

## PSHE long term plan

### Curriculum Intent

The PSHE Curriculum at Belsay Primary School enables individuals to become healthy, independent and responsible members of society. Through our RSE teaching, children will have an understanding of their physical and mental health and will develop skills to help them maintain healthy relationships. We equip pupils with understanding and skills to make safe and informed decisions in their school life and beyond.

Within our PSHE teaching, we give children an understanding of the world around us and what it means to live in a diverse society through our Global Curriculum teaching. We will provide opportunities for children to reflect and develop empathy through discussing school, community and global issues and through the Young Leaders Award and Global Outcomes, empower children to 'be the change'.

### RSE coverage

### Global Curriculum

### EYFS

Autumn	Spring	Summer
<b>Reception</b>		
<b>Identity and Diversity</b>	<b>Sustainable Development</b>	<b>Peace and Conflict</b>
<p><u>Respectful relationships</u> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.</p> <p><u>Health and Hygiene</u> Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.</p> <p><u>Families</u> Recognise similarities and differences in families. Discuss makeup of own family.</p>	<p><u>Feelings</u> Think about the perspectives of others. Talk about the way they are feeling and explain why Show resilience and perseverance in the face of challenge.</p> <p><u>Keeping Healthy and Safe</u> Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.</p> <p><u>Caring for our Environment- Endangered Animals</u> Learn about how and why animals are endangered on our planet Global Event/Outcome: Raise money for an animal the children want to help</p>	<p><u>All about me</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p><u>Our School Community</u> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Relationships in school</u></p>

		<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to the needs of others.</li> </ul> <p><b>Fairness</b></p> <p>Discuss times in their lives when they have experienced injustice and how this was solved.</p> <p>Learn how to share and why this is important.</p> <p>Develop strategies for effective conflict resolution.</p>
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## Key Stage 1

KS1 Cycle A		
Power and Governance	Sustainable development	Peace and conflict
<p><b><u>Young Leaders Award (Archbishop of York)</u></b> Exploring leadership characteristics of kindness, perseverance, teamwork and action</p> <p><b><u>Fire Safety</u></b></p> <p>Global Event/Outcome: To visit the local Fire Station to learn about Fire Safety</p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>-that household products (including medicines) can be harmful if not used correctly</li> <li>- about the people whose job it is to help keep us safe</li> <li>- how to get help in an emergency (how to dial 999 and what to say)</li> </ul>	<p><b><u>Young Leaders Award (Archbishop of York)</u></b> Exploring leadership characteristics of kindness, perseverance, teamwork and action</p> <p><b><u>Caring for our Environment</u></b></p> <p>Global Event / Outcome: Project Litter Critter</p> <p><b><u>Internet Safety</u></b></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>-basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</li> <li>-that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> </ul>	<p><b><u>Young Leaders Award (Archbishop of York)</u></b> Exploring leadership characteristics of kindness, perseverance, teamwork and action</p> <p><b><u>Staying Safe</u></b></p> <ul style="list-style-type: none"> <li>-about things that people can put into their body or on their skin; how these can affect how people feel</li> <li>-that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</li> <li>- how to keep safe in the sun and protect skin from sun damage</li> <li>-about rules and age restrictions that keep us safe</li> <li>-to recognise risk in simple everyday situations and what action to take to minimise harm</li> <li>-ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</li> <li>-about what to do if there is an accident and someone is hurt</li> <li>-how to respond safely to adults they don't know</li> </ul>

## **Who makes decisions in the UK / in school?**

- . how to talk about and share their opinions on things that matter to them
- about what rules are, why they are needed, and why different rules are needed for different situations

## **Homelessness- People's Kitchen**

### **Body Parts**

Pupils will learn

- The correct name for all of our external body parts including male/female genitalia.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

### **Caring Friendships- Anti-Bullying**

Pupils will learn

- strategies to resolve arguments between friends positively
- how to ask for help if a friendship is making them feel unhappy
- about how people may feel if they experience hurtful behaviour or bullying
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

### **A Healthy Body and a Healthy Mind**

Pupils will learn

- How to keep themselves physically healthy.

- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true
- that sometimes people may behave differently online, including by pretending to be someone they are not

### **Feelings**

Pupils will learn

- about ways of sharing feelings; a range of words to describe feelings
  - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)
  - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good
  - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
- how to ask for consent

### **How can we stay safe on the farm?**

Farm safety talk delivered by local farmer.

