

Policy & Procedure

Thornton Primary School



Personal, Social, Health and Emotional Policy 2026-2029

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2026 **and will be reviewed again in Spring 2029**

Signed: _____ Chair of Teaching & Learning

Date: _____

Non-Statutory Policy

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality

Responsibility Empathy
Confidence Perseverance Care

Aspiration
Respect

Pride Tolerance
Teamwork Challenge Integrity

Enjoyment



PSHE teaching at Thornton Primary School will help pupils to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens. PSHE education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. PSHE education also makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety, and to their emotional wellbeing. It will provide experiences that will enable children to:

- Develop self-confidence- care for, respect, and value themselves
- Understand that growing up involves facing challenges
- Understand that life involves making appropriate choices and taking appropriate risks.
- Understand that, with appropriate support from family, friends and teachers, they have to take responsibility for their own well-being.
- The EYFS class incorporates PSHE within the Early Learning Goals- Personal, Social & Emotional Development, Communication, Language and Literacy and Understanding of the World.
- The curriculum for each year is determined by the scheme of work (long term plans) and the planning is taking from the Cambridgeshire PSHE scheme. This ensures continuity and progression throughout the school.

- In addition to the structured scheme of work aspects of PSHE can also be taught throughout a wide range of subjects and as specific needs arise.

Relationships Education and Health Education are statutory in all primary schools under the Children and Social Work Act 2017, and Relationships and Sex Education (RSE) has been compulsory in all primary schools since September 2020. This PSHE policy reflects the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, including the most recent updates.

In delivering PSHE and RSHE, Thornton Primary School draws on the Cambridgeshire PSHE programme to support the statutory guidance and to ensure a coherent, age-appropriate and progressive curriculum that meets the needs of our pupils in today's changing society.

Please see Appendix B of the RSHE policy for the expected outcomes from the Department for Education's 'Relationships, Sex and Health Education (RSHE)' statutory guidance.

Values and Attitudes

Children should:

- work with others, listen to each other's ideas, and treat them with respect
- have opportunities to consider their own attitudes and values, and those of other people
- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available
- develop a respect for their environment and be encouraged to evaluate their own and others' effect or impact on it
- develop critical thinking in order that they can make sensible choices and become independent learners

Differentiation

- By recognising that some children who may need help with literacy skills may have more developed practical skills in 'designing and making' and tasks will be set appropriately
- By giving extra support to children who may, through poor motor skills or other reasons have less well developed practical skills and by giving extra opportunities for reinforcement
- By ensuring that pupils with particular ability and flair for PSHE are extended through the use of additional, more demanding, open ended tasks

Planning for Continuity & Progression

Planning in PSHE is done in three stages

- **Long-term planning.** This is the school's scheme of work based upon the Cambridgeshire PSHE scheme. It has been agreed with the whole staff to ensure coherent, manageable teaching units. The long-term planning shows how these teaching units are distributed across the years of both Key Stages in a sequence that promotes curriculum continuity and progress in children's learning. Units may be linked with work in other subjects. (See Appendix 1 for Scheme of work).
- **Medium-term.** This is the responsibility of the class teacher. It identifies broad learning objectives for each unit and outlines tasks/activities which will enable these to be achieved.

- **Short-term.** This is the responsibility of individual teachers. These plans identify specific learning objectives and include details on differentiation.

Long term planning reflects the needs of all children in relation to the National Curriculum. The long term plans show how the teaching units are distributed across the years of both key stages in a sequence that promotes continuity and progression (see Appendix 1).

Aspects of Personal, Social and Emotional learning are incorporated in the school's medium term plans; taken from the Cambridgeshire PSHE scheme materials and identify learning objectives and outcomes for each unit with suggested activities enabling these to be achieved.

Short term planning is the responsibility of individual teachers, who build on the medium term plans by taking account of the needs of the children in a particular class and identifying the way in which ideas might be taught to a particular cohort of children.

