and Respect Links

Article 12- (Respect for the views of the child)

Article 28- (Right to education)

<p>Lower Key Stage 2</p> <p>Year B</p> <p>Spring 2</p>	<p><u>Changes in Families</u> <i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Recognise different types of relationships and families • Understand what families are, and what members expect of each other • Know the different changes that take place in human life • Develop skills needed for relationships, such as listening, supporting, showing care. • Recognise ways in which a relationship can be unhealthy, and whom to talk to if they need support. • Know about marriage and civil partnerships. Know that they are entered into freely and are a public demonstration of love. • Know that forcing someone to marry is a crime. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Understand the function of a search engine and the importance of using correct search criteria. • Use the internet as a resource to support their work and begin to understand plagiarism. • Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with. 	<p><u>PSHE Objectives</u></p> <p>H - 8, 11</p> <p>R - 1, 2, 3, 4, 5, 6, 10, 19, 20</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 2,4,5</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 22</u>- (Refugee children)</p>

Lower Key
Stage 2

Year B

Summer 1

Keeping Safe Outside of School

Children will have opportunities to:

- Know about what positively and negatively affects their physical and emotional health.
- Identify hazards from substances at home and at school
- Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco.
- Understand what is meant by a habit and why these are hard to change.
- Think about risks and hazards in the environment and where to go for help.
- Recognise how increasing independence brings increased responsibility to keep themselves and others safe.
- Understand that it is wrong for children to be bullied or abused by other children or adults, recognise bullying in all its forms.
- Differentiate between 'risk', 'hazard' and 'danger.'
- Understand good and not so good feelings and extend their vocabulary to explain their feelings.
- Recognise, predict and assess risks to different situations and decide how to manage them responsibility and use this as an opportunity to build resilience.
- Know how the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.
- Recognise when they need help and develop strategies to ask for help.

E-safety

- Recognise how images in the media (and online) do not always reflect reality.
- Manage requests for images of themselves or others, what it 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.

PSHE Objectives

H - 1, 2, 6, 9, 10, 11, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25

R - 14, 18

L - 2, 3, 6

SMSC Links

Social - 1,2,3,4

Moral -1,2,3,4,5,6

Spiritual - 1,4

Cultural - 3

Rights and Respect Links

Article 31- (Leisure, play and culture))

<p>Lower Key Stage 2</p> <p>Year B</p> <p>Summer 2</p>	<p><u>Looking Ahead</u> <i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Look forward to new situations • Reflect on and celebrate their achievement, identify their strengths and areas for improvement. • Set high aspirations and goals. • Research, discuss and debate topical events that are of concern to them and offer recommendations to appropriate people. • Understand the role that money plays in their own and others' lives, including how to manage their money and about being a critical consumer. • Develop an initial understanding of concepts such as interest, loan, debt and tax. • Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the environment across the world. • Know what is meant by enterprise. • Think about financial implications of future needs and wants. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Critically examine what is presented to them in social media and why it is important to do so. • Understand how information contained on social media can be misrepresented and misleading. • Consider the importance of being careful about what they forward to others. • Recognise strategies for keeping themselves safe online such as the importance of protecting passwords, addresses and the distribution of images of themselves and others. 	<p align="center"><u>PSHE Objectives</u></p> <p>H - 5, 6, 22</p> <p>L - 1, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p>	
	<p align="center"><u>SMSC Links</u></p> <p>Social - 1,3,4</p> <p>Moral - 1,2,3,4,5,6</p> <p>Spiritual - 1,4</p> <p>Cultural -1,3</p>	<p align="center"><u>Rights and Respect Links</u></p> <p><u>Article 13-</u> (Freedom of expression)</p>	

Upper Key
Stage 2

Year A

Autumn 1

Who decides?

