

Tavistock Primary and Nursery School

Personal, Social Health and Economic Curriculum Map (including Relationship and Sex Education) 2023-2024

Learning Outcomes and Core Themes

The Tavistock Primary and Nursey school (TPNS) planning for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the **PSHE Association Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

Health and Wellbeing (H&W)	Relationships (R)	Living in the Wider World (LWW)
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This colour system is used in the curriculum map to ensure all staff are clear about which core theme they will be focusing on each week and throughout each term, to ensure full coverage of all core themes is achieved for each year group during a full school year.

The TPNS curriculum and PSHE and Citizenship Scheme of Work is independent so they can be taught in any order to complement the wider school curriculum. If any matters arise within the school which need to be addressed it would be diligent and appropriate to adjust planning accordingly, for example issues with racism or bullying. Therefore the map is flexible and fully adjustable.

PSHE - Where the children come from at TPNS - Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Physical Development (Health and Self-Care)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Understanding the World (Technology)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which –

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Taken from: Section 78 (1) Education Act 2002

Safeguarding

The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance Inspecting Safeguarding in Early Years, Education and Skills Settings, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

Curriculum

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the National Curriculum Framework states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Taken from: Guidance for Personal, Social, Health and Economic (PSHE) Education
2019

Two key aspects of PSHE education, Relationships Education and Health Education, has been **compulsory** in all primary schools since 2020. PSHE education is compulsory in independent schools.

EYFS (PSED – Personal, social and emotional development)

Taken from TPNS EYFS curriculum goals – PSHE core themes:

Health and Wellbeing

Show resilience and perseverance
Learn that it is ok to get things wrong
Be able to see to their own needs with independence
Use their words to express their emotions
To talk about how we tackle a problem
Learn and take responsibility for personal hygiene
To promote good oral health
To talk about and understand the importance of healthy foods
Be able to dress self independently
To persevere when facing challenge and not give up

Living in the Wider World

Understand that there are consequences to their actions
Be confident in asking for help when needed
Use stories to help us think about the perspectives of others
To be confident to try new things
To follow and understand class and school rules
To show an interest in others and value their contributions
To be able to follow instructions

Relationships

Co-operate with others, demonstrating friendly behaviour
Understand how to respond to their emotions and others
Can share resources with peers and adults
Be kind and respectful to others
Children can play with others

KS1:

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020
PSHE core themes:

<u>Health and Wellbeing</u> Healthy lifestyles (physical wellbeing) H1-10 Mental health H11 -20 Ourselves, growing and changing H21-27 Keeping safe H28 – 36 Drugs, alcohol and tobacco H37	<u>Living in the Wider World</u> Shared responsibilities L1 –L3 Communities L4 – L6 Media Literacy and digital resilience L7 – L9 Economic Wellbeing: Money L10-L13 Economic Wellbeing: Aspirations, & Career L14-L17
<u>Relationships</u> Families and close positive relationships R1-R5 Friendships R6 – R9 Managing hurtful behaviour and bullying R10 -12 Safe relationships R13-R20 Respecting self and others R21-25	

KS2:

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020

PSHE core themes:

<u>Health and Wellbeing</u> Healthy lifestyles (physical wellbeing) H1-14 Mental health H15 -24 Ourselves, growing and changing H25-36 Keeping safe H37 – 45 Drugs, alcohol and tobacco H46-50	<u>Living in the Wider World</u> Shared responsibilities L1-L5 Communities L6-L10 Media Literacy and digital resilience L11 –L16 Economic Wellbeing: Money L17-L24 Economic Wellbeing: Aspirations, & Career L25-L32
<u>Relationships</u> Families and close positive relationships R1-R9 Friendships R10-R18 Managing hurtful behaviour and bullying R19 –R21 Safe relationships R22-R29 Respecting self and others R30-34	<u>Relationships and Sex Education:</u> EYFS: Growing up Y1: My changing body Y2: The changing me Y3: Outside body changes & Inside body changes Y4: Having a baby and girls puberty Y5: Puberty for girls / puberty for boys & conception Y6: Puberty girl / boy talk & conception to birth

Where the children are headed at TPNS - KS3 (secondary curriculum Years 7, 8 and 9)

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020 - PSHE core themes:

<u>Health and Wellbeing</u> Self concept H1-5 Mental health and emotional wellbeing H6 -12 Healthy lifestyles H13 -22 Drugs, alcohol and tobacco H23-29 Managing risk and personal safety H30-H33 Puberty and sexual health H34-H36	<u>Living in the Wider World</u> Learning Skills L1 –L6 Choices and pathways L7 – L10 Work and career L11– L12 Employment rights and responsibilities L13 – L14 Financial choices L15-L19 Media literacy and digital resilience L20-L27
<u>Relationships</u> Positive relationships R1-R8 Relationship values R9 – R12 Forming and maintaining respectful relationships R13 –R23 Consent R24-R31 Contraception and parenthood R32-R36 Bullying, abuse and discrimination R37-R41 Social Influence R42-R47	

Intent

PSHE (Personal, Social, Health and Economic) education and RSE (Relationships and Sex education) curriculum map and planning scheme aims to equip children with essential skills for life, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. It aims to develop the whole child through carefully planned and resourced lessons (by all teaching staff) that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. PSHE is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them.

At Tavistock Primary School we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC. At Tavistock Primary School, we aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes and protected characteristics. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils. At Tavistock Primary School we also aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

Tavistock Primary School's PSHE and RSE plans are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

The PSHE and RSE curriculum map is designed to be taught in thematic sections consisting of five to seven lessons, with supporting materials including an outlined weekly plan with learning objectives, skills and knowledge required, key vocabulary and assessment statements for example mind maps and display materials. It is suggested that these lessons are taught in a spiral curriculum that revisits aspects of each theme every term. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. PSHE lessons are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the learning, which enables self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Impact

Our PSHE and RSE planning provides our school with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. We support the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our planning will be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world. Leaving primary school with the PSHE end point required to ready them for KS3 and beyond.

Autumn Term 2023:

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Autumn 1 – Skill for Success (LWW)	<p>EYFS PSED Autumn 1 <i>Begin to understand class and school rules.</i></p> <p><i>To learn that it is okay to get things wrong.</i></p>	<p style="text-align: center;"><u>Skill for Success - Resilience</u></p> <p style="text-align: center;"><u>Keeping going, even when it's hard!</u></p> <p>Children can explain the meaning of the word 'resilience'</p> <p>Children are able to give examples of:</p> <ul style="list-style-type: none"> - when they would see it in action - when they would need to use it - how they can develop their ability - discuss someone famous who demonstrates resilience 						<p><u>Living in the Wider world</u> KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life</p>
	<p style="text-align: center;"><u>Primary School End Point:</u></p> <p><u>Resilience – Living in the wider world</u></p> <p>Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>							
	<p style="text-align: center;"><u>Evidence of knowledge:</u></p> <p>Children's book work, response questions, displays, playtime, staff reports, photos, Governor interviews.</p>							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 3 – Being Safe	Understand that each person’s body belongs to them EYFS PSED Autumn 1 <i>Be kind and respectful to others</i>	Understand that each person’s body belongs to them Understand the concept of privacy including that is not always right to keep secrets Childline number NSPCC - Pants	Understand that each person’s body belongs to them Understand the concept of privacy including that is not always right to keep secrets Childline number NSPCC - Pants	Understand the differences between appropriate and inappropriate physical contact Where to get advice and support from Childline number NSPCC - Pants	Know what boundaries are appropriate in friendships with peers (including digital context) Where to get advice and support from Childline number NSPCC - Pants	How to respond safely and appropriately to adults they encounter in different contexts How to report concerns or abuse and the vocabulary and confidence to do so Childline number NSPCC - Pants	How to recognise and report feelings of being unsafe or feeling bad about any adult How to report concerns of abuse and the vocabulary and confidence to do so Childline number NSPCC - Pants	<u>Relationships</u> <u>KS3: Bullying, abuse and discrimination</u> <i>R37 – the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation: to recognise warning signs, including online: how to report abusive behaviours or access support for themselves or others.</i>
	<u>Primary School End Point:</u>							
	<u>Being safe</u> The children understand privacy; including acceptable social boundaries, appropriate and inappropriate touch. They know who, where and how to report abuse or feelings of being unsafe.							
	<u>Evidence of knowledge:</u> Children’s book work, response questions, displays, playtime, staff reports, photos. Governor interviews							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Autumn 2 – Skill for Success Self Belief (LWW)	<p>EYFS PSED Autumn 2 <i>To show an awareness and follow our class rules.</i></p> <p><i>To be confident to try new things.</i></p>	<p align="center"><u>Skill for Success – Self Belief</u></p> <p><u>‘I know I can do it!’</u></p> <p>Children know the meaning of the phrase Children are able to give examples of:</p> <ul style="list-style-type: none"> - when they would see it in action - when they would need to use it - how they can develop their ability 						<p><u>Living in the Wider World</u> <u>KS3: Learning skills L2 -</u> <i>Review their strengths, interests, skills, qualities and values and how to develop them.</i></p>
	<p align="center"><u>Primary School End Point:</u></p> <p><u>Self Belief:</u> Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>							
	<p align="center"><u>Evidence of knowledge:</u></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 2 Respectful Relationships (R)	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>EYFS PSED Autumn 2 <i>To continue to develop our skills for working together.</i></p>	<p>Recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p>	<p>Recognise different types of teasing and bullying, to understand these are wrong and unacceptable.</p> <p>To know strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>To know strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help.</p>	<p>Know about different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>To recognise bullying and abuse in all its forms (including prejudice based bullying in person, online and through social media.</p> <p>Understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.</p> <p>To develop strategies for getting support for themselves or for others at risk.</p>	<p><u>Relationships</u> <u>KS3: Bullying, abuse and discrimination</u> R38 - <i>To recognise bullying and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</i></p> <p>R39 - <i>The impact of stereotyping prejudice and discrimination on individuals and relationships.</i></p>
	<p style="text-align: center;"><u>Primary School End Point:</u></p> <p><u>Respectful relationships:</u> Understand how hurtful behaviour can affect others and how to seek support when needed.</p>							
	<p style="text-align: center;"><u>Evidence of knowledge:</u></p> <p>Children's book work, response questions, displays, playtime, staff reports, photos. Governor interviews</p>							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 3 – Anti Bullying Week (R)	EYFS PSED Autumn 2 <i>To talk about how we tackle a problem.</i>	<p>Whole School Suggestions:</p> <p>Whole school - Every child to receive positive anonymous feedback from class mate</p> <p>This year's theme is:</p> <p>"Make a noise about bullying"</p>						<u>Relationships</u> KS3: Bullying, abuse and discrimination R41 – <i>The need to promote inclusion and challenge discrimination, and how to do so safely, including online.</i>
	<p><u>Primary School End Point:</u></p> <p><u>Anti Bullying Week:</u> Children understand that their actions have consequences and they need to understand how they make others feel.</p>							
	<p><u>Evidence of knowledge:</u> Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>							