The following topic headings cover PSHE in the school (when looked at as a cross-curricular approach)

Cambridgeshire PSHE scheme: (whole school approach – all classes studying the same topics at the same time on a two year running rota)

Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Beginning and Belonging	Family and Friends (including anti-bullying)	Identities and diversity	Healthy lifestyles	Keeping safe	My body and growing up
KS1 and KS2	Rights, <u>Rules</u> and Responsibilities	My Emotions My emotions Anti-bullying	Diversity and communities	Drug education	Personal safety Managing change	Sex & relationships education

Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Beginning and Belonging	Family and Friends (incl anti-bullying)	Me and My World	Healthy lifestyles	Keeping safe	My body and growing up
KS1 and KS2	Beginning and Belonging Digital lifestyles	Family and Friends	Working together Financial capability	Managing Risks Safety contexts	Healthy lifestyles	Sex & relationships education

In addition a unit on Say No to Bullying is taught to link in with anti-bullying week.

SCIENCE:

Phase 1 – Ourselves, Health and Growth

Phase 2 - Teeth and Eating, Moving and Growing, Keeping Healthy, Life Cycles

Relationships and Sex Education

All children in Years 1 – 6 cover age appropriate Relationships and Sex Education at some part during the year (see Relationships and Sex Education Policy).

Assessment

The teacher will assess pupils' understanding of each topic as work is being taught. Informal assessment occurs throughout every lesson through discussion and evaluation of the children's work and behaviour. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

The long, medium and short term plans provide a record of what is being taught in each year group.

Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.

Children will know more and remember more about PSHE.

The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.

Children will become healthy and responsible members of society

Children will be on their journey preparing them for life and work in modern Britain.

Cross-Curricular Links

Cross-curricular links are made in all subjects

The Role of the Headteacher (when not the PSHE Co-ordinator)

In consultation with the PSHE Co-ordinator, the Head teacher:

- determines the ways PSHE should support, enrich and extend the curriculum;
- decides the provision and allocation of resources;
- decides ways in which developments can be assessed, and records maintained;
- ensures that PSHE is used in a way to achieve the aims and objectives of the school;
- ensures that there is an PSHE policy, and identifies an PSHE co-ordinator.

The Role of the PSHE Co-ordinator

The PSHE Co-ordinator should:

- ensure the development of a scheme of work for the PSHE curriculum. This will follow the Cambridgeshire PSHE scheme.
- promote the integration of PSHE within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support;
- inspire colleagues to deliver high quality teaching and learning opportunities;
- lead INSET within the school, and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies, including the LA;
- provide technical expertise;
- co-ordinate the evaluation and review of the school's PSHE policy.
- monitor & review the PSHE provision within the school

Health & Safety

Health and Safety issues in PSHE include the safe teaching of appropriate procedures when dealing with equipment. The children are taught to be aware of their own and others safety at all times. Children also learn about e.g. hygiene, healthy diets, relationships, inappropriate use of substances etc.

Online safety & digital relationships

As part of PSHE and RSE, pupils learn how to develop safe, healthy and respectful relationships online. This includes understanding how to protect personal information, recognise risks such as cyberbullying or inappropriate content, and know how to seek help if they feel unsafe. Pupils are encouraged to behave responsibly online, understand the impact of their digital actions, and use technology positively to communicate and learn. This teaching is age-appropriate and embedded across the curriculum alongside guidance from the school's Online Safety policy.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following protected characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1 PSHE Whole School Progression Map Cycle 1

