



BRADGATE
Education Partnership

Gaddesby Primary School

PSHE Curriculum

2022 – 2023



PSHE

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Health and Wellbeing</u>	<u>Health and Wellbeing</u>	<u>Health and Wellbeing</u>	<u>Health and Wellbeing</u>
<p>Manage their own needs. - Personal hygiene (PSED)</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian (PSED)</p>	<p>Describe some ways to keep healthy and explain why it is important.</p> <p>Recognise and name different feelings and describe what to do if they, or others, have not-so-good feelings.</p> <p>Suggest ways to help themselves and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline.</p> <p>Say something that makes them special and unique, what they are good at or proud of, and how these help them feel good about themselves.</p> <p>Suggest ways to manage when finding something difficult.</p> <p>Identify external body parts, how people's bodies and needs change as they grow from young to old.</p> <p>Give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss.</p> <p>Suggest some rules that keep them safe and decide if a choice is safe or unsafe for their health, including at home, online, when travelling, and in the sun.</p> <p>Say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this.</p> <p>Describe how to follow simple hygiene and dental health routines.</p> <p>List some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help.</p>	<p>Explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.</p> <p>Have a wide vocabulary to describe different emotions in themselves and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss.</p> <p>Recognise the link between physical and mental health and describe strategies that promote mental health for themselves or others.</p> <p>Explain the importance of balancing time online with other activities for physical and mental wellbeing.</p> <p>Identify things that make them who they are, that they are proud of and recognise how building personal strengths contribute to self-worth</p> <p>Suggest ways to manage setbacks and unhelpful thinking.</p> <p>Identify external genitalia and internal reproductive organs, and describe how and why bodies change as they grow, including during puberty and suggest strategies to manage these.</p> <p>Recognise signs that they or someone else may need help with their physical health or mental wellbeing.</p>	<p>Explain how babies are conceived and born as part of the human life cycle.</p> <p>Describe ways to prepare for and manage transitions positively between important stages in life or school.</p> <p>Assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices.</p> <p>Suggest ways of reducing and managing risk at home, online, on the road and elsewhere.</p> <p>Explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.</p> <p>Demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly.</p> <p>Identify a range of sources of support (people who help children stay safe and healthy) and suggest who to ask in different situations, including if they or someone they know is at risk.</p> <p>Explain or demonstrate how to respond in emergency situations, including basic first aid skills.</p>

	Say how to get help in emergency situations and follow instructions to keep safe.		
Relationships	Relationships	Relationships	Relationships
Use of colour monster to underpin emotions (Gaddesby focus)	Say who loves and cares for them, what it means to be a family and that families are all different.	Explain how families are different and identify features of positive family life.	Describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.
See themselves as a valuable individual. (PSED)	Name different types of relationships, for example, family, friendship, online.	Explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.	Recognise the importance of getting help if they feel lonely or excluded, and can describe how to help others to feel included.
Build constructive and respectful relationships (PSED)	Say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements.	Name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.	Name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed.
Express their feelings and consider the feelings of others (PSED)	Say how they are the same and different to other people, and how to treat themselves and other people with respect.	Express and discuss their views on topical issues, and listen respectfully to others.	Say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.
Show resilience and perseverance in the face of challenge (PSED)	Say what bullying and hurtful behaviours are, how they might make someone feel, that they are unacceptable, and who to ask for help.	Explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.	Recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.
Identify and moderate their own feelings socially and emotionally. (PSED)	Describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it.	Recognise when it is right to break a confidence or share a secret, and who to tell.	Explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.
Think about the perspectives of others. (PSED)	Talk about things that matter to them, and say how to play and work with others.	Describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.	Explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.
Learn about the Gaddesby values and focus on respect during Autumn term 2 (Gaddesby focus)	Say when it is important to ask for permission and how to ask for, give, or not give permission.	Explain when, where and how to get help or support if worried about relationships of any sort.	Explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people they do or don't know, and who to tell if concerned about any contact.
Develop social phrases. (C&L)	Say what privacy means, and which body parts are private Recognise when a secret should not be kept, but told to a trusted adult.		Recognise when it is right to break a confidence or share a secret, and who to tell.
	Identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries.		

	<p>Recognise that some people behave differently online and say some simple ways to keep online communication safe.</p> <p>Say who to tell if a relationship, or the actions of someone they don't know, has made them feel uncomfortable, upset, or unsafe</p>		<p>Describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.</p> <p>Explain when, where and how to get help or support if worried about relationships of any sort</p>
<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>	<u>Living in the Wider World</u>
<p>Talk about members of their immediate family and community (UTW)</p> <p>Name and describe people who are familiar to them (UTW)</p> <p>Understand that some places are special to members of their community (UTW)</p> <p>Recognise some environments that are different to the one in which they live (UTW)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (UTW)</p>	<p>Give some examples of rules in school or at home and say why they are important.</p> <p>Say some ways to care for the plants, animals and people around us and why this is important.</p> <p>Identify some similarities and differences between people in their school and community.</p> <p>Give some examples of groups they and other people belong to and the roles and responsibilities in these different groups.</p> <p>State some rules for using the internet and devices safely, and recognise that not everything online is always true.</p> <p>Describe how wanting something is different from needing something.</p> <p>Say what money is, where it comes from, and how it can be looked after, saved or spent.</p> <p>Recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.</p>	<p>Identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.</p> <p>Explain benefits of having diversity in their community and ways to promote inclusion in their school and community.</p> <p>Explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.</p> <p>Explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content</p>	<p>Identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.</p> <p>Explain what stereotypes, prejudice and discrimination mean, why they need to show others respect and how they can positively challenge discrimination.</p> <p>Explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.</p> <p>Explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.</p> <p>Recognise how financial decisions can impact people's emotions, including choices related to gambling.</p> <p>Identify strengths, skills and achievements, how these might help them choose a job, and use these to set goals.</p> <p>Describe some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime.</p> <p>Recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for their future.</p>