<div> Week 6&7 – Relationships and sex education (RSE) </div>	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
	Growing up How we have changed since we were babies	My changing body Understand that growing and changing is natural and happens to everybody at different rates. Boys and Girls bodies Appreciating the parts of the body that make us different and using the correct names for them.	The changing me Where am I in the journey from young to old and what changes can I be proud of? Boys and Girls Differences between boys and girls - how do we feel about them? Which parts of me are private – remind of PANTS rule.	Outside body changes: How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them. Differences between physical and emotional changes. Inside body changes How our bodies need to change so they can make babies when we grow up – how do we feel about the changes?	Puberty for girls Physical changes and feelings about them - Key facts about puberty and the changing adolescent body, including menstrual & wellbeing. Puberty for boys Developing understanding of changes for both sexes – reassurance and exploring feelings. Conception Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life.		Puberty Consolidating understanding of physical and emotional changes and how they affect us. Girl talk / boy talk A chance to ask questions and reflect in single sex groups possibly. Recognise the importance of permission-seeking and giving in relationships with friends, peers and adults.	Health and Wellbeing KS3: Puberty and Sexual Health H34 – strategies to manage the physical and mental changes that are typical part of growing up, including puberty and menstrual wellbeing. H35 – about the purpose, importance and different from of contraception; how and where to access contraception and advice. H36 – that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against STIs
	Primary School End Point: <u>Puberty and Changes:</u> Understand what puberty means and involves. Be aware of the changes in the human body around puberty and have an awareness of human conception and birth.						Conception to birth The story of pregnancy and birth. Use animation to show the female and male reproductive systems.	
	Evidence of knowledge: Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews							

Spring Term 2024:

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Spring 1 – Skill for Success Responsibility (LWW)	EYFS PSED Spring 1 <i>Begin to understand class and school rules.</i>	<p style="text-align: center;"><u>Skill for Success - Responsibility</u></p> <p><u>Think about how the things you do affect others</u></p> <p>Children can explain the meaning of the word Children are able to give examples of:</p> <ul style="list-style-type: none"> - when they would see it in action - when they would need to use it - how they can develop their ability 						<u>Living in the Wider world</u> <u>KS3: Choices and pathways</u> <u>L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life</u>
	<p style="text-align: center;"><u>Primary School End Point:</u></p> <p><u>Responsibility:</u> Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>							
	<p style="text-align: center;"><u>Evidence of knowledge:</u></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 3 – Health and Prevention (H&W)	<p>Children manage their own basic hygiene and personal needs successfully.</p> <p>Children talk about ways to keep healthy and safe.</p> <p>EYFS PSED Spring 1</p>	Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer	Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer	<p>The importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn</p> <p>How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</p>	<p>Know the facts about screen time and the effect of blue light from screens</p> <p>(Science curric Y4 Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist)</p>	Responsible use of mobile phones and safer user habits (time limits, turn off at night, leave out of bedroom)	<p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</p> <p>Concept of ‘balanced lifestyle’</p>	<p><u>Health and Wellbeing KS3:</u></p> <p>Healthy lifestyles</p> <p>H13 - The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities.</p> <p>H19 – the importance of taking increased responsibility for their own health including dental check-ups, sun safety and self examination.</p>
	<p align="center">Primary School End Point:</p> <p><u>Health and prevention:</u></p> <p>The children know how to recognise and prevent the signs of ill health and how to care for themselves in terms of health and hygiene.</p>							
	<p align="center">Evidence of knowledge:</p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos Governor interviews. Their own physical appearance.</p>							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 5 – Respectful Relationships (R)	<p>See themselves as a valuable individual.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>EYFS PSED Spring 1</p>	To recognise that their behaviour can affect other people.	To recognise what is fair and unfair, kind and unkind, what is right and wrong.	Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.	<p>Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.</p> <p>To realise the nature and consequences of discrimination, use of prejudice-based language, ‘trolling’, how to respond and ask for help.</p>	<p>Know that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (protected characteristics Equality Act 2010)</p>	<p>Respect and if necessary constructively challenge others’ points of views</p> <p>Know the responsibilities of bystanders.</p> <p>Identify and challenge stereotypes.</p>	<p><u>Relationships</u></p> <p><u>KS3: Social Influence R39</u> - the impact of stereo typing, prejudice and discrimination on individuals and relationships.</p> <p>R43 the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.</p>
	<p align="center">Primary School End Point:</p> <p><u>Respectful relationships:</u></p> <p>Children understand how to convey courtesy and good manners. They understand what respect is and how to give it. They know how to accept difference including preferences and belief.</p>							<p>R44 that the need for peer approval can generate feelings of pressure and lead to increased risk-taking strategies to manage this.</p>
	<p align="center">Evidence of knowledge:</p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews.</p>							

Summer Term 2024:

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Summer 1 Skill for Success Co-operation (LWW)	EYFS PSED Summer 1 <i>Begin to understand class and school rules.</i>	<p style="text-align: center;"><u>Skill for Success – Co-operation</u></p> <p><u>‘We need to work together’</u></p> <p>Children know the meaning of the word Children are able to give examples of:</p> <ul style="list-style-type: none"> - when they would see it in action - when they would need to use it - how they can develop their ability 						<u>Living in the Wider world</u> <u>KS3: Choices and pathways</u> <i>L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life.</i>
	<p style="text-align: center;"><u>Primary School End Point:</u></p> <p><u>Co-operation:</u> Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability.</p>							
	<p style="text-align: center;"><u>Evidence of knowledge:</u></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor interviews</p>							

	EYFS links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 links
Week 2 – Respectful Relationships (R)	Increasingly follow rules, understanding why they are important.	Reinforce the conventions of courtesy and manners	Reinforce the conventions of courtesy and manners	Know the practical steps they can take in a range of different contexts to improve or support respectful relationships	Understand the importance of self-respect and how this links to their own happiness	Recognise that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including to those in positions of authority	SATs preparation – resilience, ‘doing your best’, managing anxiety, self care strategies	<u>Relationships</u> <u>KS3: Relationship values R9</u> – <i>to clarify and develop personal values in friendships, love and sexual relationships.</i>
	Remember rules without an adult to remind them.	Know the importance of respecting others, even when they are very different from them (physically, in character, personality or background)	Know that people and other living things have rights and that everyone has responsibilities to protect those rights (take turns, share, return things which have been borrowed)					
	EYFS PSED Summer 1							
	<p style="text-align: center;"><u>Primary School End Point:</u></p> <p><u>Respectful Relationships:</u> Understand how to have self- respect, also how to care for respect others.</p>							
	<p style="text-align: center;"><u>Evidence of knowledge:</u></p> <p>Children’s book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews</p>							

