



Sproatley Endowed C of E Academy

Two Year Rolling PSHE Curriculum

Sproatley Endowed CE Academy – PSHE Curriculum

The teaching of PSHE at Sproatley Endowed CE Academy is taught across a 2-year period. This means teaching will be age appropriate with differentiated objectives which allows all children to meet their fullest potential and prepares them for life in modern society. Coverage of the 2-year curriculum will be adapted across key stage 1 and key stage 2 to ensure that by the end of each key stage children will have been taught all objectives to a high standard; preparing children for transition into the next phase of their school life. Teaching of PSHE in Early Years will remain the same each year to ensure preparation for learning in full-time education.

PSHE Year A: (commence academic year 2022-23 / 2024-25 / 2026-27)

EYFS		
Block:	Topic:	Objectives:
Due to the nature of Early Years, learning opportunities are incidental, child led and as a result of responding to individual needs. Therefore, topics will be covered at various times within the year. Health and Wellbeing	<u>Physical Health and Mental Wellbeing</u>	Children Learn to: <ul style="list-style-type: none">• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	<u>Keeping Safe</u>	<ul style="list-style-type: none">• Negotiate space and obstacles safely, with consideration for themselves and others• Explain the reasons for rules, know right from wrong and try to behave accordingly
	<u>Growing and Changing</u>	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge• Demonstrate strength, balance and coordination when playing• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing• Hold a pencil effectively in preparation for fluent

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		<ul style="list-style-type: none"> writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing
Relationships	<u>Safe Relationships</u>	<ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers • Work and play cooperatively and take turns with others
	<u>Families and Friendships</u>	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
	<u>Respecting Ourselves and Others</u>	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Living in the Real World	<u>Belonging to a Community</u>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • Talk about the lives of the people around them and their roles in society

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	<p><u>Media Literacy and Digital Resilience</u></p> <p>Possible Resource: https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p>	<ul style="list-style-type: none">• Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.• Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
	<p><u>Money and Work</u></p> <p>Possible Resource: https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none">• beginning to use everyday language related to money

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PSHE Year A: (commence academic year 2022-23 / 2024-25 / 2026-27)

Year 1/2		
Block:	Topic:	Objectives:
Health and Wellbeing	<p><u>Physical Health and Mental Wellbeing</u></p> <p><i>Why sleep is important. What medicines and keeping healthy means. Keeping our teeth healthy. Managing feelings and asking for help.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94-map-your</p>	<ul style="list-style-type: none"> • Recognise routines and habits for maintaining good physical and mental health • Understand why sleep and rest are important for growing and keeping healthy • Recognise that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • Realise the importance of, and routines for, brushing teeth and visiting the dentist • Know how to describe and share a range of feelings • Identify ways to feel good, calm down or change our mood e.g. playing outside, listening to music, spending time with others • Know how to manage big feelings including those associated with change, loss or bereavement • Know when and how to ask for help, and how to help others with their feelings
	<p><u>Keeping Safe</u></p> <p><i>Safety in different environments. Recognising risks and safety at home. How to deal with emergencies.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>	<ul style="list-style-type: none"> • Understand how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • Know how to help keep ourselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • Identify potential unsafe situations, who is responsible for keeping us safe in these situations, and steps we can take to avoid or remove ourselves from danger • Know how to help keep ourselves safe at home in relation to electrical appliances, fire safety and medicines/household products

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		<ul style="list-style-type: none"> • Identify things that people can put in their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • Know how to respond if there is an accident and someone is hurt • Recognise whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say
	<p style="text-align: center;"><u>Growing and Changing</u></p> <p><i>Growing older. Naming body parts, including private areas. Moving class or year.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and </p>	<ul style="list-style-type: none"> • Know about the human life cycle and how people grow from young to old • Recognise how our needs and bodies change as we grow up • Identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • Understand the changes that happen as people grow up, including new opportunities and responsibilities • Prepare to move to a new class and setting goals for next year (Move to end of summer term)
Relationships	<p style="text-align: center;"><u>Safe Relationships</u></p> <p><i>Managing secrets. Resisting pressure and getting help when needed. Recognising hurtful behaviour.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends </p>	<ul style="list-style-type: none"> • Know how to recognise hurtful behaviour, including online • Know what to do and whom to tell if we see or experience hurtful behaviour, including online • Understand what bullying is and different types of bullying • Know how someone may feel if they are being bullied • Recognise the difference between happy surprises and secrets that make us feel uncomfortable or worried, and how to get help • Know how to resist pressure to do something that feels uncomfortable or unsafe • Understand how to ask for help if we feel unsafe or worried and what vocabulary to use
	<p style="text-align: center;"><u>Families and Friendships</u></p> <p><i>Making friends. Feeling lonely and getting help.</i></p>	<ul style="list-style-type: none"> • Know how to be a good friend, e.g. kindness, listening, honesty

