

# PSHE Scheme of Work

## **Personal, social, health and economic education (DfE guidance September 2013)**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

The Lilycroft Primary School PHSE curriculum has been constructed using guidance and examples from the PHSE Association (<https://www.pshe-association.org.uk/>).

## **Lilycroft Primary PHSE Curriculum**

The Lilycroft Primary PHSE curriculum seeks to teach pupils a number of important overarching concepts and essential skills. These form the backbone of the curriculum itself. Both concepts and skills need to be kept in mind when delivering the curriculum. However the PHSE curriculum is NOT a stand-alone separate subject. The majority of PHSE needs to be delivered across the whole curriculum, most notably within Science, PE, RE and Literacy. PHSE specific lessons will cater for the introduction of new concepts, address misunderstandings and highlight issues via the use of calendar events and specified role models (see PHSE policy November 2014).

To aid the teaching of PHSE, and integrating it into the wider curriculum, it has been split into three core themes; 'Health & well-being', 'Relationships' and 'Living in the wider world'. These three core themes will run over the year and throughout the Key Stage. To make the delivery of PHSE clearer each key area has a number of questions to illustrate the concepts and skills involved. These questions can be adapted as learning objectives but care must be taken that concepts and skills are still delivered in sufficient depth.

Over the school year each year group has been given a number of illustrative PHSE topic titles with which to plan an individualised curriculum (in KS1 these have been coloured coded to make the links to the three core themes clear).

The topic titles are not intended as strict 'units' to be taught within a term but are merely to enable the grouping of concepts and make delivery easier. SEAL unit titles are included on a 'best fit' basis to help teachers with possible materials in the delivery of PHSE.

For KS2 each year group has also been given key statements within each term to aid with coverage and to reflect the greater depth of concepts. Key statements can be used to inform planning, check coverage or adapted as learning objectives.

Teachers are able to use material from either Key Stage depending on the level of maturity of their class with the expectation that all three core themes are revisited, that coverage over the Key Stage is appropriate and content conforms to DfE guidelines and school policy.

End of Key Stage assessment statements have been included to ensure coverage and to support assessment.

## Overarching Concepts KS1

1. **Identity** (personal qualities, attitudes, skills, attributes and achievements)
2. **Relationships** (including different types and in different settings)
3. **Health** (including physically, emotionally and socially)
4. **Risk** (identification and the avoidance of risk)
5. **Safety** (including behaviour)
6. **Diversity**
7. **Rights and responsibilities** (including fairness)
8. **Change**

### Essential Skills KS1

skills required for self-management	skills required for positive relationships	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Being aware of what they are good at.</li> <li>2. Learning from experience.</li> <li>3. Setting goals</li> <li>4. Making decisions</li> <li>5. Resilience (including self-motivation)</li> <li>6. Self-regulation (including managing strong emotions)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (being able to present and communicate ideas and thoughts effectively)</li> <li>4. Team working (including co-operation)</li> <li>5. Negotiation (including flexibility and compromise)</li> </ol>	<ol style="list-style-type: none"> <li>1. Asking questions</li> <li>2. Gathering and using data</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Identification and assessment (including prediction)</li> </ol>

# KS1 PHSE Scheme of work

## Health and wellbeing

What are the different parts of my body? What is being healthy? How do I keep clean? Why is keeping clean important? What do I like/dislike? How do my actions affect others? What am I good at? What are my feelings? What words can I use to describe my feelings? How do I feel about change? How do I feel when I lose a friend? How do I change as I get older? What changes as I get older? What can hurt me at home if it isn't used properly (household products & medicines)? How can I keep safe at school and where I live (anti-bullying, e-safety, road safety, water safety & cycle safety etc)?

## Relationships

How do I let others know how I feel? How do I know what others feel? How does what I do affect other people? What is the difference between secrets and surprises? Are there good and bad secrets? What is being fair or unfair? What is being kind or unkind? What is right or wrong? How do I share what I think? How do I listen to other people? How can I help my friends? What is same and what is different in my classmates? Who is special to me? What special people help me? What makes me comfortable or uncomfortable? What is okay for my friends to do and what is not okay for my friends to do? How can I be hurt? What can I do when someone is doing something I don't like? What is bullying? What can I do if I am being bullied?

## Living in the wider world

How can I help in my classroom? What rules do we have in my classroom? What rules should we have in my classroom? What am I responsible for? What are other people responsible for? Why is sharing and taking turns important? What are the different groups in my local area? What different groups can I belong to? What can make my local area better? How can I look after my local area? What do we use money for? Where does money come from? What difference does money make to me? How can I save or spend money?