- What activities or tasks on the farm might put you at risk?
- What work equipment is used on the farm? (machinery)
- What risks are there from the layout of the farm, such as blind corners or slurry lagoons?
- Animals

- about how to respond if physical contact makes them feel uncomfortable or unsafe
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

### **Resolving Conflict**

Pupils will learn:

- about how people make friends and what makes a good friendship
- about how to recognise when they or someone else feels lonely and what to do
- simple strategies to resolve arguments between friends positively
- how to ask for help if a friendship is making them feel unhappy
- about how people may feel if they experience hurtful behaviour or bullying
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

### **War Veterans**

**Protected Characteristic- age**

Global Event/Outcome: Captain Tom 100 Fundraising project

### **Budgeting and Money**

Pupils will learn

- what money is; forms that money comes in; that money comes from different sources

<ul style="list-style-type: none"> <li>• How to identify negative feelings of stress, worry or upset.</li> <li>- about why sleep is important and different ways to rest and relax</li> <li>-simple hygiene routines that can stop germs from spreading</li> <li>• Strategies and activities to maintain good mental health.</li> <li>- about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> </ul>	<ul style="list-style-type: none"> <li>• Hazardous substances- bacteria and chemicals</li> </ul> <p><b><u>Linking Schools Project</u></b></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>• to recognise the difference between right and wrong and understand the consequences of their behaviour and actions</li> <li>• to work and socialise with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• to cooperate with others and solve conflicts</li> <li>• to accept and engage with the fundamental british values of democracy and mutual respect</li> <li>• recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• improve understanding of and showing respect for different faiths and cultures</li> <li>• understand and reflect on own beliefs</li> </ul>	<ul style="list-style-type: none"> <li>- that people make different choices about how to save and spend money</li> <li>- about the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>-that money needs to be looked after; different ways of doing this</li> </ul> <p><b><u>Linking Schools Project</u></b></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>• to recognise the difference between right and wrong and understand the consequences of their behaviour and actions</li> <li>• to work and socialise with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• to cooperate with others and solve conflicts</li> <li>• to accept and engage with the fundamental british values of democracy and mutual respect</li> <li>• recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• improve understanding of and showing respect for different faiths and cultures</li> <li>• understand and reflect on own beliefs</li> </ul>
<p><b>KS1 Cycle B</b></p>		
<p>Identity and Diversity</p>	<p>Social Justice</p>	<p>Globalisation and Interdependence</p>

## **Families and Friendships**

Pupils will learn

- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- to identify the people who love and care for them and what they do to help them feel cared for
- about different types of families including those that may be different to their own
- to identify common features of family life
- that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- about how people may feel if they experience hurtful behaviour or bullying
- that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how to listen to other people and play and work cooperatively
- how to ask for consent

## **Individuality and gender stereotypes**

**(Protected Characteristic- gender)**

Pupils will learn

- to recognise what makes them special

## **Staying Healthy**

Pupils will learn

- about what keeping healthy means; different ways to keep healthy
- about foods that support good health (and where they come from - link to farming) and the risks of eating too much sugar
- where our food comes from
- about how physical activity helps us to stay healthy; and ways to be physically active everyday
- about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- about the people who help us to stay physically healthy

## **Wellbeing and relationships within the community**

**(Protected Characteristic- age)**

Pupils will learn

- about the different groups they belong to
- about the different roles and responsibilities people have in their community
- that jobs help people to earn money to pay for things
- different jobs that people they know or people who work in the community do
- How does farming contribute to our community?