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Living in the Real World	<p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>	<ul style="list-style-type: none"> • Understand different ways that people meet and make friends • Develop strategies for positive play with friends, e.g. joining in, including others etc. • Recognise what causes arguments between friends • Know how to positively resolve arguments between friends • Recognise, and ask for help, when we are feeling lonely or unhappy or to help someone else
	<p style="text-align: center;"><u>Respecting Ourselves and Others</u> <i>Recognising things in common and recognising differences. Playing and working cooperatively. Sharing opinions respectfully.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p>	<ul style="list-style-type: none"> • Identify the things we have in common with our friends, classmates and other people • Recognise how friends can have both similarities and differences • Understand how to play and work cooperatively in different groups and situations • Know how to share our ideas and listen to others, take part in discussions, and give reasons for our views
	<p style="text-align: center;"><u>Belonging to a Community</u> <i>Belonging to a group. Roles and responsibilities in the community. Being the same and different in the community.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p>	<ul style="list-style-type: none"> • Recognise and know how to be part of different groups, and the role we play in these groups e.g. class teams, faith groups • Identify different rights and responsibilities that we have in school and the wider community • Understand how a community can help people from different groups to feel included • Recognise that we are all equal, and ways in which we are the same and different to others in our community
	<p style="text-align: center;"><u>Media Literacy and Digital Resilience</u> <i>Using the internet in everyday life. Online content and information.</i></p> <p>Possible Resources: https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/ https://www.thinkuknow.co.uk/professionals/</p>	<ul style="list-style-type: none"> • Identify ways in which people can access the internet e.g. phones, tablets, computers • Recognise the purpose and value of the internet in everyday life • Recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos

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		<ul style="list-style-type: none">• Understand that information online might not always be true
	<p style="text-align: center;"><u>Money and Work</u></p> <p><i>What money is. Differences between needs and wants.</i></p> <p><i>Looking after money.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none">• Know what money is and its different forms e.g. coins, notes, and ways of paying for things (debit cards, electronic payments, contactless)• Understand how money can be kept and looked after• Understand how to receive, keep and spend money• Understand that people are paid money for the jobs they do• Recognise the difference between wants and needs• Understand how people make choices about spending money, including thinking about needs and wants

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PSHE Year A: (commence academic year 2022-23 / 2024-25 / 2026-27)

Year 3/4		
Block:	Topic:	Objectives:
Health and Wellbeing	<p><u>Physical Health and Mental Wellbeing</u> <i>Maintaining a balanced lifestyle. Oral hygiene and dental care.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>	<ul style="list-style-type: none"> • Identify a wide range of factors that maintain a balanced and healthy lifestyle, both physically and mentally • Know what good physical health means and how to recognise early signs of physical illness • Understand that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • Know how to maintain oral hygiene and dental health, including how to brush and floss correctly • Recognise the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
	<p><u>Keeping Safe</u> <i>Medicines and household products. Drugs common to everyday life.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94-map-your</p>	<ul style="list-style-type: none"> • Realise the importance of taking medicines correctly and using household products safely • Recognise what is meant by a 'drug' • Understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • Identify some of the risks associated with drugs common to everyday life • Understand that for some people using drugs can become a habit which is difficult to break • Know how to ask for help or advice
	<p><u>Growing and Changing</u> <i>Physical and emotional changes in puberty. Identifying external genitalia. Knowing personal hygiene routines. Knowing where to find support with puberty.</i></p> <p>Possible Resources:</p>	<ul style="list-style-type: none"> • Understand how to identify external genitalia and reproductive organs • Know about the physical and emotional changes during puberty