Children will have opportunities to:

- Form and express reasoned opinions.
- Listen to others and resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
- Recognise that actions have consequences for them and for others.
- Challenge the opinions and actions of others, respectfully and constructively.
- Know that marriage and civil partnerships are examples of a public demonstration of commitment, entered freely.
- Know that it is a crime to force someone into a marriage.
- Recognise and challenge stereotypes.
- Develop strategies to resolve disputes and conflicts through negotiation and appropriate compromises.
- Judge what kind of physical contact is acceptable and how to respond.
- Realise nature and consequence of discrimination, teasing and aggressive behaviour such as cyber bullying, use of prejudice-based language, trolling and how to ask for help.
- Deepen understanding of good and not so good feelings. To extend their vocabulary to describe it.

E-safety

- Recognise and confidently follow a range of protocols for keeping safe online and when using apps.
- Recognise which personal information is appropriate to share online and which is not.
- Recognise inaccuracies and bias online, evaluating a range of websites.
- Know and use age appropriate websites.

PSHE Objectives

R - 1, 2, 4, 5, 6, 7, 8, 10, 12, 14, 15, 16, 17, 19, 20

H - 6

L - 8

SMSC Links

Social - 1, 2, 3

Moral - 1, 2, 3, 4, 5, 6

Spiritual - 1, 2, 3, 4

Cultural - 1, 2, 3, 4, 5

Rights and Respect Links

Article 13- (Freedom of expression)

Article 14- (Freedom of thought, belief and religion)

Article 15- (Freedom of association)

<p>Upper Key Stage 2</p> <p>Year A</p> <p>Autumn 2</p>	<p><u>Risks and Pressures</u></p> <p><i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Develop a positive approach and self-motivation towards personal safety and risk taking. • Identify decisions they may need to make. • Explore attitudes about different drugs and the people who may misuse them. • Exercise basic techniques for resisting pressure from friends e.g. for smoking. • Reflect on and celebrate achievements and set aspirational goals. • Extend vocabulary to describe good and not so good feelings. • Develop strategies for keeping physically and emotionally safe. • Know what is meant by a habit and why they are hard to change. • Discuss the difference between the terms 'hazard' 'risk' and 'danger' • Recognise how their growing independence brings increased responsibility to keep themselves and others safe. • Recognise, predict and assess risks in different situations and decide how to manage them responsibly and use the opportunity to build resilience. • Know that commonly available substances and drugs (alcohol, tobacco and energy drinks) can damage their immediate and future health and safety and that some are illegal to own, use and give to others. • Know about people who are responsible for keeping them safe. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Critically examine what is presented to them in social media and why it is important to do so • Develop strategies for keeping safe online and the importance of protecting personal information. 	<p><u>PSHE Objectives</u></p> <p>H - 5, 7, 9, 10, 11, 13, 14, 16, 17, 21, 22</p> <p>R - 15</p> <p>L- 18, 23</p>	
		<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 3</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 33-</u> (drug abuse)</p>

Upper Key
Stage 2

Year A

Spring 1

We are all different

Children will have opportunities to:

- Know that people's responses to ideas and events may be determined by age, religion, gender or culture.
- Value cultural background of self and others.
- Demonstrate and promote tolerance, understanding, respect and acceptance of difference.
- Understand that bullying is an unacceptable response to differences.
- Know the difference between, and the terms associated with sex, gender identity and sexual orientation.
- Know that differences and similarities between people arise from a number of factors i.e. family, cultures, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.
- Consider the lives of people living in other places, and people with different values and customs.
- Appreciate the range of national, regional and ethnic identities in the United Kingdom.
- Know some cultural practices which are against British law and universal human rights,
- Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including the use of prejudice-based language, trolling), how to respond and ask for help.
- Know about responsible use of mobile phones.

E-safety

- Use a range of tools to exchange information and collaborate with others within and beyond their school.
- Demonstrate respect for the rights of other internet users.
- Know strategies for keeping safe online, the importance of protecting personal information.