Global event/outcome: Grandparent's Tea Party

## **Similarities and differences between people in different parts of the world**

**(Protected Characteristic- race and nationality)**

## **Good and Bad Secrets**

Pupils will learn

- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

## **Body Parts**

Pupils will learn

- The correct name for all of our external body parts including male/female genitalia.
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

## **Linking Schools Project**

Pupils will learn

- to recognise the difference between right and wrong and understand the consequences of their behaviour and actions
- to work and socialise with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- to cooperate with others and solve conflicts
- to accept and engage with the fundamental british values of democracy and mutual respect
- recognise and value the things we share in

- to recognise the ways in which we are all unique
- to identify what they are good at, what they like and dislike
- how to manage when finding things difficult
- to recognise the ways they are the same as, and different to, other people
- that everyone has different strengths
- that jobs help people to earn money to pay for things
- different jobs that people they know or people who work in the community do
- about some of the strengths and interests someone might need to do different jobs

Global event/outcome: Parents to come into school to talk about their job

### **Internet Safety**

Pupils will learn

-basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them

### **Feelings**

Pupils will learn

- about different feelings that humans can experience
- how to recognise and name different feelings
- how feelings can affect people's bodies and how they behave
- how to recognise what others might be feeling
- to recognise that not everyone feels the same at the same time, or feels the same about the same things

-to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

-about how people make friends and what makes a good friendship

-about how to recognise when they or someone else feels lonely and what to do

-simple strategies to resolve arguments between friends positively

-how to ask for help if a friendship is making them feel unhappy

### **Linking Schools Project**

Pupils will learn

- to recognise the difference between right and wrong and understand the consequences of their behaviour and actions
- to work and socialise with other pupils, including

common across cultural, religious, ethnic and socio-economic communities

- improve understanding of and showing respect for different faiths and cultures
- understand and reflect on own beliefs

### **Linking Schools Project**

Pupils will learn

- to recognise the difference between right and wrong and understand the consequences of their behaviour and actions
- to work and socialise with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- to cooperate with others and solve conflicts
- to accept and engage with the fundamental british values of democracy and mutual respect
- recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities
- improve understanding of and showing respect for different faiths and cultures
- understand and reflect on own beliefs

	<p>those from different religious, ethnic and socio-economic backgrounds</p> <ul style="list-style-type: none"> <li>• to cooperate with others and solve conflicts</li> <li>• to accept and engage with the fundamental british values of democracy and mutual respect</li> <li>• recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• improve understanding of and showing respect for different faiths and cultures</li> <li>• understand and reflect on own beliefs</li> </ul>	
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**Key Stage 2**

LKS2 Cycle A		
Power and Governance	Sustainable development	Globalisation and interdependence
<p><b><u>Young Leaders Award (Archbishop of York)</u></b> Exploring leadership characteristics of kindness, perseverance, teamwork and action</p> <p><b><u>What makes a good leader?</u></b></p> <p><b><u>Finding our inner peace (physical and mental health)</u></b></p> <p>Pupils will learn</p>	<p><b><u>Young Leaders Award (Archbishop of York)</u></b> Exploring leadership characteristics of kindness, perseverance, teamwork and action</p> <p><b><u>Respecting others</u></b></p> <p>(protected characteristics: age, race, sex, sexual orientation, religion or belief, marriage or civil partnership, disability and pregnancy or maternity.)</p> <p>Pupils will learn</p> <p>- to recognise their individuality and personal qualities</p>	<p><b><u>Young Leaders Award (Archbishop of York)</u></b> Exploring leadership characteristics of kindness, perseverance, teamwork and action</p> <p><b><u>Health and wellbeing</u></b></p>

- how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn
- that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
- to recognise that feelings can change over time and range in intensity
- about everyday things that affect feelings and the importance of expressing feelings
- a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

### **Maintaining Healthy Relationships**

- Pupils will learn
- about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
  - what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles

- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking
- about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

### **Our impact on the environment**

- Pupils will learn
- ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Pupils will learn

- how to make informed decisions about health
- about the elements of a balanced, healthy lifestyle
- about choices that support a healthy lifestyle, and recognise what might influence these
- about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

### **Human Rights- Refugees**

protected characteristics: race

Global Outcome/event: Collection for refugee charity

Pupils will learn

- to recognise there are human rights, that are there to protect everyone

### **Esafety (computing)**

Pupils will learn

- about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact
- about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- where to get advice and report concerns if worried about their own or someone else's personal safety (including online)



<p>apply to online friendships as to face-to-face relationships</p> <ul style="list-style-type: none"> <li>- to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>-that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>-that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>- to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>-to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>-how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>- how to ask for consent</li> </ul>		
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<b>LKS2 Cycle B</b>		
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Social Justice and Equity	Identity and Diversity	Sustainable development
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<p><b>Relationships</b> <b>Anti-Bullying</b> Pupils will learn - how to recognise pressure from others to do something</p>	<p><b>Showing respect</b> (protected characteristics: age, race, sex, sexual orientation, religion or belief, marriage or civil partnership, disability and pregnancy or maternity)</p>	<p><b>Global warming and environmental issues</b> <b>Esafty (computing)</b> Pupils will learn</p>
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unsafe or that makes them feel uncomfortable and strategies for managing this