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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0 https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme	<ul style="list-style-type: none"> • Understand key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • Develop strategies to manage the changes during puberty including menstruation • Recognise the importance of personal hygiene routines during puberty including washing regularly and using deodorant • Know how to discuss the challenges of puberty with a trusted adult • Know how to get information, help and advice about puberty
Relationships	<p style="text-align: center;"><u>Safe Relationships</u> <i>Responding to hurtful behaviour. Managing confidentiality. Recognising risks online.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>	<ul style="list-style-type: none"> • Differentiate between playful teasing, hurtful behaviour and bullying, including online • Know how to respond if we witness or experience hurtful behaviour or bullying, including online • Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • Understand how to manage pressures associated with dares • Realise when it is right to keep or break confidence or share a secret • Understand how to recognise risks online such as harmful content or contact • Recognise that people may behave differently online including pretending to be someone they are not • Know how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
	<p style="text-align: center;"><u>Families and Friendships</u> <i>Understanding positive relationships, including online.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p>	<ul style="list-style-type: none"> • Identify features of positive healthy friendships such as mutual respect, trust and sharing interests • Build strategies towards positive friendships • Know how to seek support with relationships if we feel lonely or excluded

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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety	<ul style="list-style-type: none"> • Understand how to communicate respectfully with friends when using digital devices • Realise knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • Know what to do or whom to tell if we are worried about any contact online
	<p style="text-align: center;"><u>Respecting Ourselves and Others</u> <i>Respecting differences and similarities. Discussing differences sensitively.</i> Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Recognise differences between people such as gender, race, faith • Recognise what we have in common with others e.g. shared values, likes and dislikes, aspiration • Understand the importance of respecting the differences and similarities between people • Develop our vocabulary to sensitively discuss difference and include everyone
	<p style="text-align: center;"><u>Belonging to a Community</u> <i>What makes a community. Shared responsibilities.</i> Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2 https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan</p>	<ul style="list-style-type: none"> • Understand the meaning and benefits of living in a community • Recognise that we belong to different communities as well as the school community • Identify the different groups that make up and contribute to a community • Identify individuals and groups that help the local community, including through volunteering and work • Know how to show compassion towards others in need and the shared responsibilities of caring for them
	<p style="text-align: center;"><u>Media Literacy and Digital Resilience</u> <i>How data is shared and used.</i> Possible Resources: https://www.thinkuknow.co.uk/8_10/ https://www.thinkuknow.co.uk/professionals/resources/band-runner/ https://www.thinkuknow.co.uk/professionals/</p>	<ul style="list-style-type: none"> • Realise that everything shared online has a digital footprint • Recognise that organisations can use personal information to encourage people to buy things • Recognise what online adverts look like • Compare content shared for factual purposes and for advertising

Living in the Real World

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		<ul style="list-style-type: none"> • Understand why people might choose to buy or not buy something online e.g. from seeing an advert • Realise that search results are ordered based on the popularity of the website and that this can affect what information people access
	<p style="text-align: center;"><u>Money and Work</u></p> <p><i>Making decisions about money. Using and keeping money safe.</i></p> <p>Possible Resources:</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none"> • Understand how people make different spending decisions based on their budget, values and needs • Know how to keep track of money and why it is important to know how much is being spent • Identify different ways to pay for things such as cash, cards, e-payment and the reasons for using them • Understand that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

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PSHE Year A: (commence academic year 2022-23 / 2024-25 / 2026-27)

Year 5/6		
Block:	Topic:	Objectives:
Health and Wellbeing	<p><u>Physical Health and Mental Wellbeing</u> <i>What affects mental health and ways to take care of it. Managing change, loss and bereavement. Managing time online.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%9Emaking-sense-relationships%E2%80%99-lesson-plans https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</p>	<ul style="list-style-type: none"> • Realise that mental health is just as important as physical health and that both need looking after • Recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • Know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • Build positive strategies for managing feelings • Realise that there are situations when someone may experience mixed or conflicting feelings • Understand how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • Recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • Identify where we and others can ask for help and support with mental wellbeing in and outside school • Recognise the importance of asking for support from a trusted adult • Know about the changes that may occur in life including death, and how these can cause conflicting feelings • Understand that changes can mean people experience feelings of loss or grief • Know about the process of grieving and how grief can be expressed • Identify strategies that can help someone cope with the feelings associated with change or loss • Identify how to ask for help and support with loss, grief or other aspects of change

