

PSHE, Citizenship : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Rationale:

*The age appropriate expectations for early years are clearly outlined in EYFS Development Matters.
For all other year groups, the end of year group expectations have been ordered and structured using the NYCC Curriculum Entitlement Framework which is in turn based on government PSHE, citizenship and RSHE guidance.
Consideration must always be given as to whether subject matter is appropriate for individual students and groups, including those with SEND and those who might be deemed vulnerable/sensitive due to background and prior experience.
PSHE as a curriculum area MUST respond to current circumstances/events and at times content matter may need to be 'drawn forward' with due regard to appropriateness, to respond to individual and group need.
PSHE has impact by application of skills, knowledge across curriculum, linked to real life events; that pupils are able to apply previously learned content to their own circumstances. It requires a whole school approach to ensure continuity and application are maximised.
As part of our curriculum approach within PSHE is it important to ensure that pupils know where to access further support, advice and guidance whether that be within school, home or from external agencies.
Care must be taken to ensure age appropriate and correct terminology is used and that this is current to the national debate.*

Curriculum Content

The key things we want children to know/be able to do

FOUNDATION

PSHE is an integral part of the EYFS curriculum. We aim to provide children with a safe, open and positive learning environment based on trusting relationships. This is vital for children to thrive.

We have clear boundaries and routines. We use the school 'Give me Five'.

We use stories and puppets that help children explore their ideas about friends and friendship and to talk about their feelings.

We name and talk about feelings and make it clear that it is acceptable to have all these feelings. We help the children to find ways to deal with their negative feelings by modelling. We use photographs and pictures of feelings and share these with the children.

We support the children in developing positive relationships and encourage children to play with a variety of different friends.

This is clearly referenced in: **EYFS Development Matters Framework**

We plan activities that require collaboration for example parachute and ring games. We give children the space and materials to collaborate with one another for example building models.

We provide activities that involve children having to share and take turns.

We encourage children to show concern and respect for other living things and the environment. Children are encouraged to take ownership of their environment by helping to organise new equipment and tend to the flower beds.

We use **HeartSmart** as a resource when needed.

Special weeks- 'Kindness Week', 'Internet safety Week', 'Bee Brave Week' - we join the rest of school by taking part in a simpler form.

YEAR 1

Curriculum Content	The key things we want children to know/be able to do
<p>Through the year we use HeartSmart as a resource to support the learning objectives. This is divided into sections and covers some of each area every half term as well as linking to SMSC and our Christian ethos as a Church school. The types of activities include discussions, stories, art and DT activities, games and writing and they are all linked to the story of Boris the Robot.</p> <p><u>Relationships (Online and Offline) & Sexual Education</u></p> <p><u>Links to topics:-</u></p> <p>'Amazing Me' (Autumn)- Pictures of and writing about families, labelling parts of the body, 'Pants' campaign, 'Give me 5'- labelling fingers with five people who they can go to, class rules, senses- listening to others.</p> <p>'Who lives here?'(Spring)- Looking at fairy tale characters- good versus bad- what makes a good friend? Hot seating, role play.</p> <p><u>Links with other subjects:-</u></p> <p>ICT- Internet safety posters next to Class computers, safety discussed any time children use the computer.</p> <p>Science- body parts, senses.</p> <p><u>Special Weeks:-</u></p> <p>Kindness Week (Autumn) - activities and stories about respect, kindness and friendship.</p> <p>Internet Safety Week (Spring)- activities about staying safe online such as making posters</p>	<p><u>Relationships (Online and Offline) & Sexual Education</u></p> <ul style="list-style-type: none"> ● I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences ● I know that family and friends should care for each other and families can give love, security and stability ● I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help ● I know the names for the main body parts (including external genitalia) and why it is important to keep them private ● I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends ● I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention ● I know what being a good friend means both on and offline and how they should make us feel happy and secure ● I can play and work cooperatively ● I can listen to other people and show them respect I can share appropriately ● I can recognise that my behaviour affects others both on and offline ● I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline ● I can recognise there are different types of teasing both on and offline ● I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) ● I know how to be nice to people both on and off line <p><u>Safety and risk-taking behaviours:</u></p>

'Bee Brave Week' (Summer)- Activities showing what it truly means to be brave like a 'Brayton Bee Superhero'- songs, games, role play about being a true friend and showing love and respect to all.