PSHE Objectives

H - 24, 25

R - 4, 13, 14, 16, 17, 18

L - 5, 6, 7, 9, 10, 11, 12, 13

SMSC Links

Social - 1,2,3,4

Moral -1,2,3,4,6

Spiritual - 1,2,3,4

Cultural -
1,2,3,4,5,

Rights and Respect Links

Article 13- (Freedom of expression)

Article 14- (Freedom of thought, belief and religion)

Article 15- (Freedom of association)

Upper Key
Stage 2

Year A

Spring 2

It's My Body

Children will have opportunities to:

- Be able to discuss and choose the healthy options in relation to food, exercise and rest etc.
- Learn about human reproduction.
- Discuss and ask questions about changing bodily needs.
- Judge what kind of physical contact is acceptable and how to respond.
- Understand 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.'
- Discuss change, including transitions, loss, separation, divorce and bereavement.
- Know that bacteria and viruses can affect health and following simple routines can affect their spread.
- Know basic first aid, where and how to get help.
- Know that their body will, and emotions may, change as the approach and enter puberty.
- Learn about taking care of their body, understanding that they have the right to protect their body, understanding that they have the right to protect their bodies from inappropriate and unwanted contact, understanding that actions such as Female Genital Mutilation (FGM) constitute abuse and are a crime.
- Develop the skills and strategies required to get support if they have fears for themselves or peers.

E-safety

- Understand the potential risks of providing personal information in a range of ways online.
- Explore and critique how the media present information.

PSHE Objectives

H - 1, 2, 3, 4, 8, 12, 15, 18, 19, 20

R - 8, 9

L - 2, 3, 4, 5, 17

SMSC Links

Social - 1,2,4

Moral - 1,2,3,4,5,6

Spiritual - 4

Cultural - 1,2,3,4,5

Rights and Respect Links

Article 19- (Protection from violence and neglect)

<p>Upper Key Stage 2</p> <p>Year A</p> <p>Summer 1</p>	<p><u>Being involved in my community</u></p> <p><i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Value opportunities for new experiences in and out of school. • Take a constructive interest in their local community and begin to take on a wider sense of social responsibility. • Know what they are good at and how it can help a group perform a task. • Know what being part of a community means and know about the varied institutions that support communities locally and nationally. • Research, discuss and debate topical issues, problems and events that are of concern to them and offer recommendations to the appropriate people. • Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • Understand how they and others can cause changes for the better or for worse, both in their immediate surroundings and in the wider community. • Contribute to a discussion and put their own views forward clearly and appropriately. • Reflect on and celebrate their achievements, identify their strengths and areas for development. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Understand the issues surrounding copyright and acknowledging sources when necessary. • Contribute positively to online blogs or chat sites whilst continuing to follow e-safety rules. 	<p><u>PSHE Objectives</u></p> <p>H - 5</p> <p>R - 1, 2</p> <p>L - 1, 9, 10</p>	
	<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5,6</p> <p>Spiritual - 1,4</p> <p>Cultural - 1,2,3</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 3-</u> (Best interests of the child)</p>	

<p>Upper Key Stage 2</p> <p>Year A</p> <p>Summer 2</p>	<p><u>Looking at the world</u></p> <p><i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Know the variety of communities to which they belong – family, school, local, national, European and worldwide – and the interdependence of individuals, groups and communities. • Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to the appropriate people. • Know what being part of a community means. • Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. • Know the benefits and costs of personal spending decisions on themselves and the local community and local economy. • Use different modes of communication to express personal and group views about social and environmental issues. • Understand personal boundaries, to identify what they are willing to share with their most special people; friends, classmates and others, and that have rights to privacy. • Develop an initial understanding of the concepts of interest, loan, debt and tax. • See that resources are can be allocated in different ways and these economic choices affect individuals, communities, the sustainability of the environment across the world. • Know what is meant by enterprise and begin to develop enterprise skills. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Explore and critique how the media present information. • Develop use of a range of communication tools to positively, effectively and safely communicate with people outside their school. 	<p><u>PSHE Objectives</u></p> <p>H – 1, 9, 10, 11, 12</p> <p>R – 21</p> <p>L – 14, 15, 16, 17</p>	
	<p><u>SMSC Links</u></p> <p>Social – 1,2,3,4</p> <p>Moral – 1,2,3,5,6</p> <p>Spiritual – 4</p> <p>Cultural – 1,2,3,4,5</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 13</u> – Freedom of expression</p> <p><u>Article 16</u> – Right to Privacy</p>	

