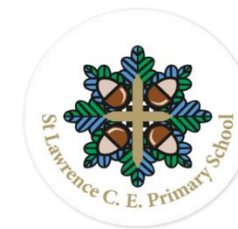



Curriculum Subject: PSHE Curriculum

Subject Leader: Claire Standish.



Curriculum Overview and Statement of Intent, Implementation, and Impact.

<p style="text-align: center;">Motto</p> <p style="text-align: center;">“Being the best we can be, because with God all things are possible”</p> <p>‘For I know the plans for you,’ declares God, ‘plans to prosper you and not harm you, plans to give you hope and a future.’ Jeremiah 29:11</p>	<p style="text-align: center;">Our Core Christian Values</p> <p style="text-align: center;">Compassion Courage Respect Honesty Thankfulness Forgiveness</p> 
<p style="text-align: center;">Vision & Intent</p> <p>Together, through ‘The St Lawrence Way’ we will embrace the love of learning, be curious of, and be inspired by the endless possibilities that our wonderful world can offer.</p>	
<p style="text-align: center;">Mission/Implementation Through the ‘St. Lawrence Way’ we will.....</p> <ul style="list-style-type: none">➤ Design a curriculum that: recognises children’s prior learning, providing first-hand learning experiences, allowing the children to build resilience and become creative, critical thinkers who have the courage to become lifelong learners fulfil their aspirations.➤ Recognise every child as a unique individual. We teach the children to be tolerant of one another whilst understanding and respecting difference and diversity, knowing that all have been created in the image of God.➤ Help pupils and adults to develop lifelong learning habits so that they can contribute successfully to their local community and navigate an increasingly complex national and global community so that they recognise their place in the world and show thankfulness for what they have.➤ Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, caring relationships that are based on mutual respect; demonstrated through courtesy, forgiveness and reconciliation.➤ Value the community to which we belong by listening, being honest with each other whilst showing compassion, and creating opportunities for the pupil voice to be heard, which will support good mental health and the wellbeing for all.	



Intent, Implementation and Impact

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
<p>At St Lawrence, we are committed to developing each child's spiritual, moral, cultural, and mental education through our teaching of Personal, Social, Health Education (PSHE), the Relationships and Sex Education (RSE) curriculum, and the wider curriculum.</p> <p>We believe that PSHE has the power to enhance the health and wellbeing of all children, their families and the whole school community. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims. PSHE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within our wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.</p>	<p>Our PSHE and Citizenship programme (which is covered through the taught curriculum and our wider provision) includes teaching and learning within the following strands and themes:</p> <p>Myself and My Relationships: including My Emotions, Beginning and Belonging, Anti-bullying, Family and Friends and Managing Change.</p> <p>Healthy and Safer Lifestyles: including Personal Safety, Digital Lifestyles, Drug Education, Relationships and Sex Education, Healthy Lifestyles and Managing Safety and Risk (including Road Safety).</p> <p>Citizenship: including Diversity and Communities, Rights, Rules and Responsibilities and Working Together.</p> <p>Economic Wellbeing: including Financial Capability.</p> <p>We use primarily the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHE. We also use the Shropshire Respect Yourself programme and the Sense DVD recommended in this; the SEED toolkit specific to teaching surrounding awareness of eating disorders; resources from Stonewall, Educate and Celebrate, and Amaze; BBC resources; and resources provided to school by Future in Mind.</p> <p>We will avoid a 'resource-led' approach to delivering PSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teacher resources before using them.</p> <p>We will use children's books, both fiction and non-fiction, extensively within our PSHE programme. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and</p>	<p>At St. Lawrence, we record children's work in PSHE in a class book with photos and result of group discussion and evidence is also collected the class page on the whole school Seesaw account.</p> <p>We use the assessment tools provided in the Cambridgeshire Primary Personal Development Programme. We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working at greater depth. Each unit of work includes a sheet for monitoring coverage of the content, which can be used to track children's learning and coverage. Teachers draw on their observation of children's learning, children's self-assessment, and this guidance to arrive at their overall assessments.</p>

	<p>circumstances of individual children in the class when reading texts.</p> <p>Many texts in our Literacy Read to Write Plan have been chosen specifically for their links to PHSE (see example plans below)</p>	
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Cycle A

Year	Autumn	Spring	Summer
Class 1 Reception (Links to EYFS 2021)	<p>Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB)</p> <ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? 	<p>Myself and My Relationships 3 My Emotions (C, R, GTBM)</p> <ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? 	<p>Healthy and Safer Lifestyles 3 Healthy Lifestyles</p> <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Do I understand why food and drink are good for us? • Do I understand what exercise is and why it is good for us? • Do I understand why rest and sleep are good for us?
	<p>Myself and My Relationships 1 Beginning and Belonging (NB, GFG)</p> <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my behaviour make other people feel? 	<p>Citizenship 2 Me and My World</p> <ul style="list-style-type: none"> • Who are the people who help to look after me and my school? • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? 	<p>Citizenship 1 Identities and Diversity</p> <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people?