Safety and risk-taking behaviours:

Links to topics:-

'Amazing Me' (Autumn)'- Keeping ourselves safe- school nurse talk on medicines, school/ playground rules, getting enough sleep and limiting screen time.

'Who lives here?' (Spring)- Hot seating and role play about following rules/ keeping safe relating to fairy tale characters.

'Our Wonderful World' (Summer) - Sun/ road/ fire/ water/ rail/ farm safety.

Links to other subjects:-

ICT- Internet safety posters next to Class computers, safety discussed any time children use the computer

Special Weeks:-

Internet Safety Week (Spring) - activities about staying safe online such as making posters.

'Bee Brave Week'(Summer)- Activities showing what it truly means to be brave like a 'Brayton Bee Super Hero'- stories, videos, songs, games, discussions, role play about standing up to our friends as well as our enemies, being a hero and dialling 999, stranger danger, reporting online.

Healthy Lifestyles (Physical, Emotional & Mental)

Link to topics:-

'Amazing Me'(Autumn)- Nurse visit about hand washing- hand washing posters, work on cleaning teeth- design a toothbrush, healthy eating- game and making fruit salads, likes and dislikes, feelings emojis.

- I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines
- I know that some substances can help or harm the body including household substances like dishwasher tablets
- I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules
- I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency
- I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline
- I know the internet has many benefits but I know I need to balance my time spent on and offline
- I know that people you don't know are strangers and this applies online as well as off line
- I know that when people I don't know ask me for private information I don't share it online or in person
- I understand that some websites, games and social media sites have age restrictions and I know what to get help if I see something I am unhappy with online

Healthy Lifestyles (Physical, Emotional & Mental)

- I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day.
- I understand what physical and mental health means and that all humans have it.
- I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing.
- I can recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health and to recognise that choices can have good and not so good consequences.

'Whose House is this?'(Spring)- The consequences of the actions of fairytale characters.

'Our Wonderful World' (Summer) - practising mindfulness connected with nature and awe and wonder.

Link to other subjects:-

PE- Understanding why we do PE and how it keeps us physically healthy built into every lesson.

RE- 'The Creation' story- awe and wonder of nature helps our mental health.

DT- Creating fruit salads.

Special Weeks:-

Kindness Week (Autumn) - stories and activities to promote being kind to yourself.

'Bee Brave Week' (Summer)-Activities showing what it truly means to be brave like a 'Brayton Bee Super Hero'- stories, videos, songs, games, discussions, role play about staying physically and mentally healthy, making good choices, facing fears but not being afraid to show emotions, being resilient, transition to next year- what makes you special, dealing with change, visits to new class, talks from older children, writing about yourself.

Citizenship:

Links to topics:-

'Amazing Me' (Autumn) - School ethos, Christian values, class rules, training in listening, voting for school council.

- I can talk about my emotions and recognise them in others
- I know what makes me happy.
- I understand what being resilient means to me and I have strategies I can use.
- I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes

Citizenship:

- I can express a simple opinion, agreement and disagreement
- I can respectfully ask questions and listen to the answers
- I play a full part in the life of my classroom
- I can agree and follow rules for my group and classroom
- I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council. I can represent the views of others

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I can recognise the coins and notes we use
- I can choose the correct value of coins and calculate change
- I know that we have to pay for what we buy
- I know how to keep money safe I know that I don't have to spend my money but can save it to use later

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

Links to topics:-

Our Wonderful World' (Summer)- Looking at jobs people do- visit from ambulance/ fire brigade/ Vicar/ vets/ supermarket etc and school staff- interview them and make a class book. 'NatWest MoneySense'- educating about banks and saving money.

Link to other subjects:-

Maths- recognising coins/ notes and choosing the correct value.

Special Weeks:-

'Bee Brave Week' (Summer) - Activities showing what it truly means to be brave like a 'Brayton Bee Super Hero'- stories, videos, songs, games, discussions, role play about making good choices, facing fears but not being afraid to show emotions, being resilient, transition to next year- what makes you special, dealing with change, visits to new class, talks from older children, writing about yourself, setting goals.

