



Curriculum Learning Guide

PSHE

How is PSHE taught at St Philip's CE Primary Academy?

Curriculum Intent:

What do we want to achieve with our PSHE curriculum?

The aim of our PSHE curriculum is to give children at St Philip's the opportunity to understand themselves and the world around them in terms of their personal development.

With the use of the Kapow Primary PSHE scheme, written in conjunction with PSHE Association, the intention of the curriculum is to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the **21st Century**. The curriculum covers key areas which will support children to make **informed choices** now and in the future around their **health, safety, wellbeing, relationships**, and **financial matters** and will support them in becoming **confident individuals** and **active members of society**.

The scheme covers all statutory requirements of **Relationship and Health Education** as set out by the DfE plus wider PSHE learning, in line with the requirement of the **National Curriculum** (2014) that schools '*should make provision for personal, social, health and economic education (PSHE).*'

Children's learning through this scheme will significantly contribute to their personal development as set out in the Ofsted Inspection Framework and promotes the four fundamental British values which reflect life in modern Britain: **democracy; rule of law; respect and tolerance and individual liberty**.

Quality PSHE and RSE teaching is an important element in helping schools to carry out their duty of care with regards to safeguarding. The DfE's statutory 'Keeping Children Safe in Education (Sep 2020)' guidance states that '*Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum*'.

Children will understand that PSHE is learning to manage our feelings and our health.

Implementation:

How will this be achieved?

The Kapow Primary scheme is a whole school approach that consists of five areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In each year group, an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. Many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

There are meaningful opportunities for cross-curricular learning, in particular with Computing for online safety and Science for growing, nutrition, teeth, diet and lifestyle. The scheme provides consistent messages throughout the age ranges including how and where to access help.

Our Relationship Education Policy follows the Bradford Local Authority Policy, and has been adapted in consultation with our parents and Local Governing Body. After this consultation, it was decided that as a school we would not deliver the non-statutory Sex Education – therefore staff will not be covering the optional lessons from the Kapow scheme of work.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust PSHE curriculum. To support this, there is a suite of eight Q&A videos for teachers, featuring experts from various fields, covering the key areas: Families, Friendships, Healthy and safe relationships, Digital safety and The changing adolescent body. This will help to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of knowledge and understanding. Further CPD opportunities can also be found via webinars with our PSHE subject specialists.

Unit Structure & Lesson Structure

Over the academic year, each year group will cover five units of PSHE plus a transition lesson, and an additional unit on Identity in Year 6. Each unit will consist of 5-8 lessons lasting 30-60 minutes each, depending on age and ability. Class teachers will decide if they wish to teach a lesson per week within a set half term, or in a block e.g. a whole day or two afternoon sessions etc. This will be communicated and agreed with the PSHE Subject Leader prior to the commencement of the new half term.

Each lesson consists of a starter activity or '**Attention Grabber**' followed by the '**Main Event**' which includes a very practical approach to the teaching and learning of PSHE, and includes the use of video clips to instruct. The lesson will end with a plenary of '**Wrapping Up**'. Lesson plans include assessment suggestions which will be used by staff to make teacher judgements, recorded on the **Kapow Assessment Tracker**. Differentiated guidance is included in every lesson plan, to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. These will be introduced to the children at the start of each unit and put into each child's PSHE book for the pupils to refer.

Impact:

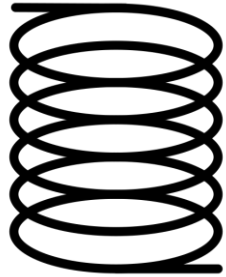
Each lesson within Kapow's Primary scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson – and these teacher judgements will be made at the end of each unit and placed on the PSHE Assessment Tracker.

Each unit of lessons comes with an Assessment quiz and Knowledge Catcher. The quiz contains 10 questions, nine of which are multiple-choice and can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers contain two or three open-ended questions and are designed to invite pupils to share what they know about the areas of learning within the unit. These can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge Catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

Through having been taught the full scheme, children will have met the objectives set out within the Relationships and Health Education statutory guidance and can utilise their learning within their daily lives, from dealing with friendship issues to resilience to making healthy choices and knowing where and how to get help when needed.