<p>Upper Key Stage 2</p> <p>Year B</p> <p>Autumn 1</p>	<p><u>Managing Conflict</u> <i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Talk about their own feelings and reactions • Read and express non-verbal messages • Recognise that one's actions have consequences for themselves and others • Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit themselves as well as others. • Realise the nature and consequences of discrimination, teasing, bullying, use of prejudice-based language, trolling and how to respond and ask for help. • Learn how to recognise bullying and abuse in all its form (including prejudice-based bullying both in person, online and through social media) • Resolving problems and conflicts democratically using discussion • Develop a sense of fair play in their dealings with peers and others. • Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Have an increasing awareness of the issues surrounding cyberbullying • Understand what impact the words of others or their own can have on other individuals 	<p style="text-align: center;"><u>PSHE Objectives</u></p> <p>H - 6</p> <p>R - 7, 12, 14, 18</p> <p>L - 8</p>	
		<p style="text-align: center;"><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4</p> <p>Spiritual - 1,2,3,4</p> <p>Cultural - 1,2,3</p>	<p style="text-align: center;"><u>Rights and Respect Links</u></p> <p><u>Article 8</u>- (Protection and preservation of identity)</p> <p><u>Article 13</u>- (Freedom of expression)</p> <p><u>Article 14</u>- (Freedom of thought, belief and religion)</p>

<p>Upper Key Stage 2</p> <p>Year B</p> <p>Autumn 2</p>	<p><u>The World of Work</u> <i>Children will have opportunities to:</i></p> <ul style="list-style-type: none"> • Know what being part of a community means. • Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. • Interview adults to find out about job roles and responsibilities • Appreciate the range the range of national, regional, religious and ethnic identities. • Know that certain skills can be used for different tasks • Know the range of knowledge, skills and personal qualities required for different types of work • Respect other people's work and career choices • Know what is meant by enterprise and begin to develop enterprise skills. • Know about t the role that money plays in their own and others' lives, including how to manage their money and about being a critical consumer. • Understand what affects mental health, e.g. the balance between work and leisure, positive relationships. • 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 feelings. <p><u>E-safety</u></p> <ul style="list-style-type: none"> • Use the internet and apps appropriately to find out information and evaluate their effectiveness • 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 and mislead. • Understand the importance of being careful about what they forward to others. 	<p><u>PSHE Objectives</u></p> <p>H - 1, 2, 6,</p> <p>L - 9, 10, 11, 12, 13, 14, 16, 17, 18</p>	
	<p><u>SMSC Links</u></p> <p>Social - 1,2,3,4</p> <p>Moral - 1,2,3,4,5</p> <p>Spiritual - 4</p> <p>Cultural -1,2,3</p>	<p><u>Rights and Respect Links</u></p> <p><u>Article 32-</u> (Child Labour)</p>	

Upper Key
Stage 2

Year B

Spring 1

Taking responsibility for my own safety

Children will have opportunities to:

- Know which, why and how commonly available substances (alcohol, tobacco, energy drinks) can damage their immediate and future health and safety.
- Know that some substances are restricted, and some are illegal to own, use or give to others.
- Know what a 'habit' is and know that a habit can be hard to change.
- Know strategies for keeping physically and emotionally safe; know about school health and safety rules.
- Judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Recognise the need to ask for support sometimes, know who to ask and how to find out more.
- Know ways in which a relationship can be unhealthy and whom to talk to when they need support.
- Recognise and manage 'dares.'
- How pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
- 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.
- Recognise and predict and assess risks in different situations and decide how to manage them responsibly.

E-safety

- Know strategies for keeping themselves safe online and the importance of protecting personal information such as passwords.
- Recognise how images in the media (and online) do not always reflect reality and how people feel about themselves.