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		<ul style="list-style-type: none"> • Understand how balancing time online with other activities helps to maintain health and wellbeing • Develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night • Know what to do and whom to tell if they are frightened or worried about something they have seen online
	<p style="text-align: center;"><u>Keeping Safe</u></p> <p><i>Keeping personal information safe. Regulations and choices. Drug use, the law and drugs in the media.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/bbfc-ks2-lessons-%E2%80%98let%E2%80%99s-watch-film-making-choices</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/trust-me-childnet</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/drug-wise-primary-school-resource-islington</p> <p>https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94map-your</p>	<ul style="list-style-type: none"> • Understand how to protect personal information online • Identify potential risks of personal information being misused • Develop strategies for dealing with requests for personal information or images of themselves • Identify types of images that are appropriate to share with others and those which might not be appropriate • Know that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • Know what to do if we take, share or come across an image which may upset, hurt or embarrass ourselves or others • Know how to report the misuse of personal information or sharing of upsetting content/ images online • Know about the different age rating systems for social media, T.V, films, games and online gaming • Understand why age restrictions are important and how they help people make safe decisions about what to watch, use or play • Understand the risks and effects of different drugs • Know the laws relating to drugs common to everyday life and illegal drugs • Recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs

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		<ul style="list-style-type: none"> • Identify the organisations where people can get help and support concerning drug use • Know how to ask for help if they have concerns about drug use • Understand how mixed messages in the media relating to drug use might influence opinions and decisions
	<p style="text-align: center;">Growing and Changing</p> <p><i>Human reproduction and birth. Increasing independence. Managing transitions.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-%E2%80%98making-sense-relationships%E2%80%99-lesson-plans</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources</p>	<ul style="list-style-type: none"> • Recognise some of the changes as we grow up e.g. increasing independence • Know what being more independent might be like, including how it may feel • Build towards the transition to secondary school and how this may affect our feelings • Recognise how relationships may change as they grow up or move to secondary school • Develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • Identify the links between love, committed relationships and conception • Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • Understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • Recognise that pregnancy can be prevented with contraception • Know about the responsibilities of being a parent or carer and how having a baby changes someone's life
Relationships	<p style="text-align: center;">Safe Relationships</p> <p><i>Recognising and managing pressure. Consent in different situations.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p>	<ul style="list-style-type: none"> • Compare the features of a healthy and unhealthy friendship • Recognise the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • Develop strategies to respond to pressure from friends including online

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	https://www.pshe-association.org.uk/curriculum-and-resources/play-share	<ul style="list-style-type: none"> • Know how to assess the risk of different online 'challenges' and 'dares' • Recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • Know how to get advice and report concerns about personal safety, including online • Understand what consent means and how to seek and give/not give consent in different situations
	<p style="text-align: center;"><u>Families and Friendships</u></p> <p><i>Attraction to others. Romantic relationships, civil partnership and marriage.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/medway-public-health-directorate-relationships-and</p>	<ul style="list-style-type: none"> • Know what it means to be attracted to someone and different kinds of loving relationships • Understand that people who love each other can be of any gender, ethnicity or faith • Recognise the difference between gender identity and sexual orientation and everyone's right to be loved • Know about the qualities of healthy relationships that help individuals flourish • Recognise ways in which couples show their love and commitment to one another, including those who are not married or who live apart • Know what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • Understand that people have the right to choose whom they marry or whether to get married • Know that to force anyone into marriage is illegal • Know how and where to report forced marriage or ask for help if they are worried
	<p style="text-align: center;"><u>Respecting Ourselves and Others</u></p> <p><i>Expressing opinions and respecting other points of view, including discussing topical issues.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Understand the link between values and behaviour and how to be a positive role model • Know how to discuss issues respectfully • Know how to listen to and respect other points of view • Know how to constructively challenge points of view they disagree with

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		<ul style="list-style-type: none"> • Develop ways to participate effectively in discussions online and manage conflict or disagreements
Living in the Real World	<p style="text-align: center;"><u>Belonging to a Community</u></p> <p><i>Valuing diversity, challenging discrimination and stereotypes.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Understand what prejudice means • Differentiate between prejudice and discrimination • Know how to recognise acts of discrimination • Develop strategies to safely respond to and challenge discrimination • Recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • Understand how stereotypes are perpetuated and how to challenge this
	<p style="text-align: center;"><u>Media Literacy and Digital Resilience</u></p> <p><i>Evaluating media sources. Sharing things online.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/trust-me-childnet</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/bbfc-ks2-lessons-%E2%80%94-let%E2%80%99s-watch-film-making-choices</p> <p>https://www.thinkuknow.co.uk/11_13/</p> <p>https://www.thinkuknow.co.uk/professionals/</p>	<ul style="list-style-type: none"> • Recognise the benefits of safe internet use e.g. learning, connecting and communicating • Understand how and why images online might be manipulated, altered, or faked • Recognise when images might have been altered • Understand why people choose to communicate through social media and some of the risks and challenges of doing so • Realise that social media sites have age restrictions and regulations for use • Understand the reasons why some media and online content is not appropriate for children • Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things • Understand that there are rules and laws relating to sharing things online • Recognise what is appropriate to share online