Family and Relationships	Learning how to form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
Health and Wellbeing	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.
Safety and the Changing Body	Learning how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.
Citizenship	Learning about human rights and the rights of the child, democracy, diversity and community and protecting the environment.
Economic Wellbeing	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Spiral Curriculum



The PSHE curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.

Throughout the teaching of PSHE, pupils will;

- Return to the key concepts again and again during their time in primary school.
- Deepen their understanding with each revisit as key concepts are covered with greater complexity.
- Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

Key Drivers at St Philip's

Key Drivers at St Philip's					
	Oracy Rich	Relevant Content	Experiential Learning	Future Proof	Inclusive & Supportive
PSHE	<ul style="list-style-type: none"> • articulating feelings • describing scenarios • confidence building – giving them the vocabulary to express themselves • instructions • debate/discussion/negotiation • explanations • empathy exercises • drama • role play • interviews • responding to scenarios 	<ul style="list-style-type: none"> • Delivery of the statutory requirements for KS 1 and 2 as outlined within the National Curriculum for PSHE within units using key questions. • Understanding issues that may affect family and friends • Keep themselves and others safe • Develop and enhance English and Maths' skills through PSHE topics • Create a 'tool kit' for coping and assisting others in personal & social situations 	<ul style="list-style-type: none"> • Role Play • Be physically active • Experience the benefits of physical activity • Experience the benefits of sound well being • Visits and visitors in school ie road safety team, PSO, school nurse • Events such as 'Careers Week • Assemblies which address current situations • Enquiry, investigation, problem solving and decision making central to high quality learning in PSHE • Real issues will be investigated not just make believe scenarios. 	<ul style="list-style-type: none"> • Preparing pupils for an ever changing world of physical and mental well being and finance. • Creating the tools to manage physical and mental well being, finances and relationships • Inform and empower children and young people to fully understand and cope with the pressures that come with school, family and friends • Create young people who accept & appreciate that everyone is different 	<ul style="list-style-type: none"> • Creates a sense of place, belonging, identity, purpose • Multi-sensory approaches • SEND approaches used inc. use of resources and adults • A variety of learning styles is used: visual, audio and kinetic • Whole-class teaching methods, enquiry based group work, individual, pair, class and group work • Assessment of pupils inform the teacher of current achievements and

	<ul style="list-style-type: none"> • mock trials 	<ul style="list-style-type: none"> • Topical and emotive topics that deals with real issues. • Open ended questions to inspire curiosity about personal and social issues 	<ul style="list-style-type: none"> • Use a variety of technological resources • Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording. • Planning takes into account and plots the 100 things to do at St P's. 	<p>and that they react differently to situations</p> <ul style="list-style-type: none"> • Create safer environments for themselves and others • Give pupils the confidence to speak out when they are not happy 	<p>give guidance for future learning.</p> <ul style="list-style-type: none"> • Open ended investigations which can have a variety of responses • Topical subjects in whole school assemblies. • Build on empathy of others so that our pupils appreciate the diversity of each other
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PSHE - Pedagogy

The **Kapow Primary** PSHE scheme of work covers all aspects of the **Model PSHE Curriculum**, which was published by the Department for Education in March 2021, and has been develop to align with **PSHE Association** approaches. As non-specialists, using this curriculum, built on the foundations of expert research and understanding of the teaching of Primary PSHE, gives us the confidence to know that we are delivering a curriculum based on best practice.

Personal Social Health Education (PSHE) helps pupils to develop the knowledge, skills, and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

"It is important that the skills and competencies children and young people are taught are indeed generic and not just tied to specific situations. PSHE helps learners generalise to real life". Durlak et al, 1995

PSHE education isn't just another school subject. It gives every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change. And giving them a solid foundation for whatever challenging opportunities lie ahead, so they can face a world full of uncertainty with hope.

From making informed decisions about alcohol to succeeding in their first job, PSHE education helps pupils prepare for all the opportunities, challenges, life decisions and responsibilities they'll face.

This in turn achieves a 'virtuous circle', whereby pupils with better health and wellbeing can achieve better academically and enjoy greater success. What we teach in the classroom will help our pupils foster lifelong aspirations, goals, and values. At St Philip's we see PSHE as education that prepares for life today, and tomorrow.