		<ul style="list-style-type: none"> • How do we save money? 	
Class 2 Y1/2	Myself & My Relationships My Emotions (ME 1/2) <ul style="list-style-type: none"> • What am I good at and what is special about me? RR • How can I stand up for myself? RR • Can I name some different feelings? MW • Can I describe situations in which I might feel happy, sad, cross etc? MW • How do my feelings and actions affect others? MW • How do I manage some of my emotions and associated behaviours? MW • What are the different ways people might relax and what helps me to feel relaxed? MW • Who do I share my feelings with? MW 	Citizenship Diversity and Communities (DC 1/2) <ul style="list-style-type: none"> • What makes me ‘me’, what makes you ‘you’? RR • Do all boys and all girls like the same things? RR • What is my family like and how are other families different? FP • What different groups do we belong to? RR • What is a stereotype and can I give some examples? RR • Who helps people in my locality and what help do they need? MW • What does ‘my community’ mean and how does it feel to be part of it? MW • How do people find out about what is happening in my community? MW • How do we care for animals and plants? • How can I help look after my school? 	Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles) <ul style="list-style-type: none"> • What are some examples of ways in which I use technology and the internet and what are the benefits? OR • What is meant by “identity” and how might someone’s identity online be different from their identity in the physical world? OR • What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR • What sort of information might I choose to put online and what do I need to consider before I do so? OR • When might I need to report something and how would I do this? OR • What sort of rules can help to keep us safer and healthier when using technology? IS • Who can help me if I have questions or concerns about what I experience online or about others’ online behaviour? IS
	Myself & My Relationships Anti-bullying (AB 1/2) <ul style="list-style-type: none"> • Why might people fall out with their friends? CF • Can I describe what bullying is? RR • Do I understand some of the reasons people bully others? RR • Why is bullying never acceptable or respectful? RR • How might people feel if they are being bullied? MW • Who can I talk to if I have worries about friendship difficulties or bullying? RR • How can I be assertive? RR • Do I know what to do if I think someone is being bullied? RR • How do people help me to build positive and safe relationships? CF • What does my school do to stop bullying? RR 	Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2) <ul style="list-style-type: none"> • What are risky situations and how might I feel? MW • What is my name, address and phone number and when might I need to give them? BFA • What is an emergency and who can help? BFA • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW • What are the benefits and risks for me in the sun and how can I stay safer? HP • What do I enjoy when I’m near water and how can I stay safer? MW • What are the risks for me if I am lost and how can I get help? BS • How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA 	Shropshire Respect Yourself Programme Choices and Challenges/Changes (individual year group plans) Healthy & Safer Lifestyles Healthy Lifestyles (HL 1/2) <ul style="list-style-type: none"> • How can I stay as healthy as possible? HP • What does it feel like to be healthy? MW • What does healthy eating mean and why is it important? HE • Why is it important to be active & what are the opportunities for physical activity? PHF • What foods do I like and dislike and why? • What can help us eat healthily? HE • Why do we need food? • What healthy choices can I make?
Class 3 Y3/4	Myself & My Relationships My Emotions (ME 3/4) <ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? RR • What does the word ‘unique’ mean and what do I feel proud of about myself? RR 	Citizenship Diversity and Communities (DC 3/4) <ul style="list-style-type: none"> • What have we got in common and how are we different? RR • How might others’ expectations of girls and boys affect people’s feelings and choices? RR 	Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles) <ul style="list-style-type: none"> • How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR • How does my own and others’ online identity affect my decisions about communicating online? OR • How might people with similar likes & interests get together online? OR • Can I explain the difference between “liking” and “trusting”