	EYFS	Year 1 and 2	Year 3/4	Year 5/6
<p>Beginning and belonging Rights rules and responsibilities</p>	<p>Beginning and Belonging</p> <ul style="list-style-type: none"> • Understand what is special about themselves and other people in their class • be able to recognise what they have learnt to do, and what they would like to do next • to know who and how to ask for help if they need it • understand ways of welcoming new children into the class • understand how people's behaviour makes other people feel • understand ways of respecting the needs of other children • begin to understand how to play and work alongside others at school 	<ul style="list-style-type: none"> • be able to name some adults in school who look after them and describe their responsibilities • be able to describe some of the responsibilities they have in the classroom and towards family and friends • be able to state classroom ground rules and explain how they have been made • understand why we have classroom rules and describe what the classroom would be like without them • be able to explain what is meant by voting and be able to name some people who make decisions at school • share information, opinions and feelings and listen to those of others, as part of a class discussion 	<ul style="list-style-type: none"> • be able to explain the difference between wants and needs • be able to explain why rights are important • be able to explain that rights come with responsibilities and explain how these responsibilities affect their actions • be able to explain why rules are needed and be able to identify those which are necessary and useful • participate in making class ground rules and show or explain what following the rules looks like • suggest different ways of making a decision and ways they can influence decision making in school • be able to describe what a representative does • take part in simple debating and voting 	<ul style="list-style-type: none"> • be able to state some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important • identify some of the links between rights, rules and responsibilities • be able to suggest useful ground rules and give examples of what following the rules looks like • understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations • know why rules and laws are needed in society and explain some reasons why people sometimes break them • understand the role of parliament, MPs, local councils and councillors and link this with school councils • be able to express their views on a moral or social question and listen to the views of others
<p>Family and friends and anti bullying/ my emotions My emotions</p>	<p>Family and Friends</p> <ul style="list-style-type: none"> • be able to recognise people who are special to them and why they are special • understand what makes a family and to understand how people in families' care for each other • understand what makes a good friend • understand ways of making new friends • understand simple reasons for why friends may fall out and simple ways to make up with friends • be able to recognise what unkind behaviour looks like and 	<ul style="list-style-type: none"> • be able to describe how they are feeling, including how strong that feeling is • be able to recognise feelings in others • have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves • know that there is a link between thoughts, feelings and behaviour • begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of 	<ul style="list-style-type: none"> • be able to recognise and communicate how they are feeling • be able to recognise and describe feelings in others, using non-verbal as well as spoken cues • have developed some strategies to deal with their own strong emotions and with feeling overwhelmed • know that there is a link between thoughts, feelings and behaviour • understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive • have developed some 	<ul style="list-style-type: none"> • be able to recognise and describe feelings in themselves and others, including mixed emotions and moods • be able to communicate effectively how they are feeling, including reasons for that feeling • regularly use some strategies to manage their feelings, including calming and relaxing themselves • begin to develop strategies for understanding and responding sensitively to others' emotions • use some strategies to regain a more positive outlook if necessary, understanding why and when this

	<p>understand what to do when someone is unkind</p> <p>My Emotions</p> <ul style="list-style-type: none"> • be able to recognise and identify feelings in themselves and others • be able to recognise what causes different feelings in themselves and others • be able to recognise how change and losing something makes them and others feel • be able to recognise simple ways of making themselves feel better • be able to recognise ways of helping others to feel better 	<p>mind</p> <ul style="list-style-type: none"> • have developed some understanding of the difference between behaviour which is impulsive and that which is thought through • be able, with support, to use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem • know what it feels and looks like to be assertive 	<p>understanding of the 'fight or flight' response and how this can affect behaviour</p> <ul style="list-style-type: none"> • begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem • know what it feels and looks like to be assertive and when it might be appropriate 	<p>might be helpful</p> <ul style="list-style-type: none"> • understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help • be able to use a simple problem solving process and sometimes support others to do so too • know what it feels and looks like to be assertive and understand some situations where being assertive might be important
<p>Identities and diversity</p> <p>Diversity and communities</p>	<p>Identities and diversity</p> <ul style="list-style-type: none"> • To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class. • To understand how they belong to their family. • To recognise similarities and differences between the ways that families live their lives. • To understand that people and families have different beliefs and customs that are important and special to them. • To understand that it is important to respect other people's differences and the ways in which they live their lives. • To understand ways that people and families celebrate their beliefs and ways of life. 	<ul style="list-style-type: none"> • be able to describe some aspects of their identity, and recognise some similarities and differences between themselves and others. • know about some similarities and differences in people's lifestyles, including different groups people belong to. • be able to describe places in their community, how they and others might use them, and who is available to help them. • understand how they can help look after the school environment, and make a contribution to doing so. • know what animals and plants need to survive and how they can help look after them. 	<ul style="list-style-type: none"> • be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others. • recognise difference and respect diversity, including the importance of challenging stereotypes. • know about groups and communities that exist locally, and the roles some people play in the community. • understand some different forms and roles of the media. • understand some of the needs of the local environment. • know some needs of animals, including pets, and the responsibilities of humans towards them. 	<p>be able to recognise aspects of their identity and understand how other people can influence their perception of themselves</p> <ul style="list-style-type: none"> • be able to describe the ethnic make-up of their community and different groups that live in Britain • recognise the negative effects of stereotyping and prejudice • know about how they and others, including volunteers, contribute to the community • understand about the role of the media and its possible influences • understand some ways of caring for the environment and the contribution they can make.
<p>Healthy lifestyles</p> <p>Drug education</p>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • understand some of the things needed to have a healthy body • be able to name and talk about foods they like and dislike • understand why different foods and drink are important in order for 	<ul style="list-style-type: none"> • have a basic understanding of how things can get in the body and that some can be helpful and some can be harmful • be aware of safety rules concerning medicines and be able to 	<p>be able to name some medical and legal recreational drugs</p> <ul style="list-style-type: none"> • have a basic understanding of how a drug can enter the body and the bloodstream • be able to explain some ways in 	<ul style="list-style-type: none"> • be able to categorise drugs as medical, non-medical, legal and illegal • understand the possible physical and psychological effects of some drugs • understand the roles of medicines