- I can set myself simple goals
- I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school
- I can describe the work that people do in my family, my school and where I live.
- I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2

YEAR 2

Curriculum Content	The key things we want children to know/be able to do
<p>Through the year we use HeartSmart as a resource to support the learning objectives. This is divided into sections and covers some of each area every half term as well as linking to SMSC and our Christian ethos as a Church school. The types of activities include discussions, stories, art and DT activities, games and writing and they are all linked to the story of Boris the Robot.</p> <p><u>Relationships (Online and Offline) & Sexual Education</u></p> <p><u>Social Weeks:-</u></p> <p>Kindness Week (Autumn) - activities and stories about respect, kindness and friendship. Activity- recipe for a good friend</p> <p>Internet Safety Week- covering all aspects of internet safety.</p> <p><u>Links to other subjects:-</u></p> <p>ICT- Internet safety posters next to Class computers, safety discussed any time children use the computer.</p> <p>Science - Humans grow and change, valuing bodies uniqueness, difference between boys and girls</p> <p>RE - challenging stereotypes/accepting beliefs</p> <p>Build in group work across the curriculum - importance of listening to others</p> <p>School council topics brought back to the class to discuss, debate. Respect other people's viewpoints.</p> <p>School/ Christian values</p> <p><u>Safety and risk-taking behaviours:</u></p>	<p><u>Relationships (Online and Offline) & Sexual Education</u></p> <ul style="list-style-type: none"> ● I know the characteristics of a healthy family life and the importance of caring for each other and spending time together ● I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change. ● I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age) ● I understand the importance of valuing one's own body and recognising its uniqueness. ● I know the similarities/differences between most boys and girls. ● I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers). ● I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient. ● I know that there are different types of negative behaviours, bullying and teasing both on and offline. ● I know that these behaviours are wrong and know how to deal with them including if I experience or witness it and I know how to get help ● I can listen to others and respect their viewpoints. ● I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) <p><u>Safety and risk-taking behaviours:</u></p> <ul style="list-style-type: none"> ● I use simple skills which will help to maintain my personal safety both on and offline. ● I understand that all drugs can be harmful if not used properly. ● I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly.

Special Weeks:-

'Bee Brave Week'- Activities showing what it truly means to be brave like a 'Brayton Bee Super Hero'- stories, videos, songs, games, discussions, role play about standing up to our friends as well as our enemies.

Internet safety Week

Links to other subjects:-

Science- Staying healthy, use of drugs/safety

HeartSmart:-

'Fake is a Mistake'

Healthy Lifestyles (Physical, Emotional & Mental)

Special Weeks:-

Kindness Week- be kind to yourself

'Bee Brave Week'- Activities showing what it truly means to be brave like a 'Brayton Bee Superhero'- stories, videos, songs, games, discussions, role play about being physically and mentally healthy, making good choices, facing our fears but not being afraid to show emotions.

Link to other subjects:-

Science- importance of exercise (physical and emotional health) and healthy eating
-spread of disease and how to minimise (washing hands, catching sneezes in a tissue)

- I can recognise and say what is right and wrong both on and offline.
- I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online.
- I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep
- I know the internet has many benefits, but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games.
- I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe.
- I know that people sometimes behave differently online, including friends or by pretending to be someone they are not
- I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met.

Healthy Lifestyles (Physical, Emotional & Mental)

- I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy.
- I can make simple choices to improve my physical and emotional health.
- I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health.
- I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations.
- I have simple strategies to manage my feelings.
- I know that even changes we want to happen can sometimes feel uncomfortable, but I have identified ways to manage those feelings

Citizenship:

- I can take part in discussions/simple debate with others about topical issues
- I know that people and other living things have needs and recognise my own responsibility to meet those needs
- I can contribute positively to the life of the class and the school
- I know that I belong to different groups and communities ie school, family.

PE- understanding the importance of exercise built into all lessons

DT- preparing fruit and vegetables.

Citizenship:

Link to other subjects:-

Science- habitats - protecting our oceans

School council topics brought back to the class to discuss, debate. Respect other people's viewpoints.

Looking after/respecting are school environment - **Class Eco Warriors**, Brayton Bees, Superstar worship

Children in Need Day/ Comic Relief Day/ Sports Relief day

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

Bee Brave Week' (Summer) - Activities showing what it truly means to be brave like a 'Brayton Bee Super Hero'- stories, videos, songs, games, discussions, role play about making good choices, facing fears but not being afraid to show emotions, being resilient, transition to next year- what makes you special, dealing with change, visits to new class, talks from older children, writing about yourself, setting goals.