	<ul style="list-style-type: none"> • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am “over reacting” and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people’s feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR 	<ul style="list-style-type: none"> • How are our families the same and how are they different? FP • Do people who live in my locality have different traditions, cultures and beliefs? RR • How does valuing diversity benefit everyone? RR • Why are stereotypes unfair and how can I challenge them? RR • How do people in my locality benefit from being part of different groups? MW • What are the roles of people who support others with different needs in my community? MW • How does the media work in my community? MW • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? 	<p>someone online? OR</p> <ul style="list-style-type: none"> • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR • When looking at online content, what is the difference between opinions, beliefs and facts? OR • Why is it important to ration the time we spend using technology and/or online? ISH • How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH • Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH
	<p>Myself & My Relationships Anti-bullying (AB 3/4)</p> <ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR 	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 3/4)</p> <ul style="list-style-type: none"> • How do I feel in risky situations and how might my body react? MW • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don’t know & how can I respond safely? BS • What actions could I take in an emergency or accident and how can I call the emergency services? BFA • What are the benefits of using the roads and being near water and how can I reduce the risks? MW • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I’m out? 	<p>Shropshire Respect Yourself Programme Choices and Challenges/Changes (individual year group plans) SEED Eating Disorder Kit Healthy & Safer Lifestyles Healthy Lifestyles (HL 3/4)</p> <ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? HE • What is an active lifestyle and how does it help me to be healthier? PHF • What is mental wellbeing and how is it affected by my physical health? MW • How much sleep do I need & what happens if I don’t have enough? HP • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? HE • How can I look after my teeth and why is it important? HP • Who is responsible for my lifestyle choices and how are these choices influenced?
<p>Class 4 Y5/6</p>	<p>Myself & My Relationships My Emotions (ME 5/6)</p> <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a ‘strong sense of identity’ & ‘self-respect’? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? 	<p>Citizenship Diversity and Communities (DC 5/6)</p> <ul style="list-style-type: none"> • How do other people’s perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people’s different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary 	<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR • What are the principles for my contact and conduct online, including when I am anonymous? OR • How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR • How might the media shape my ideas about various issues and how can I challenge or reject these? OR • Can I explain some ways in which information and data is shared and used online? OR • How can online content impact on me positively or negatively? OR • What are my responsibilities for my own and others’ mental and physical wellbeing online and how can I fulfil these? IS

	<ul style="list-style-type: none"> • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW 	<p>organisations and how do they make a difference? MW</p> <ul style="list-style-type: none"> • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? 	<ul style="list-style-type: none"> • What are some ways of reporting concerns and why is it important to persist in asking? IS • Can I identify, flag and report inappropriate content? IS
	<p>Myself & My Relationships Anti-bullying (AB 5/6)</p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR 	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6)</p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? 	<p>Shropshire Respect Yourself Programme Choices and Challenges/Changes (individual year group plans) SEED Eating Disorder Kit</p> <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 5/6)</p> <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS

PSHE KS1 and KS2 Long Term Plan Outline



Cycle B

Year	Autumn	Spring	Summer
Class 1 Reception (Links to EYFS 2021)	Myself and My Relationships 2 My Family and Friends - Including Anti-bullying (GOFO, SNTB) <ul style="list-style-type: none"> • Who are my special people and why are they special to me? • Who is my family and how do we care for each other? • What is a friend? • How can I be a good friend? • How do I make new friends? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Do I know what to do if someone is unkind to me? 	Myself and My Relationships 3 My Emotions (C, R, GTBM) <ul style="list-style-type: none"> • Can I recognise and show my emotions? • Can I recognise emotions in other people and say how they are feeling? • Do I know what causes different emotions in myself and other people? • How do I and others feel when things change? • Do I know simple ways to make myself feel better? • How can I help to make other people feel better? 	Healthy and Safer Lifestyles 3 Healthy Lifestyles <ul style="list-style-type: none"> • What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Do I understand why food and drink are good for us? • Do I understand what exercise is and why it is good for us? • Do I understand why rest and sleep are good for us?
	Myself and My Relationships 1 Beginning and Belonging (NB, GFG) <ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my behaviour make other people feel? 	Citizenship 2 Me and My World <ul style="list-style-type: none"> • Who are the people who help to look after me and my school? • How can I help to look after my school? • How can I help to care for my things at home? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood including people who help me? • How can we look after the local neighbourhood and keep it special for everybody? • What do animals and plants need to live and how can I help to take care of them? • What is money and why do we need it? • How do we save money? 	Citizenship 1 Identities and Diversity <ul style="list-style-type: none"> • Who are the people in my class and how are we similar to and different from each other? • Who are the different people who make up a family? • What things are especially important to my family and me? • What are some of the similarities and differences in the way people including families live their lives? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people?
Class 2 Y1/2	Citizenship Working Together (WT 1/2) <ul style="list-style-type: none"> • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? RR • How can I work well in a group? RR • Why is it important to take turns? RR • How can I negotiate to sort out disagreements? CF 	Economic Wellbeing Financial Capability (FC 1/2) <ul style="list-style-type: none"> • Where does money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? 	Healthy & Safer Lifestyles Drug Education (DE 1/2) <ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? DAT • What are medicines and why and when do some people use them? DAT