	<p>our bodies to stay healthy and well</p> <ul style="list-style-type: none"> • understand what exercise is and why it is good for us • understand the importance of sleep for our bodies • begin to understand how to make choices which promote healthy living 	<p>name people who could help them take them safely</p> <ul style="list-style-type: none"> • understand that many people have injections and suggest some reasons why • understand that there can be alternatives to medicine use to feel better • be able to recognise simple risks and suggest ways of managing given scenarios. 	<p>which medicines are used, including</p> <p>as immunisations and describe some of the professionals who work with them</p> <ul style="list-style-type: none"> • have clear ideas about medicine safety and have some ideas for keeping safe and asking for help • know that nicotine and alcohol are drugs and describe some of their effects • have begun to consider why some people choose to use nicotine and alcohol • have thought about influence and persuasion and will demonstrate some skills to counter these. 	<p>and immunisations</p> <ul style="list-style-type: none"> • recognise some reasons why people use and misuse drugs and be able to suggest some alternatives • understand some of the laws relating to drugs • have begun to recognise influence and pressure and have related this to peers and the media • be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.
<p>Keeping safe Personal safety</p>	<p>Keeping safe</p> <p>be able to make simple suggestions about how to keep themselves safer</p> <p>in a range of familiar situations</p> <ul style="list-style-type: none"> • understand simple safety rules at home, at school and when out and about • be able to say 'No!' if they feel unsafe or unsure about something • be able to tell people who care for them if they feel worried or upset • name some trusted adults who can help to keep them safe • understand some reasons why people use medicines • be able to give some safety rules relating to medicines. 	<ul style="list-style-type: none"> • be able to identify different feelings and tell others how they feel • be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe • know who they could talk with if they have a worry or need to ask for help • be able to identify private parts of the body and say 'no' to unwanted touch • know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online. 	<ul style="list-style-type: none"> • be able to recognise their own feelings and talk about them to others • be able to recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • be able to name the adults in their Network of Support and know how and when to ask these trusted adults for help • be able to identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact • be able to seek help if they feel worried about a relationship with a friend or family member • be able to suggest some ways to help stay safe online. 	<ul style="list-style-type: none"> • be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • be able to identify the qualities that make a safe 'network' person • be able to seek help from an adult in their Network of Support and know when to review their network • be able to judge whether a secret is a safe or unsafe • be able to identify behaviours that constitute abuse and neglect • be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies • be able to contribute to discussions about assessing risk.
<p>My body and growing up Sex and</p>	<p>My Body and Growing Up</p> <ul style="list-style-type: none"> • understand and value that their bodies can do 	<ul style="list-style-type: none"> • recognise the main external parts of the bodies of humans, including agreed names for sexual part 	<ul style="list-style-type: none"> • to recognise the main external parts of the bodies of humans, including scientific names for 	<ul style="list-style-type: none"> • to identify male and female sexual parts and describe their functions