-about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);  
-how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

- recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

-about seeking and giving permission (consent) in different situations

-how friendships can change over time, about making new friends and the benefits of having different types of friends

- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

- how to ask for respect

### **Personal Safety**

- reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

- to identify the external genitalia and internal reproductive organs in males and females

- how to predict, assess and manage risk in different situations

- about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

### **Race and the Civil Rights Movement**

(protected characteristics: race)

Pupils will learn

-about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

-about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

### **Understanding their role in the community**

Pupils will learn

-about the different groups that make up their community; what living in a community means

- to value the different contributions that people and groups make to the community

- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

### **Feelings**

Pupils will learn

- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

- to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

### **Health and Hygiene**

Pupils will learn

-how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

- about the benefits of sun exposure and risks of

- recognise ways in which the internet and social media can be used both positively and negatively

- how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

-about some of the different ways information and data is shared and used online, including for commercial purposes

- about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

### **Budgeting and Money**

Pupils will learn

- about the different ways to pay for things and the choices people have about this

- to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

- that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

	<p>overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>-about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>- how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p><b>British Values- Comparing diversity of cultures in Britain, Greece and India</b>  <small>protected characteristics: race,</small></p>	
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**UKS2 Cycle A**

Social Justice and Equity	Identity and Diversity	Globalisation and interdependence  Power and Governance
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<p><b><u>Economic wellbeing: Aspirations, career, work</u></b>  Pupils will learn</p> <ul style="list-style-type: none"> <li>- about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</li> <li>- to identify the ways that money can impact on people's feelings and emotions</li> <li>- to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>- that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</li> <li>- about stereotypes in the workplace and that a person's career aspirations should not be limited by them</li> </ul>	<p><b><u>Challenging stereotypes- Cultural, Religion, Ethnicity</u></b>  <small>protected characteristics: age, race, sex, sexual orientation, religion or belief, marriage or civil partnership, disability and pregnancy or maternity</small></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>- about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>- that for some people gender identity does not correspond with their biological sex</li> </ul> <p><b><u>Personal Health and Well-being -Puberty and Changes</u></b>  Pupils will learn</p> <ul style="list-style-type: none"> <li>- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> </ul>	<p><b><u>Young Leaders Award (Archbishop of York)</u></b></p> <p><b><u>Media and the impact on society</u></b></p> <ul style="list-style-type: none"> <li>- that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>-recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> <li>-about the positive and negative impacts of media on society including information distribution, fake news, social media</li> </ul> <p><b><u>Rules and laws differ in different parts of the world</u></b>  Pupils will learn</p> <ul style="list-style-type: none"> <li>- to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li> </ul>
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- about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

- to identify the kind of job that they might like to do when they are older

- to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

### **Poverty (from Victorian to Modern Day Britain)**

### **Relationships (Operation Encompass)**

Pupils will learn

-to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face

- the importance of seeking support if feeling lonely or excluded

- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others

- about the impact of bullying, including offline and

-about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup>

- about where to get more information, help and advice about growing and changing, especially about puberty

-How the process of puberty relates to human reproduction

### **Feelings**

Pupils will learn

-. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

- to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

- about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

-how to ask for consent

-about the relationship between rights and responsibilities

- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

<p>online, and the consequences of hurtful behaviour</p> <ul style="list-style-type: none"> <li>- strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>- about discrimination: what it means and how to challenge it</li> </ul> <p><b>Anti-Bullying</b></p>		
<p><b>UKS2 Cycle B</b></p>		
<p>Peace and Conflict</p>	<p>Sustainable development</p>	<p>Human rights</p>
<p><b>Personal Relationships</b></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>- to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>-that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> <li>-about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>- that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</li> <li>- about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>- that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>-recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li> <li>- about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</li> <li>-how to ask for consent</li> </ul>	<p><b>Planning for the future - managing money, how banks work</b></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>- to recognise that people make spending decisions based on priorities, needs and wants</li> <li>- different ways to keep track of money</li> <li>- about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> </ul>	<p><b>Health, Safety and First Aid</b></p> <p>Pupils will learn</p> <ul style="list-style-type: none"> <li>- about what is meant by first aid; basic techniques for dealing with common injuries<sup>2</sup></li> <li>- about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>- strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li> <li>- how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>- how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>- about what good physical health means; how to recognise early signs of physical illness</li> <li>- about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</li> </ul>