	<ul style="list-style-type: none"> • How are my skills useful in a group? • What is a useful evaluation? RR 	<ul style="list-style-type: none"> • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? 	<ul style="list-style-type: none"> • When and why do people have an injection from a doctor or a nurse? HP • Who is in charge of what medicine I take? DAT • What different things can help me feel better if I feel poorly? DAT • How can I keep safe with medicines and substances at home and at school? DAT • What is persuasion and how does it feel to be persuaded? MW
	<p>Myself & My Relationships Family and Friends (FF 1/2)</p> <ul style="list-style-type: none"> • Can I describe what a good friend is and does and how it feels to be friends? CF • Why is telling the truth important? CF • What skills do I need to choose, make and develop friendships? CF • How might friendships go wrong, and how does it feel? CF • How can I try to mend friendships if they have become difficult? CF • What is my personal space and how do I talk to people about it? BS • Who is in my family and how do we care for each other? FP • Who are my special people, why are they special and how do they support me? CF 	<p>Healthy & Safer Lifestyles Personal Safety (PS 1/2)</p> <ul style="list-style-type: none"> • Can I identify different feelings and tell others how I feel? MW • Which school/classroom rules are about helping people to feel safe? BS • Can I name my own Early Warning Signs? BS • How do I know which adults and friends I can trust? CF • Who could I talk with if I have a worry or need to ask for help? BS • What could I do if a friend or someone in my family isn't kind to me? BS • Can I identify private body parts and say 'no' to unwanted touch? BS • What could I do if I feel worried about a secret? BS • What could I do if something worries or upsets me when I am online? BS 	<p>Shropshire Respect Yourself Programme</p> <p>Eat well, Move More</p> <p>Choices and Challenges/Changes (individual year group plans)</p>
<p>Class 3 Y3/4</p>	<p>Citizenship Rights, Rules & Responsibilities (RR 3/4)</p> <ul style="list-style-type: none"> • What does it mean to be treated and to treat others with respect? RR • Who are those in positions of authority within our school and communities and how can we show respect? RR • Why do we need rules and conventions at home and at school? RR • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? 	<p>Economic Wellbeing Financial Capability (FC 3/4)</p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? 	<p>Healthy & Safer Lifestyles Drug Education (DE 3/4)</p> <ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? DAT • Who uses and misuses legal drugs? DAT • Why do some people need medicine and who prescribes it? DAT • What are immunisations and have I had any? HP • What are the safety rules for storing medicine and other risky substances? DAT • What should I do if I find something risky, like a syringe? DAT • What do I understand about how friends and the media persuade and influence me? CF

	<p>Myself & My Relationships Family and Friends (FF 3/4)</p> <ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, making and developing friendships and how effective are they? CF • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people now and how do we affect and support each other? FP 	<p>Healthy & Safer Lifestyles Personal Safety (PS 3/4)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? MW • Which school/classroom rules are about helping people to feel safe? RR • Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • What qualities do trusted adults and trusted friends have? CF • Who is on my network of support and how can I ask them for help? BS • What could I do if I feel worried about a friendship or family relationship? BS • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS • How can I decide if a secret is safe or unsafe? BS • How can I keep safe online? BS 	<p>Shropshire Respect Yourself Programme SEED Eating Disorder Kit</p> <p>Eat well, Move More</p> <p>Choices and Challenges/Changes (individual year group plans)</p>
<p>Class 4 Y5/6</p>	<p>Citizenship Rights, Rules & Responsibilities (RR 5/6)</p> <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others and how can I show respect? IS/RR • Why is it important to keep my personal information private, especially online? IS • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views? RR 	<p>Economic Wellbeing Financial Capability (FC 5/6)</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? 	<p>Healthy & Safer Lifestyles Drug Education (DE 5/6)</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT
	<p>Myself & My Relationships Family and Friends (FF 5/6)</p> <ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF 	<p>Healthy & Safer Lifestyles Personal Safety (PS 5/6)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe 	<p>Shropshire Respect Yourself Programme SEED Eating Disorder Kit</p> <p>Eat well, Move More</p>