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		<ul style="list-style-type: none"> • Know how to report inappropriate online content or contact
	<p style="text-align: center;"><u>Money and Work</u></p> <p><i>Influences and attitudes towards money. Financial risks.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/content/gambling</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none"> • Understand the role that money plays in people's lives, attitudes towards it and what influences decisions about money • Know about value for money and how to judge if something is value for money • Understand how companies encourage customers to buy things and why it is important to be a critical consumer • Recognise that having or not having money can impact on a person's emotions, health and wellbeing • Identify common risks associated with money, including debt, fraud and gambling • Recognise how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • Know how to get help if they are concerned about gambling or other financial risks

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The teaching of PSHE at Sproatley Endowed CE Academy is taught across a 2-year period. This means teaching will be age appropriate with differentiated objectives which allows all children to meet their fullest potential and prepares them for life in modern society. Coverage of the 2-year curriculum will be adapted across key stage 1 and key stage 2 to ensure that by the end of each key stage children will have been taught all objectives to a high standard; preparing children for transition into the next phase of their school life. Teaching of PSHE in Early Years will remain the same each year to ensure preparation for learning in full-time education.

PSHE Year B: (Commence academic year 2023-24 / 2025-26 / 2027-28)

EYFS		
Block:	Topic:	Objectives:
<p>Due to the nature of Early Years, learning opportunities are incidental, child led and as a result of responding to individual needs. Therefore, topics will be covered at various times within the year.</p> <p>Health and Wellbeing</p>	<u>Physical Health and Mental Wellbeing</u>	<p>Children Learn to:</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
	<u>Keeping Safe</u>	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Explain the reasons for rules, know right from wrong and try to behave accordingly
	<u>Growing and Changing</u>	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent

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		<ul style="list-style-type: none"> writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing
Relationships	<u>Safe Relationships</u>	<ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers • Work and play cooperatively and take turns with others
	<u>Families and Friendships</u>	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
	<u>Respecting Ourselves and Others</u>	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
Living in the Real World	<u>Belonging to a Community</u>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps • Talk about the lives of the people around them and their roles in society

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	<p><u>Media Literacy and Digital Resilience</u> https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p>	<ul style="list-style-type: none">• Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.• Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.
	<p><u>Money and Work</u> Possible Resource: https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none">• beginning to use everyday language related to money

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PSHE Year B: (Commence academic year 2023-24 / 2025-26 / 2027-28)

Year 1/2		
Block:	Topic:	Objectives:
Health and Wellbeing	<u>Physical Health and Mental Wellbeing</u> <i>Keeping healthy, eating healthy food and exercising.</i> <i>Healthy hygiene routines and sun safety.</i> Possible resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94-map-your	<ul style="list-style-type: none"> • Understand what it means to be healthy and why it is important • Identify ways to take care of themselves on a daily basis • Understand basic hygiene routines, e.g. hand washing • Recognise how physical activity keeps people healthy • Identify healthy and unhealthy foods (e.g. sugar intake) • Recognise people who can help us to stay healthy (parents, doctors, nurses, dentists) • Know how to keep safe in the sun • Recognise different types of play, including indoor, outdoor and screen-based play
	<u>Keeping Safe</u> <i>How rules and age restrictions help keep us safe. Online safety.</i> Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme	<ul style="list-style-type: none"> • Realise how rules can help to keep us safe • Know why some things have age restrictions (e.g. toys, games, films, play areas) • Understand basic rules for keeping safe online • Know who to tell if you see something online that makes you feel unhappy, worried or scared
	<u>Growing and Changing</u> <i>Recognising what makes them unique and special.</i> <i>Managing feelings and when things go wrong.</i> Possible resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-lessons	<ul style="list-style-type: none"> • Recognise what makes us special and unique including our likes, dislikes and what we are good at • Know how to manage challenges and whom to tell when finding things difficult, or when things go wrong • Understand that we are the same and different to others • Identify different kinds of feelings

