



***Our Intent is: What does it mean to be a safe, responsible and productive citizen, not just in our country, but the wider world as well?***

PSHE					
Clougha Year B					
Building on Previous Learning - When A Follows B:-					
What jobs do people do?	How can we be a good friend?	How do we recognise our feelings?	Why should we keep active and sleep well?	What makes a community?	What keeps us safe?
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HEALTH AND WELL BEING	RELATIONSHIPS	HEALTH AND WELL BEING	HEALTH AND WELL BEING	LIVING IN THE WIDER WORLD	HEALTH AND WELL BEING
What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Key Skills					
<p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>H28.</b> to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p><b>H29.</b> about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p><b>R19.</b> about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to</p>	<p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by</p>	<p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the</p>	<p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment</p>	<p><b>H12.</b> about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><b>H37.</b> reasons for following and complying with regulations and restrictions (including age restrictions); how they</p>



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<p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>report concerns and get support</p> <p><b>R21.</b> about discrimination: what it means and how to challenge it</p> <p><b>R22.</b> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p><b>R25.</b> recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p><b>R27.</b> about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a</p>	<p>others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p>	<p>in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><b>L19.</b> that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><b>R34.</b> how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>	<p>promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p><b>H38.</b> how to predict, assess and manage risk in different situations</p> <p><b>H41.</b> strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p><b>H42.</b> about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for</p>
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	<p>confidence or share a secret</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>				<p>personal information</p> <p>or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p><b>H47.</b> to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p><b>R12.</b> to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others</p> <p>not known face-to-face</p>
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					<p><b>R15.</b> strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p><b>R23.</b> 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><b>R24.</b> how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p><b>R28.</b> how to recognise</p>
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					<p>pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><b>R29.</b> where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules</p> <p>and laws</p> <p><b>L5.</b> ways of carrying out shared responsibilities for protecting the environment</p> <p>in school and at home; how everyday choices can affect the</p>
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					environment (e.g.  reducing, reusing, recycling; food choices) <b>L15.</b> recognise things appropriate to share and things that should not be shared  on social media; rules surrounding distribution of images
<b>Enhancements:</b>	The Life Education Van				