	<ul style="list-style-type: none"> • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR 	<p>I am feeling? BS</p> <ul style="list-style-type: none"> • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS 	<p>Choices and Challenges/Changes (individual year group plans)</p>
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Skills Progression

		EYFS	Y1/2	Y3/4	Y5/6
Myself and Relationships	Beginning and Belonging	Understand how to respect, play and work with others. To know how behaviour makes other people feel.	Understand how to be safe and happy in the classroom, help others and adapt to new situations.	Understand responsibilities in school, how to build relationships and manage new situations.	Understand responsibilities towards others, take responsibility for building relationships and be resilient in a range of situations.
	My Emotions	Understand and recognise emotions of self and others, exploring simple ways to make myself and others feel better.	Recognise what's special about myself and how to stand up for myself. Name and describe feelings and start to learn to manage some emotions and associated behaviours.	Understand the importance of wellbeing, communicate emotions, recognise ways to manage difficult emotions and explore how actions and feelings affect the way people feel.	Develop sense of identity and self-respect. Learn to manage strong emotions. Recognise how other people feel and respond to them. Explore mental health and self-care techniques.
	Family and Friends	Recognise special people, including friends and family. Learn how to make new friends, be a good friend and make up with friends when fallen out. Know what to do if someone is unkind.	Describe good friends, skills to develop friendship and mend friendships. Explore importance of honesty, personal space and how we care for special people.	Learn skills to choose, make and develop healthy friendships based on trust. Empathise and resolve disagreements by listening and compromise. Know the role of family members in keeping safe and supporting.	Learn characteristics of offline and online healthy relationships. Check that friends give consent online and offline. Explore role of family in support through change.

	Anti-bullying	Know how my behaviour makes other people feel and how to make the classroom a safe and happy place. Know what to do if someone is unkind.	Describe what bullying is, understand reasons for bullying, how people feel and what to do in a bullying situation	Consider use of power in bullying, key characteristics of different types of bullying, the difference between direct and indirect bullying and the role of a bystander.	Define characteristics of different forms of bullying, know use of technology and social media in bullying and how to manage it. Learn how to respond assertively to bullying online and offline. Know how bullying affects mental wellbeing.
	Managing Change	To explore how I feel when things change and know how to make things better.	Explore how people might feel in times of loss or change and how to feel calmer when experiencing feelings due to loss or change.	Explore changes in own life and what helps when experiencing strong emotions linked to loss or change. Think about how people may feel when loved ones or pets die, or if separation occurs.	Explore positive and negative impacts of change and how emotions can evolve over time. Devise strategies to manage emotions, and link to moving to Secondary school.
Healthy and Safer Lifestyles	Managing Safety and Risk	How to know if something is safe or unsafe and understand simple safety rules for home, school and outside.	Learn name, address and phone number, who to ask for help in an emergency. Learn safety of roads, the sun, water and getting lost.	How I feel and my body reacts in risky situations, how to respond to strangers, how to call emergency services. Explore safety on roads, in water, fire and preventing accidents.	Exploring physical, social and emotional risks and the benefits of taking these. Think about ways to keep self and others safe as getting older including walking and cycling alone, safety on railways and public transport and being sun safe. Carry out basic first aid and know how to get help in emergencies.
	Digital Lifestyles		Identify benefits of technology use. Explore online identity and how it might be different from real life. Identify examples of online content which may make me feel unsafe, worried or upset. What sort of information is safe to put online and how to report concerns.	Explore change in use of technology with age, online identity and how to communicate online. Think about difference between facts, opinions and beliefs online. To know that technology use should be healthy (time spent and age restrictions)	Think about principle for contact and online conduct, including anonymity. Critically consider online friendships, contacts, sources of information and make positive contributions. Explain how data is shared and used online. How to identify, flag and report inappropriate content.
	Relationships and Sex Education	Know what my body looks like, how body has changed and what it can do. Know similarities and differences between bodies, how bodies are	Know names of body parts, be in charge of actions and body, keep body clean and avoid spreading common illnesses and diseases.	Know differences between male and female body parts and name parts. Know importance of keeping body clean and changes in responsibility. Know how	Naming male and female sex parts and knowing their function. Know the changes that happen to bodies during puberty, keep the growing and changing body clean and reduce spread of viruses and bacteria.