PSHE Objectives

H - 1, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22, 23

R - 3, 8, 15

SMSC Links

Social - 1, 2, 3, 4

Moral - 1, 2, 3, 4, 5

Spiritual - 1, 4

Cultural - 1, 2, 3

Rights and Respect Links

Article 3- (best interests of the child)

Article 26- (Social security)

**Upper Key
Stage 2**

Year B

Spring 2

Rights, respect, responsibilities and the law

Children will have opportunities to:

- Research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- Realise the consequences of anti-social, aggressive behaviour.
- 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
- 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
- Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- Know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- Know 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.
- Know the role that money plays in their own and others' lives, including how to manage their money and being a critical consumer.
- Develop an initial understanding of interest, loan, debt and tax.
- Know 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.
- Know what is meant by enterprise and begin to develop enterprise skills.
- Know about taking care of their body, understanding that they have the right to protect their body

E-safety

- **Responsible use of mobile phones, including safe keeping.**
- **Know how to manage requests for images of themselves and others.**

PSHE Objectives

H - 20, 24, 25

L - 1, 2, 3, 4, 5, 6, 7, 13, 14, 15, 16, 17

SMSC Links

Social - 1,2,3,4

Moral - 1,2,3,4,5,6

Spiritual - 1,2,3,4

Cultural - 1,2,3,4,5

**Rights and Respect
Links**

Article 3- (Best interests of the child)

Article 42- (Knowledge of rights)

Upper Key
Stage 2

Year B

Summer 1

Relationships

Children will have opportunities to:

- Know about change, including transitions, loss, separation, divorce and bereavement.
- Know how their body will, and their emotions may, change as they approach and move through puberty.
- Know about human reproduction.
- Recognise and respond to a wider range of feelings in others.
- Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.
- Know that their actions affect themselves and others.
- Recognise different types of relationships, including those between acquaintances, friends, relatives and families.
- Know that civil partnerships and marriage are examples of a public demonstration of their lives together and who are of the legal age to make that commitment.
- Know that marriage is a commitment freely entered into by both people, that forcing someone to marry is a crime.
- Understand the concept of 'keeping something a 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.'
- Listen to and respond respectfully to a wide range of people, manage conflicts.
- Work collaboratively towards a shared goal.
- 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.
- Know the difference between, and the terms associated with sex, gender identity and sexual orientation.

E-safety

- They are aware of potential dangers online, showing increasing ability to recognise early signs of these and seek trusted adult/teacher advice they are aware of what personal information is appropriate to share, only doing so with trusted adults/friends and teachers

PSHE Objectives

H - 8, 18, 19,

R - 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12,
13, 14, 16, 17, 18, 19, 20, 21

L - 8

SMSC Links

Social - 1,2,3,4

Moral - 1,2,3,4,5,6

Spiritual - 1,2,3,4

Cultural - 1,2,3

Rights and Respect Links

Article 9- (Separation
from parents)

Article 10- (Family
Reunification)

Article 20 - (Children
unable to live with their
family)

Article 22 - (Refugee
children)

Upper Key
Stage 2

Year B

Summer 2

Transitions and managing change

Children will have opportunities to

- Understand about the nature of change
- Reflect on and celebrate their achievements, identify strengths, and areas for improvements.
- Set themselves high aspirations and goals.
- 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.
- Know about change, including transitions, loss, separation, divorce and bereavement.
- Know their body will, and their emotions may, change as they approach and move through puberty.
- Understand personal boundaries; identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.
- Know 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.

E-safety

- Show increasing awareness of new technology and how to effectively use it
- Use a range of computer programs and apps to assess learning and set targets

PSHE Objectives

H - 5, 6, 7, 8, 18

R - 21

L -7

SMSC Links

Social - 1,2,3,4

Moral - 1,2,3,4

Spiritual - 4

Cultural - 1,2,3

Rights and Respect
Links

Article 6- (Life, survival and development)

Article 15 - (Freedom of association)