<p>Relationships Education</p>	<ul style="list-style-type: none"> • describe their own appearance and name external body parts including the agreed names for the sexual parts • be able to recognise similarities and differences between the bodies of girls and boys • understand ways in which their body has changed since they were a baby • understand ways of looking after their body and keeping it clean • understand how members of their family and other trusted people care for and look after them • be able to recognise how growing up makes them feel 	<ul style="list-style-type: none"> • describe what their bodies can do • understand that they have responsibility for their body's actions and that their body belongs to them • appreciate how amazing their body is • know how to keep themselves clean • understand the importance of basic, hygiene practices, and how these prevent the spread of disease 	<p>sexual parts</p> <ul style="list-style-type: none"> • understand the physical differences between males and females • value their own body and recognise its uniqueness • understand the benefits of carrying out regular personal hygiene routines • consider who is responsible for their personal hygiene now, and how this will change in the future • understand a range of ways illness and disease eg colds, head lice etc, might be spread and how they are able to reduce this 	<ul style="list-style-type: none"> • know appropriate terminology for use in different situations • know and understand about the physical changes that take place at puberty, why they happen and how to manage them • understand that physical change happens at different rates for different people • understand how the media, families and friends can influence attitudes to their bodies • know about new aspects of personal hygiene relevant to puberty • know and understand that safe routines can stop the spread of viruses and bacteria
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PSHE Whole School Progression Map Cycle 2

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 & Year 6
<p>Beginning and belonging</p> <p>Beginning and belonging</p>	<p>Beginning and Belonging</p> <ul style="list-style-type: none"> • Understand what is special about themselves and other people in their class • be able to recognise what they have learnt to do, and what they would like to do next • to know who and how to ask for help if they need it • understand ways of welcoming new children into the class • understand how people's behaviour makes other people feel • understand ways of respecting the needs of other children • begin to understand how to play and work alongside others at school 	<ul style="list-style-type: none"> • participate in discussions about how to make the classroom a place where they can learn safely and happily • participate in activities that enable them to develop collaborative relationships within the class • recognise what it feels like to be new in school • have some ideas about how to make new people feel welcome in the class • know who and what might help them if they are in a new situation • identify adults who can help them if they need support • know how to ask for help, and to have some ideas about how 	<ul style="list-style-type: none"> • contribute to discussions about how to make the classroom a place where they can learn safely and happily • contribute to approaches and activities for building collaborative relationships within their class • recognise the emotions involved in being in a new situation • know how to make new people feel welcome in the class and in the school • know what might be helpful for them if they are in a new situation • identify people in their support networks, whom they know in different contexts of their lives 	<ul style="list-style-type: none"> • develop ideas about how to make the classroom a place where they can learn safely and happily • develop strategies for building collaborative relationships within the class and the school • recognise, for themselves and for others, the emotions involved in being in a new situation • know how to make new people feel welcome, in a range of situations in and out of school • develop strategies for themselves coping with new situations • identify a range of sources of support and know how to seek help • develop approaches to