		kept clean and looked after. Start to take care of myself and what I need help with. Think about how I feel about growing up.	Know how babies change and grow, what babies and children need from their families and growing responsibilities with age. Look at stable, caring relationships at the heart of different families.	common illnesses and diseases spread and how to prevent this. Know main stages of human life cycle, what it means to be 'grown up', comparing responsibilities now and in the future and how different relationships create a secure environment for children to grow up in.	Know different ways babies are conceived and born, think about how puberty impacts feelings and emotions. Consider different families, marriage, civil partnership and what adults should think about before they have children.
	Healthy Lifestyles	Know how to keep my body healthy and how I feel when it's healthy or ill. Understand why food, drink, exercise and sleep are good.	Know how to stay as healthy as possible and the importance of eating healthy and being active. Know why we need food and how to make healthy choices.	Know importance of balanced diet, active lifestyle and the impact on mental wellbeing. Know the importance of sleep, oral hygiene and how to plan and prepare simple, healthy meals safely.	Know health risks of not engaging in physical activity and the benefits/risks of a balanced/unbalanced diet. Know signs of physical illness and how to respond and benefits/risks of spending time online in terms of physical and mental wellbeing.
	Drug Education	Discuss use of medicines and safety for using medicine.	Explore which substances might enter our bodies, how they get there and what they do. Why people take medicines and how to keep safe with medicines and substances at home.	Discuss medical and legal drugs and their effects, prescriptions and immunisations and safety rules for substances (including what to do if something risky is found, like a syringe).	Explore understanding of medicines, alcohol, smoking, solvents and illegal drugs and why people use them. Know how drugs affect the body and brain, what drug misuse is and laws about drugs.
	Personal Safety	To know how to say 'no' if unsure about something if it doesn't feel safe or good. Ask for help or tell people if worried or upset.	Name own Early Warning Signs. Know trusted adults and how to tell others about worries (in real life or online). Identify private body parts and say 'no' to unwanted touches.	Recognise when own Early Warning Signs are signalling not feeling safe. Identify network of support and how to get support. Know what to do if physical contact is unwanted. Know how to keep safe online and decide if secrets are safe or unsafe.	Use Early Warning Signs to judge safe feelings. Know how to seek advice from network, how to report concern of abuse or neglect. Know how to recognise risk online and identify inappropriate or unsafe physical contact.
Citizenship	Working Together	Work and play cooperatively and take turns. Show sensitivity to the needs to others.	Identify what I am other people are good at, what skills I'd like to develop. Learn to listen, work well in a group and take turns.	Learn to share views and opinions effectively, persevere and overcome obstacles in learning, work well in a group and evaluate.	Know how my strengths and skills are seen by others, identify new skills to achieve and know how to achieve them. Think about jobs people do and how skills can match for future employment. Learn to share views effectively and negotiate to reach agreements, and to give, receive

					and act on sensitive and constructive feedback.
	Diversity and Communities	Explore similarities and differences between people in the class, value and celebrate differences. Know about my neighbourhood and who lives and works there.	Explore what makes us and our families different and what groups we belong to in communities. Explore and give examples of stereotypes.	Explore stereotypes of girls and boys, different traditions, cultures and beliefs of others and the importance of valuing diversity. Learn to challenge stereotypes.	Explore negative impact of stereotyping and how they influence sense of identity. Think about belonging to wider community groups and the work of voluntary organisations.
	Rights, Rules and Responsibilities	Know how to help look after the school and care for things at home.	Know how rules keep people happy and safe. Know about the responsibilities of yourself and others. Listen to others, share views and take turns.	Understand the need for respect. Know why we need rules and conventions at home and at school. Know what we need by rights and responsibilities and how we make democratic decisions in schools.	Know how my behaviour online affects others and how to show respect and know how to keep personal information private. Understand how to contribute to making and changing rules at school, the basic rights of children and adults, laws and democracy (including the role of MPs, councils, councillors and parliament)
Economic Wellbeing	Financial Capability	Know what is money, why we need it and how we save it.	Know how to get money, how things are paid for, choices we make with money and what charity is.	Know different ways to earn and spend money, what savings, spending and budgeting mean. Think about what to spend money on and what families might need to spend money on.	Understand the need to afford things that are bought and 'value for money'. Understand why people don't get all the money they earn. Know how money can benefit the community or wider world and what poverty is.