Weaving knowledge, skills and understanding together in the PSHE Curriculum

Personal, Social and Emotional Development: EYFS

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Families and Relationships	Health and Wellbeing	Safety and Changing Body	Citizenship	Economic Wellbeing
<p>Learn to work independently as part of a group.</p> <p>Learn the importance of compromise and that this may involve sharing and taking turns.</p> <p>Learn to play co-operatively, taking turns with others when playing card, board and ball games.</p> <p>Learn to take account of another's ideas about how to organise their play and activity.</p> <p>Learn to show sensitivity to others needs and feelings and form positive relationships with adults and other children.</p> <p>Learn to understand that someone else's perspective can be different from their own and</p>	<p>Learn to talk about how they and other children show feelings.</p> <p>Learn to talk about their own and others' behaviour and its consequences.</p> <p>Learn to develop 'Finding out and exploring (Ready)' learning behaviours.</p> <p>Learn to develop 'Playing with what they know (Ready)' learning behaviours.</p> <p>Learn to develop 'Being willing to 'have a go' (Ready) learning behaviours.</p> <p>Learn to develop 'Being involved and concentrating (Willing)' learning behaviours.</p>	<p>Learn to talk about procedures they follow in class to stay safe and manage risks.</p> <p>Learn to fasten a seat belt and know why it is important.</p> <p>Learn to hold a conversation on a telephone/ dial 999.</p>	<p>Learn the importance of belonging</p> <p>Learn that they are part of the school community</p> <p>Learn that they are a citizen of the world.</p>	<p>Learn that money can be kept safe in purses, money box and banks.</p>

<p>can find compromise to overcome differences.</p> <p>Learn to work as part of a group to achieve a common goal.</p>	<p>Learn to develop 'Keeping trying (Willing)' learning behaviours.</p> <p>Learn to develop 'Enjoying achieving what they set out to do (Willing)' learning behaviours.</p> <p>Learn to develop 'Having their own ideas. (Able)' learning behaviours.</p> <p>Learn to develop 'Making links (Able)' learning behaviours.</p> <p>Learn to develop 'Choosing ways to do things (Able) learning behaviours.</p> <p>Learn to wash their hands with soap using a dispenser. They should ensure their hands are thoroughly clean and dry.</p> <p>Learn to brush their teeth effectively for two minutes.</p> <p>Learn to go to the toilet independently and is clean throughout the day.</p> <p>Learn to talk about the importance of good health and a healthy diet.</p> <p>Learn to use emotional language to given them the vocabulary to understand and talk about their feelings – for</p>			
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example instead of crying for a toy, to explain that they are sad because the toy is not available to them.

Learn to understand that being outdoors can be good for your health and improve how you might feel and contribute to feeling happy.

Learn that you can express your feelings creatively and that you can enjoy doing the activity without worrying about the final product.

Vocabulary

Group, share, take turns, together, card games, ball games, board games, play, ideas, feelings, talk, behaviour, consequence, enjoy, clean, wash, dry, soap, teeth, toilet, eat healthy, healthy choices, healthy diet, sad, outdoors, happy, feel, safe, seatbelt, telephone, mobile, 999, police, fire, ambulance, emergency, belong, school community, citizen, money, purse, money box, bank.

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Exploring how families are different to each other.	To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that families can be made up of different people. To know that families may be different to my family.	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Friendships	Exploring how friendship problems can be overcome. Exploring friendly behaviours.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem
Respectful relationships	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand that there are similarities and differences between people. To understand some stereotypes related to age.
Change and loss	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.	N/A	N/A

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p>	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p>	<p>Discussing why it is important to look after my teeth.</p>	<p>To understand ways to prevent tooth decay.</p>
Physical health and wellbeing	<p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p>	<p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p>	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
Mental wellbeing	<p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self respect.</p>	<p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence in looking after my teeth.	To know key facts about dental health.	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions. To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>
Drugs, alcohol and tobacco	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>
The changing adolescent body	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>	N/A	N/A
Basic first aid	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p>	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p>	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making.</p>	<p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Discussing the reasons why adults may or may not drink alcohol.</p>	<p>To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Learning about the emotional changes during puberty.</p> <p>Identifying reliable sources of help with puberty.</p>	<p>To understand the process of the menstrual cycle.</p> <p>To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>To know that puberty happens at different ages for different people.</p>	<p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>To understand how a baby is conceived and develops.</p>
Basic first aid	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>	<p>Learning about how to help someone who is bleeding.</p>	<p>To know how to assess a casualty's condition.</p>	<p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>	<p>To know how to conduct a primary survey (using DRABC).</p>