		they can help each other	<ul style="list-style-type: none"> • know when they might need help, how to ask for it and to have some ideas about how to help other people in different situations 	offering help and support to other people
Family and friends Family and friends	Family and Friends <ul style="list-style-type: none"> • be able to recognise people who are special to them and why they are special • understand what makes a family and to understand how people in families' care for each other • understand what makes a good friend • understand ways of making new friends • understand simple reasons for why friends may fall out and simple ways to make up with friends • be able to recognise what unkind behaviour looks like and understand what to do when someone is unkind 	<ul style="list-style-type: none"> • be able to describe some of the qualities of friendship and to demonstrate skills in making friends • have developed some strategies for coping when they have friendship problems • understand that friendships change • recognise some similarities and differences between them and other children, and understand that difference is positive • understand that there are different family patterns • be able to describe what is special about their own family and its members, and about other people they know • know who they can talk to if they need help and how to ask for it 	<ul style="list-style-type: none"> • be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends • understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships • be able to identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation • be able to identify special people in their support networks, and know from whom and how to access support • be able to recognise that people live in different family patterns 	<ul style="list-style-type: none"> • be able to identify the special people in their networks and to recognise how their networks have changed and developed • have developed ways of beginning new friendships and of maintaining existing ones during times of change • recognise and value differences between people and how that can be a positive aspect of their friendships • have strategies for managing some of the pressures in relationships • understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations • know how to get support from people they trust and how they can support other people
Me and my world Working together	Me and My World <ul style="list-style-type: none"> • be able to identify the people who look after them at school and understand their roles • understand ways that they can help to look after their things and their home • be able to recognise and understand the purpose of different places and features in their neighbourhood • be able to recognise and understand the jobs of different people in their neighbourhood including people who help them 	<ul style="list-style-type: none"> • recognise and celebrate some of their strengths, emotions, gifts and talents • identify and develop a new skill • understand and practise some skills of a good communicator, including listening skills, turn taking and explaining • know and practise effective group work skills, including discussion, negotiation, compromise and co-operation • apply communication and group work skills in a real 	<ul style="list-style-type: none"> • recognise their own worth and identify positive things about themselves and others • identify skills they need to and would like to develop • experience learning a new skill as a class and to reflect on that process • understand and practise some skills of a good communicator, including effective listening skills, confident expression of opinions and questioning skills • understand and develop effective group work skills, 	<ul style="list-style-type: none"> • recognise their own strengths and skills and understand how they are perceived by others • challenge themselves and others to work on developing new skills • reflect on the experience of learning a new skill and know how to apply it in different contexts • be aware of how their strengths may be useful in a range of different careers in the future • understand and practise some

	<ul style="list-style-type: none"> • understand ways of looking after their local outdoor area and keeping the environment special for everyone • understand ways of caring for plants and animals • understand what money is and what it is used for • understand different ways of looking after money • understand what happens if we do not have enough money to pay for something 	<p>situation</p> <ul style="list-style-type: none"> • state some things they did well in a group task and some things they would like to do better next time 	<p>including problem solving and decision making</p> <ul style="list-style-type: none"> • know how different people can contribute in different ways to a group task • apply communication and group work skills in a real situation • persevere at a task, even when faced with difficulties • evaluate a group task, including their own and others' contribution, the overall process and final results • give feedback sensitively and receive it from others 	<p>skills of a good communicator, including effective listening skills, debating, explaining their views and acknowledging others</p> <ul style="list-style-type: none"> • understand and develop effective group work skills, including decision making, chairing and debating • recognise influences on their decision making, including the media • be aware of the range of different strengths and skills people bring to a group and to know how their own strengths and skills complement those of others • persevere and overcome barriers to achieving a task • evaluation a group work tasks, learning from their mistakes and suggesting changes to make in the future • give and receive positive and constructive feedback which can be applied to future learning
<p>Healthy lifestyles</p> <p>Managing risks</p>	<p>Healthy Lifestyles</p> <ul style="list-style-type: none"> • understand some of the things needed to have a healthy body • be able to name and talk about foods they like and dislike • understand why different foods and drink are important in order for our bodies to stay healthy and well • understand what exercise is and why it is good for us • understand the importance of sleep for our bodies • begin to understand how to make choices which promote healthy living 	<ul style="list-style-type: none"> • be able to name a risky situation and suggest ways of reducing risk <ul style="list-style-type: none"> • be able to name some emotions people might feel in a risky situation • be able to say their full name and address and know when this might be useful • be able to suggest some people who might help them in a risky situation • understand what is meant by an emergency and know ways they and others might help in one 	<ul style="list-style-type: none"> • be able to give an example of a physical, a social and an emotional risk • be able to give an example of how their friends might affect their decisions about risky situations • be able to name some emotions they might feel in a risky situation and how these might affect their body • be able to explain a strategy they could use for decision making in risky situations • be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents 	<ul style="list-style-type: none"> • be able to describe a positive and negative consequence of taking a risk • be able to give an example of a physical, social and emotional risk • be able to evaluate how risky something is and explain their reasoning • be able to describe a situation where they are responsible for their own safety and talk about the influence of others <ul style="list-style-type: none"> • understand and use the 'Stop, Decide, Do' strategy • be able to name some people in their network they would approach for help and describe

