

PSHE – PROGRAMME OF STUDY

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|---|---|---|---|--|--|
| | <p>Core PSHE Theme Living in the Wider World Strand Shared Responsibilities</p> <p>Cross Curricular Links – COMPUTING Online Relationships</p> <p>Extra info Good to be Green, & British Values (New School Vision Statement)</p> | <p>Core PSHE Theme Living in the Wider World Strand Shared Responsibilities</p> <p>Cross Curricular Links – COMPUTING Self –image & identity</p> <p>Extra info New School Vision Statement (Good to be Green, & British Values)</p> | <p>Core PSHE Theme Living in the Wider World Strand Media Literacy and Digital Resilience Core PSHE Theme Relationships Strand Respecting self and others</p> <p>Cross Curricular Links – COMPUTING 1. Managing online information 2. Online reputation 3. safer internet day: Together for a better internet</p> | <p>Core PSHE Theme Living in the Wider World Strand Communities Core PSHE Theme Living in the Wider World Strand Economic wellbeing: Aspirations, work and career</p> <p>Cross Curricular Links – COMPUTING 1. Copyright and ownership 2. Privacy and security</p> | <p>Core PSHE Theme Relationships</p> <p>Strand Safe relationships</p> <p>Core PSHE Theme Relationships Strand Managing hurtful behaviour and bullying</p> <p>Cross Curricular Links – COMPUTING Online bullying</p> | <p>Core PSHE Theme Health and Wellbeing</p> <p>Strand 1. Healthy lifestyles 2. Mental health 3. keeping safe 4. ourselves, growing and changing 5. keeping safe 6. Drugs, alcohol and tobacco</p> <p>Cross Curricular Links – COMPUTING Health wellbeing and lifestyle</p> |
| Nursery | What are our Nursery Rules? | Embed our Nursery Rules on a daily basis | How to use the internet safely | Different jobs people do | Caring for ourselves Staying safe Resolving problems | Caring for ourselves Staying safe Resolving problems |
| Reception | - What are our Reception Rules? - Why do we need them? | | | | | Transition |
| Year1 &Year 2 | - What are our school Rules? - Why they are needed. - Things they can do to help look after their environment | - Being me/being unique - showing respect and kindness - my dreams and goals - celebrating differences | <p>L7 How the internet and digital devices can be used safely to find things out and to communicate with others L8 The role of the internet in everyday life L9 That not all information online is true R21 What is kind and unkind behaviour, and how this can affect others R22 How to treat themselves and others with respect; how to be polite and courteous R23 To recognise the ways in which they are the same and different to others R24 How to listen to other people and play and work collaboratively R25 How to talk about and share their opinions on things that matter to them</p> | <p>L4 About the different groups they belong to L5 About the different roles and responsibilities people have in their community L6 To recognise the ways they are the same as, and different to, other people L14 That everyone has different strengths L15 That jobs help people to earn money to pay for things L16 different jobs that people they know or people who work in the community do L17 about some of the strengths and interests someone might need to do different jobs</p> | <p>R10 That bodies and feelings can be hurt by words and action; that people can say hurtful things online R11 About how people may feel if they experience hurtful behaviour or bullying R12 That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R13 To recognise that somethings are private and the importance of respecting privacy; that parts of their body covered by underwear are private. R14 That sometimes people may behave differently online, including by pretending to be someone they are not R15 How to respond safely to adults they do not know. R16 About how to respond if physical contact makes them feel uncomfortable or unsafe. R17 About knowing there are situations when they should ask for permission and also when permission should be sought R18 About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> | |

| | | | | | | |
|-------------------------------|---|--|--|--|---|--|
| | | | | | <p>R19 Basic techniques for resisting pressure to do something they do not want to do and which may make them unsafe</p> <p>R20 What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> | |
| <p>Year 3 – Year 6</p> | <ul style="list-style-type: none"> - What are our school Rules? - recognise reasons for rules and laws: consequences for breaking the rules and laws - recognise there are human rights that are there to protect everyone - relationship between rights and responsibilities - compassion towards others; shared responsibilities we all we all have for caring for other people and living things; how to show care and concern for others - ways of carrying our shared responsibilities for protecting the environment in school and at home; how every day choices can affect the environment. | <ul style="list-style-type: none"> - Being me/being unique/individuality. - sense of self-worth to thrive in life - Showing: respect, responsibility, celebrating differences. - showing inclusivity and fairness - how to become confident and resilient - challenge ourselves with ambitious goals and targets. To understand what achievement looks like - how to realise our dreams | <p>R32 Respecting the differences and similarities between people and recognising what they have in common with others eg. physical, in personality, or background</p> <p>R33 To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own</p> <p>R34 To discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p> | <p>L6 About the different groups that make up their community; what living in a community means L7 To value the different contributions that people and groups make to the community</p> <p>L8 About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9 about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10 about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L25 To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26 That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27 About stereotypes in the workplace and that a person’s career aspirations should not be limited by them</p> <p>L28 About what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29 That some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30 About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31 To identify the kind of job that they might like to do when they are older L32 To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> | <p>R19 About the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20 Strategies to respond to hurtful behaviour experienced or witness, offline and online (including teasing, name-calling, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21 About discrimination: what it means and how to challenge it</p> <p>R22 About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R23 About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24 How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R25 Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26 About seeking and giving permission (consent) in different situations</p> <p>R27 About keeping something confidential or secret, when this(eg a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28 How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29 Where to get advice and report concerns if worried about their own or someone’s personal safety (including online)</p> | |