- I know what improves and harms the environment and about some of the ways people look after them.
 - I know some ways to look after my environment
- CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.**
- I know that we can pay for things in a range of ways and that even when not using cash, money is being used.
 - I understand that the choices we make affect ourselves and others
 - I can explain the difference between needs and wants.
 - I understand individuals and families have to find ways to balance wants and needs.
 - I understand that it may not be possible to have everything you want, straight away, if at all.
 - I can describe why learning is important.
 - I am positive about who I am, what I have achieved and take into account what other people say about me.
 - I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)
 - I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3

YEAR 3 (In 2019/2020 Y3 did Y4 work)

Curriculum Content	The key things we want children to know/be able to do
	<p data-bbox="1104 363 1861 395"><u>Relationships (Online and Offline) & Sexual Education</u></p> <ul data-bbox="1249 467 2078 1476" style="list-style-type: none"> <li data-bbox="1249 467 2078 563">● I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline. <li data-bbox="1249 568 2078 663">● I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy <li data-bbox="1249 668 2078 764">● I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them <li data-bbox="1249 769 2078 865">● I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult <li data-bbox="1249 869 2078 933">● I know how other families are similar or different to mine (this includes same sex) <li data-bbox="1249 938 2078 1002">● I respect those differences and I know families as characterised by love and care. <li data-bbox="1249 1007 2078 1038">● I understand that it is OK to be different to others. <li data-bbox="1249 1043 2078 1139">● I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring. <li data-bbox="1249 1144 2078 1240">● I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention. <li data-bbox="1249 1244 2078 1340">● I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction. <li data-bbox="1249 1345 2078 1476">● I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour, I can still get help (this includes different types of

bullying, how to recognise it, how to seek help and coping strategies)

- I can empathise with other people and understand how people can react differently to the same situation
- I can listen to and show respect for the views of others both on and offline.
- I know the importance of valuing myself.
- I can recognise and challenge stereotypes (including supporting trans children)
- I know about change and loss including separation, divorce and bereavement and the associated feelings

Safety and risk taking behaviours:

- I can identify and explain how to manage risks in different situations including on and offline.
- I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline.
- I can explain how my behaviour may have consequences for myself and others both on and offline.
- I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc
- I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need.
- I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online.

Healthy Lifestyles (Physical, Emotional & Mental)

- I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences.
- I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis
- I know the benefits of physical exercise and time outdoors
- I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc
- I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately

- I can understand why other people are behaving as they are when they are finding change difficult.

Citizenship:

- I can participate in making and changing rules
- I know why different rules are needed in different situations
- I know that choices we make can impact on the local, national and global communities
- I know where to find impartial advice to inform my decision making
- I understand the media can be biased
- I can empathise with other people and situations through topical issues, problems and local and global events

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I know how to look after and handle money in everyday situations
- I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity
- I know there are different ways to gain money, including earning it through work
- I understand that money is a finite resource for individuals, institutions and the community
- I begin to understand why we have charities
- I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes
- I am aware that the learning choices I make will affect my future options.
- I can talk positively about what I like to do and what I would like to do in the future
- I can identify positive achievements during my time in Year 3 I can identify my strengths, areas for improvement and set myself some goals for Year 4

YEAR 4(in 2019/20 working together as Y3/4)