			<ul style="list-style-type: none"> • be able to name some people they could ask for help in a risky situation • be able to recognise an emergency and suggest suitable action 	<p>how they might do this</p> <ul style="list-style-type: none"> • be able to name some organisations where people can get help and support • know how to respond supportively when someone shares a problem with them • know how to put so
<p>Keeping safe</p> <p>Healthy lifestyle</p>	<p>Keeping safe</p> <p>be able to make simple suggestions about how to keep themselves safer in a range of familiar situations</p> <ul style="list-style-type: none"> • understand simple safety rules at home, at school and when out and about • be able to say 'No!' if they feel unsafe or unsure about something • be able to tell people who care for them if they feel worried or upset • name some trusted adults who can help to keep them safe • understand some reasons why people use medicines • be able to give some safety rules relating to medicines. 	<ul style="list-style-type: none"> • know about the range of things that help make and keep them healthy • understand why healthy eating is beneficial and how it supports physical activity • understand the difference between being active and sedentary, simple benefits of regular exercise and how their bodies feel when they exercise • talk about foods they like and dislike with reasons why • recognise how foods fit within the basic food groups in the Eatwell plate, and what constitutes a balanced meal • understand that we need food to grow, be active and maintain health • know that everyone should eat at least 5 portions of fruit and vegetables every day • make healthy choices and know how to prepare simple healthy foods • know how to make choices which promote healthy living • know which factors contribute to healthy living and be able to share these with others 	<ul style="list-style-type: none"> • understand that they can make choices which contribute to a healthy lifestyle • understand the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • recognise ways in which stamina, strength and flexibility can be improved through daily physical activity • understand that a healthy lifestyle involves making balanced choices about our free time • be aware of factors which influence our food choices • understand the importance of consuming a variety and balance of food and drinks • understand how food helps them to be active and healthy and gives them energy • plan and help prepare simple healthy meals • know why good dental hygiene is important and how it contributes to a healthy lifestyle • reflect of their own lifestyles and take responsibility for making healthy choices 	<ul style="list-style-type: none"> • be aware of and to be able to identify a range of factors which contribute to their physical and mental health • know about why we eat and the range of food and drinks people like and consume which make up their diet • understand that variety is needed for a healthy diet because different foods contain substances which our body needs, and to know that the Eatwell plate represents this balanced diet • understand the benefits of a range of nutrients for keeping the body healthy • plan, prepare and cook simple healthy meals • understand that different types and amounts of food provide different amounts of energy, and to know how to achieve and energy balance which will help us stay healthy and be active • understand the benefits of physical activity for promoting health • understand that there are a range of influences on the choices they make about diet and exercise, including the media, peers and adults • understand the contribution

				behaviour and routines make to a healthy lifestyle, and to reflect on their own lifestyle choices <ul style="list-style-type: none"> • recognise how they can take responsibility for achieving a physically and mentally healthy lifestyle
<p>My body and growing up</p> <p>Sex and Relationships Education</p>	<p>My Body and Growing Up</p> <ul style="list-style-type: none"> • understand and value that their bodies can do • describe their own appearance and name external body parts including the agreed names for the sexual parts • be able to recognise similarities and differences between the bodies of girls and boys • understand ways in which their body has changed since they were a baby • understand ways of looking after their body and keeping it clean • understand how members of their family and other trusted people care for and look after them • be able to recognise how growing up makes them feel 	<ul style="list-style-type: none"> • be able to recognise babies, children and adults of different ages and put them into age order • understand that human babies grow inside their mothers • be able to describe the main physical developments which take place in early childhood • be able to describe some of the changes in responsibilities and expectations during early childhood • understand the basic needs of babies • understand how dependent a baby is on parents to provide its basic needs 	<ul style="list-style-type: none"> • be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy • be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood • be able to identify an area for which they can take more responsibility • be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself 	<ul style="list-style-type: none"> • be able to describe the main stages of how a baby is made, using some scientific vocabulary • be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively • understand that puberty affects people in different ways both physically and emotionally • understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly • describe some characteristics of a loving trusting relationship • understand some basic reasons why a couple might choose to have children • show awareness of some family arrangements which are different from theirs

Impact

Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good. Children will know more and remember more about PSHE.

The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.

Children will become healthy and responsible members of society

Children will be on their journey preparing them for life and work in modern Britain.