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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme	<ul style="list-style-type: none"> • Know how to recognise feelings in ourselves and others • Understand how feelings can affect how people behave
Relationships	<p style="text-align: center;"><u>Safe Relationships</u></p> <p><i>Recognise privacy, staying safe and seeking permission.</i></p> <p>Possible resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</p>	<ul style="list-style-type: none"> • Identify situations when someone's body or feelings might be hurt and whom to go to for help • Know what it means to keep something private, including parts of the body that are private • Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • Know how to respond if being touched makes us feel uncomfortable or unsafe • Know when it is important to ask for consent to touch others • Know how to ask for and give/not give permission
	<p style="text-align: center;"><u>Families and Friendships</u></p> <p><i>Roles of different people. What different families look like. What it feels like to be cared for.</i></p> <p>Possible resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://www.pshe-association.org.uk/metro-charity</p>	<ul style="list-style-type: none"> • Identify people who care for us, e.g. parents, siblings, grandparents, relatives, friends, teachers • Recognise the role these different people play in our lives and how they care for us • Know what it means to be a family and how families are different (e.g. single parents, same-sex parents etc) • Understand the importance of telling someone – and how to tell them – if we are worried about something in our family
	<p style="text-align: center;"><u>Respecting Ourselves and Others</u></p> <p><i>How behaviour affects others. Being polite and respectful.</i></p> <p>Possible resources:</p>	<ul style="list-style-type: none"> • Know what kind and unkind behaviour mean in and out of school • Understand how kind and unkind behaviour can make people feel • Know what respect means • Understand class rules, how to be polite to others, how to share and take turns
Living in the Real World	<u>Belonging to a Community</u>	<ul style="list-style-type: none"> • Identify examples of rules in different situations e.g. class rules, rules at home, rules outside

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	<p><i>Knowing what rules are. Caring for others' needs. Looking after the environment.</i></p> <p>Possible resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</p>	<ul style="list-style-type: none"> • Recognise that different people have different needs • Know how we care for people, animals and other living things in different ways • Understand how we can look after the environment e.g. recycling
	<p style="text-align: center;"><u>Media Literacy and Digital Resilience</u></p> <p><i>Using the internet and digital devices. Safely communicating online.</i></p> <p>Possible resources:</p> <p>https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends/</p> <p>https://www.thinkuknow.co.uk/professionals/</p>	<ul style="list-style-type: none"> • Know how and why people use the internet • Identify the benefits of using the internet and digital devices • Understand how people find things out and communicate safely with others online
	<p style="text-align: center;"><u>Money and Work</u></p> <p><i>What strengths and interests are. Different jobs in the community.</i></p> <p>Possible Resources:</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none"> • Realise that everyone has different strengths in and out of school • Recognise how different strengths and interests are needed to do different jobs • Identify people whose job it is to help us in the community • Recognise different jobs and the work people do in them

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PSHE Year B: (Commence academic year 2023-24 / 2025-26 / 2027-28)

Year 3/4		
Block:	Topic:	Objectives:
Health and Wellbeing	<p><u>Physical Health and Mental Wellbeing</u> <i>Healthy choices and habits. What affects our feelings. Appropriately expressing feelings.</i> Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94-map-your</p>	<ul style="list-style-type: none"> • Recognise the choices that people make in daily life that could affect their health • Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • Explain what can help people to make healthy choices and what might negatively influence them • Understand what habits are and that sometimes they can be maintained, changed or stopped • Recognise the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • Understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • Realise that regular exercise such as walking or cycling has positive benefits for their mental and physical health • Understand the things that affect feelings both positively and negatively • Develop strategies to identify and talk about their feelings • Recognise some of the different ways people express feelings e.g. words, actions, body language • Recognise how feelings can change overtime and become more or less powerful
	<p><u>Keeping Safe</u> <i>Recognising and handling risks and hazards. Safety in the local environment and unfamiliar places.</i> Possible Resources: https://www.pshe-association.org.uk/content/gambling https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</p>	<ul style="list-style-type: none"> • Identify typical hazards at home and in school • Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • Understand fire safety at home including the need for smoke alarms • Recognise the importance of following safety rules from parents and other adults

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		<ul style="list-style-type: none"> • Understand how to help keep ourselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety
	<p style="text-align: center;"><u>Growing and Changing</u></p> <p><i>Personal strengths and achievements. Managing and reframing setbacks.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Understand that everyone is an individual and has unique and valuable contributions to make • Recognise how strengths and interests form part of a person's identity • Identify our own personal strengths and interests and what we are proud of (in school, out of school) • Recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • Develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what we can learn from a setback, remembering what we are good at, trying again
Relationships	<p style="text-align: center;"><u>Safe Relationships</u></p> <p><i>Establishing and respecting personal boundaries. Safely responding to others. The impact of hurtful behaviour.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/nsppcc-share-aware-resources</p>	<ul style="list-style-type: none"> • Know what is appropriate to share with friends, classmates, family and wider social groups including online • Understand what privacy and personal boundaries are, including online • Develop basic strategies to help keep ourselves safe online e.g. passwords, using trusted sites and adult supervision • Understand that bullying and hurtful behaviour is unacceptable in any situation • Recognise the effects and consequences of bullying for the people involved • Recognise bullying online, and the similarities and differences to face-to-face bullying • Know what to do and whom to tell if we see or experience bullying or hurtful behaviour
	<p style="text-align: center;"><u>Families and Friendships</u></p> <p><i>What makes a family. Features of family life..</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/adoptables-schools-toolkit-coram-life-education</p>	<ul style="list-style-type: none"> • Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • Understand that being part of a family provides support, stability and love