<p><b>Showing Respect- Spotting and challenging prejudice and discrimination, inc Protected Characteristics</b> (protected characteristics: age, race, sex, sexual orientation, religion or belief, marriage or civil partnership, disability and pregnancy or maternity.)</p> <p>Pupils will learn -about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>Modern Conflict</b></p> <p><b>Anti-Bullying</b></p>		<ul style="list-style-type: none"> <li>- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>- about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>- about the mixed messages in the media about drugs, including alcohol and smoking/vaping</li> <li>- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</li> </ul> <p><b>Puberty and Changes/Consent</b> Pupils will learn - about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>Women's Suffrage</b></p> <p><b>Transition to high school</b> Pupils will learn - strategies to manage transitions between classes and key stages</p>
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Young Leaders Award Skills	
KS1 (Cycle A)	
PSHE skills	<p>The Award links closely to the core themes of: Health and Wellbeing, Relationships &amp; Living in the wider world. The Award supports pupils to recognise the ways in which we are all unique, identify what they are good at and like and dislike, and how to manage when facing difficulties. Through exploring the leadership characteristics of kindness, perseverance, teamwork and action, pupils gain meaningful opportunities to grow in these and others, such as confidence, resilience, empathy and self-esteem. Many of the activities allow pupils to work and co-operate with others and form good relationships. Pupils also explore how feelings and behaviour can affect others and have the opportunity to share their opinions on things that matter to them. Pupils begin to recognise what is fair and unfair, kind and unkind and right or wrong as they take part in challenges to help others at home, school and in the community. These challenges also give great opportunities to explore how they can contribute to the life of the classroom and school and the importance of caring for their local community and environment. Pupils can begin to appreciate diversity in their community and to become more aware of people who</p>

	work to help others within it.
RSE skills	The Award cultivates character traits and personal attributes as pupils explore what it means to be a leader. The topics of kindness, perseverance, teamwork and action help pupils to practise resilience and instils the belief that they can achieve and persevere with tasks despite setbacks. In exploring issues that affect their local communities, pupils consider the idea of social justice and how they can treat others with respect and use their actions to serve others showing kindness, humility and generosity. Through the personal challenges that are set, and the final community action project pupils have the opportunity to put their ideas into action and consider the impact that their actions have on community.
Personal Development	The Award can support schools to extend their curriculum beyond the academic as it provides opportunities for pupils to broaden their experiences and develop in character. The classroom materials allow pupils to explore the characteristics of kindness, perseverance and teamwork and they are challenged to put these into action in practical ways to help others. Through taking part in challenges to share kindness and work together pupils develop their resilience, confidence and independence. Pupils are prompted to consider needs in their local community and how they might be able to help, before deciding on and taking part in a project to support a need in their area. These first-hand experiences begin to equip them to be responsible, respectful and active citizens to contribute positively to society and help them to understand why this is important. Pupils also have opportunities to reflect on their own feelings, behaviour and how they relate to others. The Award can help to develop pupils' understanding of fundamental British values. Democracy is promoted as pupils are encouraged to express their opinions and consider pros and cons to reach a decision. For example, when deciding on a community action project. Individual liberty is also encouraged as pupils as pupils listen to, respect and value others' opinions. The Award also promotes an inclusive environment where all pupils have opportunities to thrive and celebrate their individuality and achievements through the strong practical and discussion focus of the resources.
Moral	Pupils can begin to recognise the difference between right and wrong and how their own words and actions impact others around them as they take part in practical activities and challenges to practice leadership skills. Pupils learn about the stories of people who have changed the world for the better and taken a stand against injustice. They also have opportunities to consider their own response to issues of need in their communities and the world and how their behaviour and actions can have positive or negative consequences. For example, loneliness or homelessness. The resources also suggest that schools organise a visit from someone in the local community who works to meet some of these needs, for example, a representative from a charity or place of worship.
Social	The teamwork strand of the Award explicitly explores the importance of working with others, while the whole Award offers numerous activities where pupils work together to complete a task or challenge. Through these pupils use a range of social skills in different contexts and have opportunities to work with a variety of their peers. Pupils learn to cooperate well with others, to share ideas and to resolve conflicts effectively, working towards a common goal. As pupils take on the community action project, opportunities can often arise for them to participate in a variety of community and social settings, interacting with new and diverse groups of people.
KS2 (UKS2, Cycle A)	
PSHE skills	The Award links closely to the core themes of: Health and Wellbeing, Relationships & Living in the wider world. Pupils explore leadership skills such as kindness, perseverance, teamwork, courage and communication. They are given meaningful opportunities to put these skills, and others, into action. In doing so they grow in confidence, resilience, empathy and self-esteem. Pupils take on personal challenges alongside working together to organise bigger projects to help their school and local community. Through these they reflect on and celebrate their achievements, identify their personal qualities, strengths and areas for improvement and set high aspirations and goals. Many of the activities allow pupils to work with others and form good relationships. They take on different roles and responsibilities within a group and work collaboratively towards shared goals. Pupils also have opportunities to listen and respond respectfully to a wide range of people including their peers and members of their wider community. Through 'big