Curriculum Content	The key things we want children to know/be able to do
<p>Heartsmart is used across the school year as a topic focus. The version of Heartsmart we use is designed for Church schools so that we can link it back to biblical principles and enhance our church school ethos.</p> <p>The unit ‘Too much selfie, isn’t healthy’ with its range of video clips, pictures, power points, individual and group activities, addresses several aspects of growing self awareness, confidence building, friendships and mental health. All aspects being accompanied by discussion and the opportunity to share views and express opinions. This series of lessons explores the importance of others, showing empathy and how we can learn to love ourselves and others. Lessons include; ‘More about ‘we than me’ – embracing who we are and understanding that there is more ‘we than me’ in our lives. What’s missing? – Awareness of others and our surroundings. Guess my feelings – exploring body language and emotions. Unseen heroes – appreciation of others, our family and people in the community. Team work makes dreamwork – recognising help and support are key aspects when working together with peers. Reflection – how we show love for others. True smart phone – responsible use of mobiles, tablets and other devices. This section linked in to Internet Safety day.</p> <p>Internet Safety day – considering our on line profiles, engaging in chat rooms and online games. On Internet Safety day children had the opportunity to look at the concepts of ‘identity’ and ‘freedom of expression’ when they are online. They also identified aspects of their own online identities, explored the boundaries of freedom of expression online and understood the importance of respect and reputation when navigating the digital world. Examples of activities were; Discussing the word ‘identity’ in small groups. Discussion in pairs what they like to do online, and how they choose to represent themselves when they are online. This might be through the profile pictures they choose, the usernames they use, or the characters/ avatars they like to use in games. How to stay safe by not giving away your true identity, name of school or address.</p>	<p><u>Relationships (online/offline and sex ed)</u></p> <ul style="list-style-type: none"> • I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people. • I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships. • I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out. • I can respond appropriately to other people’s feelings. • I can recognise my worth as an individual and the worth of other people. <p><u>Safety and risk taking behaviours:</u></p> <ul style="list-style-type: none"> • I can describe what risk means to me both on and offline • I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline. • I can recognise, predict and assess risk, relating to myself and others and know how to get help. • I have some effective strategies to cope with peer influence and peer pressure both on and offline • I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable. • I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this. • I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. • I know how to recognise and display respectful behaviour online. <p><u>Healthy Lifestyles (Physical, Emotional & Mental)</u></p> <ul style="list-style-type: none"> • I understand a range of feelings and how these make me feel both emotionally and physically. • I can identify some factors (positive and negative) that affect physical, mental and emotional health. and have started to develop ways of counteracting the negative factors.

In small groups children asked answer key questions in regard to statements such as: Being 'free to be me' online means that I can do or say whatever I feel like. The online world lets everyone feel 'free to be me.' People who don't feel free aren't using it properly. Rights and responsibilities on line, being 'fair' and respecting others feelings and therefore links made with cyber bullying.

Kindness Week resources and activities.

Bee Brave Week- resources to transport transition.

Importance of looking after ourselves - getting enough rest, relaxation and sleep, healthy eating, diet, exercise, healthy teeth covered as part of **Science and PE**

School nurse visit – identifying bacteria on our hands using a light box and the routines for hand washing and good personal hygiene.

Class routines, table and group work ground rules discussed, agreed together and established at the start of the year.

Experiences meeting inspirational or motivational speakers such as a paralympian.

British Values embedded, links made with **RE** and the use of class election of **school council, eco-warrior and worship team** representatives.

Building awareness and responding to **charity/fundraising events** – national ones such as involvement in Children in need or comic relief and local/school based events.

- I understand what is meant by a healthy diet (including understanding calories, and nutritional content)
- I can make informed choices about healthy eating and exercising
- I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- I can identify positive things about myself, recognise some of my mistakes and learn from them.
- I can make some changes quickly and easily but also understand that some changes are hard and can take a long time

Citizenship:

- I can acknowledge that others have different points of view both on and offline.
- I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school.
- I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers.
- I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism.
- I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints
- I understand how my choices may impact on the environment.
- I can describe the values of the school and know why they are important.
- I can describe the 'British Values' and give examples of what they mean in school and in society.
- I can demonstrate respect and tolerance both on and offline towards people different from myself.

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I can demonstrate how to look after and save money.
- I can begin to develop an understanding that people have different financial circumstances.
- I can begin to understand the different values and attitudes that people have with regard to money.
- I recognise the range of jobs carried out by people they know.
- I can explain how I will develop skills for work in the future.
- I can identify my strengths, areas for improvement and set high aspirations and goals.

- I can identify positive achievements during my time in Year 4
- I can identify my strengths, areas for improvement and set myself some goals for Year 5