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising why rules are necessary.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing how to keep money safe.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.	Discussing the range of feelings which money can cause.	To understand that there are different ways to pay for things.
Discussing what to do if we find money.	To know some of the ways children may receive money.	Recognising that people make choices about how to spend money.	To know the difference between a 'want' and 'need'.	Discussing the different attitudes people have to money.	To know that budgeting money is important.
Exploring choices people make about money.	To know that it is wrong to steal money.	Exploring the reasons why people choose certain jobs.	To know some of the features to look at when selecting a bank account.	Exploring the impact our spending can have on other people.	To understand that there are a range of jobs available.
Developing an understanding of how banks work.	To know that banks are places where we can store our money. To know some jobs in school. To know that different jobs need different skills.			Considering the advantages and disadvantages of different payment methods.	To understand that some stereotypes can exist around jobs but these should not affect people's choices.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring the factors which affect whether something is value for money.	To know that money can be lost in a variety of ways.	Discussing risks associated with money.	To know that when money is borrowed it needs to be paid back, usually with interest.	Recognising differences in how people deal with money and the role of emotions in this.	To understand that there are certain rules to follow to keep money safe in bank accounts.
Discuss some impacts of losing money.	To understand the importance of tracking money.	Making a budget based on priorities.	To know that it is important to prioritise spending.	Discussing some risks associated with gambling.	To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
Identifying negative and positive influences that can affect our career choices.	To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome stereotypes in the workplace.	Discussing the role of money in selecting a job. Discussing how income can change and the feelings associated with this.	To know that income is the amount of money received and expenditure is the amount of money spent. To know some ways that people lose money.	Identifying jobs which might be suitable for them.	To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as Citizens' Advice can help with money-related problems.

Year 6 only

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p> <p>To understand that gender and sexual orientation form part of a person's identity.</p>

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To understand that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To understand that change is part of life.	Learning strategies to deal with change.	To understand that change often brings about more opportunities and responsibilities.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising our own achievements.</p> <p>Being able to set goals.</p>	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To understand the skills needed for roles in school.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can bring opportunities but also worries.

Monitoring and Evaluation

In all subjects at St Philip's CE Primary Academy, the teaching and learning will be monitored and evaluated by both individual Subject Leaders and members of the Senior Leadership Team.

As a Subject Leader, the following activities will be undertaken and used to inform understanding of the subject. Evidence and information from these activities will then be used to inform each subject Plan of Action and the CPD needs of all staff and individuals.

AUTUMN 1 Audit Subject Create Action Plan Pupil Surveys	SPRING 1 Lesson Observations Website Update and Review Assessment Analysis Review Action Plans	SUMMER 1 Planning Scrutiny Book/Work Scrutiny Website Update and Review
AUTUMN 2 Planning Scrutiny Book/Work Scrutiny Triangulation of M&E Identify CPD Requirements	SPRING 2 Target CPD Requirements Review Action Plan	SUMMER 2 Pupil Surveys Triangulation of M&E Review Action Plan

In supporting individuals, it is expected that Subject Leaders will follow the programme of support below to give all staff the opportunity to gain the knowledge and understanding to deliver the curriculum to the best of their ability:

- Ensure the member of staff has a good understanding of the subject and units to be delivered, using the subject documentation, Medium Term Plans, individual lesson plans and Knowledge Organisers.
- CPD given to individuals through video tutorials, one-to-one support in planning and preparing etc.
- Modelling expectations through demonstration lessons in own or colleague's class.
- Further coaching and discussion of how to implement strategies or modify lessons for the needs of pupils etc.

PSHE: Long Term Plan Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 1	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 2	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 3	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 4	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 5	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
Year 6	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Identity and Transition