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		<ul style="list-style-type: none"> • Identify the positive aspects of being part of a family, such as spending time together and caring for each other • Recognise the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • Identify if/when something in a family might make someone upset or worried • Know what to do and whom to tell if family relationships are making us feel unhappy or unsafe
	<p style="text-align: center;"><u>Respecting Ourselves and Others</u> <i>Recognising respectful behaviour. The importance of self-respect. Showing courtesy and being polite.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s</p>	<ul style="list-style-type: none"> • Recognise respectful behaviours e.g. helping or including others, being responsible • Know how to model respectful behaviour in different situations e.g. at home, at school, online • Recognise the importance of self-respect and our right to be treated respectfully by others • Know what it means to treat others, and be treated, politely • Identify the ways in which people show respect and courtesy in different cultures and in wider society
Living in the Real World	<p style="text-align: center;"><u>Belonging to a Community</u> <i>The value of rules, laws, rights, freedoms and responsibilities.</i></p> <p>Possible Resources:</p>	<ul style="list-style-type: none"> • Realise the reasons we have rules and laws in wider society • Recognise the importance of abiding by the law and what might happen if rules and laws are broken • Understand what human rights are and how they protect people • Identify basic examples of human rights including the rights of children • Understand that we have rights and also responsibilities • Realise that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn

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	<p><u>Media Literacy and Digital Resilience</u> <i>How the internet is used. Assessing information online.</i> Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety https://www.thinkuknow.co.uk/8_10/ https://www.thinkuknow.co.uk/professionals/resources/band-runner/ https://www.thinkuknow.co.uk/professionals/</p>	<ul style="list-style-type: none"> • Understand how the internet can be used positively for leisure, for school and for work • Recognise that images and information online can be altered or adapted and the reasons why this happens • Build strategies to recognise whether something they see online is true or accurate • Evaluate whether a game is suitable to play or a website is appropriate for our age-group • Make safe, reliable choices from search results • Know how to report something seen or experienced online that concerns us e.g. images or content that worry them, unkind or inappropriate communication
	<p><u>Money and Work</u> <i>Different jobs and skills, job stereotypes and setting personal goals.</i> Possible Resources: https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none"> • Identify jobs that people may have from different sectors e.g. teachers, business people, charity work • Understand that people can have more than one job at once or over their lifetime • Identify common myths and gender stereotypes related to work • Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • Identify some of the skills needed to do a job, such as teamwork and decision-making • Recognise our interests, skills and achievements and how these might link to future jobs • Know how to set goals that we would like to achieve this year e.g. learn a new hobby

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PSHE Year B: (Commence academic year 2023-24 / 2025-26 / 2027-28)

Year 5/6		
Block:	Topic:	Objectives:
Health and Wellbeing	<p style="text-align: center;"><u>Physical Health and Mental Wellbeing</u></p> <p><i>Identifying healthy sleeping habits, sun safety, medicines, vaccinations, immunisations and allergies.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints https://www.pshe-association.org.uk/news/drug-and-alcohol-education-lessons-%E2%80%94-map-your</p>	<ul style="list-style-type: none"> • Understand how sleep contributes to a healthy lifestyle • Develop healthy sleep strategies and how to maintain them • Understand the benefits of being outdoors and in the sun for physical and mental health • Know how to manage risk in relation to sun exposure, including skin damage and heat stroke • Recognise how medicines can contribute to health and how allergies can be managed • Understand that some diseases can be prevented by vaccinations and immunisations • Realise that bacteria and viruses can affect health • Know how we can prevent the spread of bacteria and viruses with everyday hygiene routines • Recognise the shared responsibility of keeping a clean environment
	<p style="text-align: center;"><u>Keeping Safe</u></p> <p><i>Keeping safe in different situations, including responding in emergencies, first aid and FGM.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross https://www.pshe-association.org.uk/content/gambling</p>	<ul style="list-style-type: none"> • Identify when situations are becoming risky, unsafe or an emergency • Identify occasions where we can help take responsibility for our own safety • Differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • Know how to deal with common injuries using basic first aid techniques • Understand how to respond in an emergency, including when and how to contact different emergency services • Know that female genital mutilation (FGM) is against British law • Explain what to do and whom to tell if we think we or someone we know might be at risk of FGM