YEAR 5

Curriculum Content	The key things we want children to know/be able to do
<p>Through the year we use HeartSmart as a resource to support the learning objectives. This is divided into sections and covers some of each area every half term as well as linking to SMSC and our Christian ethos as a Church school. The types of activities include discussions, stories, art and DT activities, games and writing and they are all linked to the story of Boris the Robot.</p> <p>We also use 'Picture News' as a discussion resource and 'NatWest MoneySense' to understand money and savings. <u>Links to topics:-</u></p> <p>Space (Autumn)- What makes an astronaut truly brave? -being mentally and physically strong, having positive/ healthy relationships, being respectful to everyone, standing up to their friends but being a leader rather than a boss, facing their fears but not being afraid to show feelings, making difficult decisions with a cool head. Should everyone be welcome in our space colonies? -respect for all but challenging viewpoints politely, rights and responsibilities, migrants/ asylum seekers/ refugees avoiding stereotypes.</p> <p>Crime and Punishment (Spring) - How can we feel lonely in a crowd? -link to being away from family and friends in a prison. How does the criminal justice system compare to that of Tudor times? - We behave out of respect for all and the desire to keep our freedom rather than fear.</p> <p>Mexico (Summer) - Differences in culture, fair trade.</p> <p><u>Special Weeks:-</u></p> <p>Kindness Week (Autumn) - Will you join the 'kindness crew'? Respect for all-work about anti-bullying.</p> <p>Internet Safety week (Spring) - Work covering all the aspects of staying safe online.</p>	<p><u>Relationships (Online and Offline) & Sexual Education</u></p> <ul style="list-style-type: none"> ● I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation ● I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship. ● I know how to respond safely and appropriately to adults I meet (including online) whom I do not know. ● I know where to get advice e.g. family, school and/or other sources. ● I understand what boundaries are appropriate in friendships with peers and others both on and offline. ● I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidently challenge their view point. <p><u>Safety and risk taking behaviours:</u></p> <ul style="list-style-type: none"> ● I can identify strategies I can use to keep myself physically and emotionally safe. ● I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks. ● I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media. ● I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend. ● I know how to present myself safely online and understand the potential risks of providing personal information online. ● I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others. ● I understand that the person that I think I am communicating with on-line may not be who they say they are.

'Bee Brave Week' (Summer)- work covering all aspects of transition, including visiting new classes and teachers, talking to older pupils, thinking about worries and feelings and reflecting on abilities and goals. How can you be 'bee brave' like a Brayton Bee?

Mental Health Week- work on coping strategies, risks of drug taking, healthy lifestyles, true friendships, feelings, recognising when someone else has a problem, where to get advice.

Links to other subjects:-

ICT- Constant reminders about internet safety when on the computers. Following ICT curriculum for Y5.

PE- The importance of exercise is built into all lessons.

Science- Changes from birth to old age, including puberty.

Geography- Comparing/ contrasting the British and Mexican cultures.

DT- celebrating culture and diversity through food.

Other areas:-

School Council/ Worship Leaders/ Eco-Warriors- the democratic process is explored, the children stand for posts and an election takes place.

Christian Values/ School Ethos- PSHCE is promoted through both of these all year.

- I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request.
- I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website

Healthy Lifestyles (Physical, Emotional & Mental)

- I know the ways in which children grow and develop in puberty – physically and emotionally.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.
- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.
- I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.
- I understand the importance of good oral hygiene, including regular visits to the dentist.
- I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others.
- I can resolve differences, looking at alternatives, making decisions and explaining choices.
- I know some of the ways of dealing with the feelings that sometimes arise from changes.

Citizenship:

- I know what democracy is and how a democratic government works
- I have taken part in democratic events in school (eg: voting for school council, mock election)
- I understand the consequences of breaking the law and how the criminal justice system works in the UK
- I know how to access local and national support groups both on and offline.
- I know that circumstances in other countries and cultures may be different from our own.
- I understand why some people have chosen to leave their country and migrate to and from the UK.

- I understand the difference between economic migrant, asylum seeker and refugee.
- I know about Fair Trade and what it means.
- I know that individual and community rights and responsibilities need to be.

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I am able to make considered decisions about saving, spending and giving.
- I can differentiate between essentials and desires – needs and wants.
- I understand 'value for money' and can make informed choices to get 'value for money'
- I am able to assess 'best buys' in a range of circumstances
- I am able to understand and manage feelings about money, my own and others.
- I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly.
- I know and understand how I can develop skills to make a contribution in the future.
- I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths
- I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this.
- I know that there are a range of earnings for different jobs
- I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)
- I can identify positive achievements during my time in Year 5
- I can identify my strengths, areas for improvement and set myself some goals for Year 6