	discussion questions' pupils can share their ideas and opinions and grow in confidence to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view. The Award highlights pupils' responsibilities at home, at school, in the community and towards the environment and gives them practical ways to meet these. The Award also explores the idea of community at a local, national and global level and allows pupils to consider the lives of people living in other places and with different needs.
RSE skills	The Award cultivates character traits and personal attributes as pupils explore what it means to be a leader. The award activities enable pupils to practice resilience and instils the belief that they can achieve and persevere with tasks despite setbacks. In exploring issues that affect their local communities, pupils consider the idea of social justice and how they can treat others with respect and use their actions to serve others showing kindness, humility and generosity. Through the personal challenges that are set, and the final community action project pupils have the opportunity to put their ideas into action and consider the impact that their actions have on community.
Personal Development	Pupils will engage in learning and activities that help them to consider and grow in skills such as self-awareness, teamwork, communication and compassion. Through taking part in challenges to share kindness and make a positive difference to society pupils develop their resilience, confidence and independence. Pupils are prompted to consider needs in their local community and how they might be able to help, before deciding on and taking part in a project to support a need in their area. These firsthand experiences begin to equip them to be responsible, respectful and active citizens to contribute positively to society and help them to understand why this is important. Pupils also have opportunities to reflect on their own feelings, behaviour and how they relate to others. The Award can help to develop pupils' understanding of fundamental British values. Democracy is promoted as pupils are encouraged to express their opinions and consider pros and cons to reach a decision. For example, when deciding on a community action project. Individual liberty is also encouraged as pupils listen to, respect and value others' opinions. The Award also promotes an inclusive environment where all pupils have opportunities to thrive and celebrate their individuality and achievements.
Moral	Pupils appreciate the difference between right and wrong and how their words and actions impact others around them as they take part in practical activities and challenges to develop leadership skills. Pupils learn about the stories of inspirational leaders and the work of charities who have changed the world for the better and taken a stand against injustice. They also have opportunities to consider their own response to issues of need in their communities and the world. For example, loneliness or homelessness. Here they can begin to offer reasoned views about moral and ethical issues and to appreciate the viewpoints of others on these issues.
Social	The Award offers numerous opportunities for pupils to work together to complete a task or challenge. Through these pupils use a range of social skills in different contexts and have opportunities to work with a variety of their peers. Pupils learn to cooperate well with others, to share ideas and to resolve conflicts effectively, working towards a common goal. As pupils take on the community action project, opportunities can often arise for them to participate in a variety of community and social settings, interacting with new and diverse groups of people.

## The Responsive Curriculum

As a school, we aim to keep children informed with current affairs and issues which are happening in our environment and wider society, as part of our PSHE delivery. This is something that cannot be anticipated and our 'Responsive Curriculum' allows us the flexibility to 'react' to events that happen in school, in the local community and in the national news. As and when events occur, we equip children with reliable sources of information and encourage discussion around these issues.