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	<p style="text-align: center;"><u>Growing and Changing</u></p> <p><i>Personal identity. Recognising individuality and different qualities. Mental wellbeing.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/metro-charity https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Recognise our personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • Understand that for some people their gender identity does not correspond with their biological sex • Recognise, respect and express our individuality and personal qualities • Identify ways to boost our mood and improve emotional wellbeing • Identify the link between participating in interests, hobbies and community groups and mental wellbeing
Relationships	<p style="text-align: center;"><u>Safe Relationships</u></p> <p><i>Physical contact and feeling safe.</i></p> <p>Possible Resources:</p>	<ul style="list-style-type: none"> • Identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • Know how to ask for, give and not give permission for physical contact • Understand how it feels in a person's mind and body when they are uncomfortable • Know that it is never someone's fault if they have experienced unacceptable contact • Know how to respond to unwanted or unacceptable physical contact • Understand that no one should ask to keep a secret that makes us feel uncomfortable or try to persuade us to keep a secret we are worried about • Know whom to tell if we are concerned about unwanted physical contact
	<p style="text-align: center;"><u>Families and Friendships</u></p> <p><i>Managing friendships and peer influences.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Know whom to tell if we are concerned about unwanted physical contact • Build strategies to help someone feel included • Recognise peer influence and how it can make people feel or behave • Identify the impact of the need for peer approval in different situations, including online

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		<ul style="list-style-type: none"> • Build strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • Recognise that it is common for friendships to experience challenges • Develop strategies to positively resolve disputes and reconcile differences in friendships • Understand that friendships can change over time and the benefits of having new and different types of friends • Recognise if a friendship is making us feel unsafe, worried, or uncomfortable • Know when and how to seek support in relation to friendships
	<p style="text-align: center;"><u>Respecting Ourselves and Others</u> <i>Responding respectfully to a wide range of people. Recognising prejudice and discrimination.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</p>	<ul style="list-style-type: none"> • Recognise that everyone should be treated equally • Know why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to our own • Know what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • Identify online bullying and discrimination of groups or individuals e.g. trolling and harassment • Recognise the impact of discrimination on individuals, groups and wider society • Identify ways to safely challenge discrimination • Know how to report discrimination online
Living in the Real World	<p style="text-align: center;"><u>Belonging to a Community</u> <i>Protecting the environment. Showing compassion towards others.</i></p> <p>Possible Resources: https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-marqot-giving-help-others-resources-blood</p>	<ul style="list-style-type: none"> • Know how resources are allocated and the effect this has on individuals, communities and the environment • Recognise the importance of protecting the environment and how everyday actions can either support or damage it • Know how to show compassion for the environment, animals and other living things

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	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme	<ul style="list-style-type: none"> • Understand the way that money is spent and how it affects the environment • Know how to express our own opinions about our responsibility towards the environment
	<p style="text-align: center;"><u>Media Literacy and Digital Resilience</u></p> <p><i>How information online is targeted. Recognising different media types, their role and impact.</i></p> <p>Possible Resources:</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources</p> <p>https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</p> <p>https://www.thinkuknow.co.uk/11_13/</p> <p>https://www.thinkuknow.co.uk/professionals/</p>	<ul style="list-style-type: none"> • Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • Develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • Understand that some media and online content promote stereotypes • Know how to assess which search results are more reliable than others • Recognise unsafe or suspicious content online • Know how devices store and share information
	<p style="text-align: center;"><u>Money and Work</u></p> <p><i>Identifying job interests and aspirations. What influences people's career choices. Identifying workplace stereotypes.</i></p> <p>Possible Resources:</p> <p>https://www.valuesmoneyandme.co.uk/teachers</p>	<ul style="list-style-type: none"> • Identify jobs that we might like to do in the future • Recognise the role ambition can play in achieving a future career • Understand how or why someone might choose a certain career • Know what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • Recognise the importance of diversity and inclusion to promote people's career opportunities • Explore stereotyping in the workplace, its impact and how to challenge it • Realise that there is a variety of routes into work e.g. college, apprenticeships, university, training