YEAR 6

Curriculum Content	The key things we want children to know/be able to do
<p>Kindness Week including Relationships with others. (Objectives met).</p> <p>Online Safety Week (objectives met).</p> <ul style="list-style-type: none"> Through the use of debate, discussion and online videos, children understand the need for online safety. They generate their own questions and answers to the problems posed with ease of access to the internet. This culminates in the option to create online safety videos, photo diaries, dramatic plays, playscripts or posters to share their knowledge with others. <p>Coverage of Sexual Education and encompassing objectives completed by NY appointed trainers (objectives met).</p> <p>Class based PSHCE Lessons (objectives being met).</p> <ul style="list-style-type: none"> Throughout the year the objectives were met through the use of 'polaroid pictures' which show images from current affairs. Linked with related bible quotes, the images were varied and incorporated the key content children were required to understand. These sessions gave key questions for the children to consider and answer independently and as part of group and peer discussion. Whilst linking this to the bible quotes, a designated 'writer' took notes of appropriate children's responses which answered the 'big' questions of the session. Throughout the year, these images and responses given through the discussion and debates were displayed for the children to refer back to, should there have been anything they wanted to revisit with a class teacher. <p>Year 6 Science – Animals including Humans (objectives met)</p> <ul style="list-style-type: none"> As part of the science curriculum, the children address the key aspects, of this by firstly dissecting animal hearts and making blood using food ingredients. This then leads to the creation of health based non-chronological reports with artistic elements to cover healthy lifestyles. 	<p><u>Relationships (Online and Offline) & Sexual Education</u></p> <ul style="list-style-type: none"> I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) I know that others' families sometimes look different from mine and I should respect those differences and know that other children's families are also characterised by love and care. I know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. I know the features of a positive healthy relationships both on and offline (including friendships) I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline. I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict. I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. I am aware of the consequences of anti-social and aggressive behaviours. I can recognise and challenge discrimination and stereotyping which can happen both on and offline <p><u>Safety and risk taking behaviours:</u></p> <ul style="list-style-type: none"> I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe. I can recognise, manage and assess risks in different situations both on and offline and can manage them responsibly.

- Children create three dimensional hanging mobiles, highlighting the factually 'good and bad' ways of having both a mentally and physically healthy lifestyle.

Year 6 Transition Sessions (objectives met).

- To enable ease of transition, and insight into the 'bigger picture' of education and subsequent life choices, the children participate in group and whole class tasks and discussions, highlighting hopes and aspirations for the future and the move to high school. Through these activities, the teachers aim to reassure and offer ongoing support. We join the rest of school in 'Bee brave Week' as a culmination of this work.

I am able to make informed decisions relating to risk taking behaviours and what is meant by the term, 'habit' and why habits can be hard to change

- I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life.
- I am able to recognise risks, harmful content and contact and how to report them.
- I am aware of online abuse and the negative impact it can have on a person's mental health.
- I understand the need to use respectful language and know the legal consequences for sending offensive online communications.
- I understand how the media may influence my opinions and choices.
- I have an understanding of how my information and data is shared and used online.
- I am a responsible user of mobile phones: safe keeping and safe user habits.
- I know how to report concerns and get support with issues.
- Can understand the risks of the journey to and from school.

Healthy Lifestyles (Physical, Emotional & Mental)

- I understand the physical and emotional changes I will go through at puberty
- I can look after my body and health.
- I know about human reproduction including conception.
- I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation
- I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet.
- I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs.
- I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing
- I understand early signs of physical illness, such as weight loss, or unexplained changes to the body
- I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions.
- I have an understanding of mental ill health and how important it is for people to get early help to support them
- I understand that the media can have a positive and negative effect on mental health, e.g. body image

- I understand what being resilient means to me and I have strategies I can use

- I know how change can impact with our feelings of belonging

Citizenship:

- I understand how democracy works in the UK at a local, regional and national scale.

- I understand that there are other forms of government that are not democratic and can give some examples of these.

- I understand what being part of a community means and I can take part more fully in school and community activities.

- I understand the mental health benefits of community participation and volunteering

- I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment.

- I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child.

- I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment.

- I can research, discuss and debate topical issues, problems and events.

- I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multicultural nation.

- I am aware and can critique how the media present information and that the media can be both a positive and negative influence.

- I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.

- I understand the nature, causes and consequences of hate crime and I know I need to tell a trusted adult.

- I know about health and safety, basic emergency first aid procedures and where to get help.

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I know that people buy things online.

- I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do.

- I can describe a range of local businesses and how they are run and the products and / or services they provide

- I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act.

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| | <ul style="list-style-type: none">• I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising• I understand that money we earn also supports the community• I can identify positive achievements during my time in Primary School• I can explain what I am worried about and what I am looking forward to in Year 7 |
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