	Autumn	Spring	Summer
Yr1	<p><i>Getting to know each other. Working together. Making and sustaining friendships. Community.</i></p> <p><b>SEAL: New beginnings</b></p>	<p><i>Body parts and hygiene. Healthy eating and exercise. Difference and diversity. Conflict resolution. Keeping safe at home and outdoors.</i></p> <p><b>SEAL: Getting on and falling out</b></p>	<p><i>Problems in relationships. Anti-bullying Help and support. Taking part. My Area. Money.</i></p> <p><b>SEAL: Say no to bullying</b></p>
Calendar Dates	Halloween, Bonfire Night, Remembrance Sunday/Armistice, Diwali, Hanukah, Thanksgiving, Christmas, Eid/Ramadhan? World food day, Harvest festival, International disabled day,	Chinese New Year, Easter, Commonwealth day, April fools day, Eid/Ramadhan? Mother's day, World day of social justice	St George's day, Eid/Ramadhan? Queen official birthday, International family day, World refugee day,
Important People	<b>Helen Keller, Martin Luther King, Harriet Tubman, Albert Einstein,</b>	<b>Bill Gates, Oprah Winfrey, Florence Nightingale, Fredrick Douglas</b>	<b>Rosa Parks, Malala Yousafzai, Nelson Mandela, Stephen Hawking</b>

# KS1 PHSE Scheme of work

<h2>Health and wellbeing</h2> <p>What are the different parts of my body? What is being healthy? How do I keep clean? Why is keeping clean important? What do I like/dislike? How do my actions affect others? What am I good at? What are my feelings? What words can I use to describe my feelings? How do I feel about change? How do I feel when I lose a friend? How do I change as I get older? What changes as I get older? What can hurt me at home if it isn't used properly (household products &amp; medicines)? How can I keep safe at school and where I live (anti-bullying, e-safety, road safety, water safety &amp; cycle safety etc)?</p>			
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	Autumn	Spring	Summer
Yr2	<p><i>My community. Rights and responsibilities. Environmental awareness.</i></p> <p><i>Risk-taking behaviour. Feeling safe</i> <i>Anti-bullying. Goal-setting and motivation.</i></p> <p><b>SEAL: Going for Goals</b></p>	<p><i>Understanding money. Shopping and budgeting. Fair trade. Risk and debt</i></p> <p><i>Being fair. Helping others. Feelings</i></p> <p><b>SEAL: Relationships</b></p>	<p><i>Global citizenship. Different identities around the world. Challenging prejudice.</i></p> <p><i>Growing up and changing. Changing relationships. Managing change.</i> <i>Preparing for transition</i></p> <p><b>SEAL: Good to be me</b></p>
Calendar Dates	Halloween, Bonfire Night, Remembrance Sunday/Armistice, Diwali, Hanukah, Thanksgiving, Christmas, Eid/Ramadhan? World food day, Harvest festival, International disabled day,	Chinese New Year, Easter, Commonwealth day, April fools day, Eid/Ramadhan? Mother's day, World day of social justice	St George's day, Eid/Ramadhan? Queen official birthday, International family day, World refugee day,
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## **Key stage 1**

Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals (for example sharing toys).

Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). They can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell).

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End of Key Stage assessment statements have been included to ensure coverage and to support assessment.

## Overarching Concepts KS2

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings; in Lilycroft, around Manningham and on holiday)
3. **A healthy balanced lifestyle** (including physically, emotionally and socially within relationships, exercise and rest, spending and saving and diet)
4. **Risk** (how to manage risk at home, in Lilycroft and around Manningham)
5. **Safety** (including behaviour and strategies to employ in different settings; in Lilycroft and around Bradford)
6. **Diversity and Equality** (in all its forms)
7. **Rights, Responsibilities and consent** (including the British law, the notion of universal human rights, fairness and justice)
8. **Change** (as something to be managed; new classes, transition to upper school, moving house, growing up-see RSE policy 2014)
9. **Resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
10. **Career** (including enterprise and economic understanding)

### Essential Skills

skills required for self-management	skills required for positive relationships	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Self-reflection (including being aware of motivations, strengths, next steps and how we are influenced).</li> <li>2. Learning from experience.</li> <li>3. Setting personal goals.</li> <li>4. Making decisions (including flexibility)</li> <li>6. Resilience (including self-motivation and adaptability)</li> <li>7. Self-regulation (including managing strong emotions)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness; being able to present and communicate ideas effectively)</li> <li>4. Team working (including agreeing outcomes and co-operation)</li> <li>5. Negotiation (including self-advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Risk management</li> </ol>

# KS2 PHSE Scheme of work

<p><b>Health and wellbeing</b></p> <p>What positively and negatively affects my health? How do I make informed choices? What consequences do my choices have? What influences my food choices? How can I eat a balanced diet? Do pictures in magazines and online always tell the truth? What goals do I need? What do I feel when things go wrong? How do I feel when I do well? How can I explain my feelings to others? When might my emotions help me and when might they make a situation worse? How do I feel about change? How do I feel about loss? What is the difference between the terms, 'risk', 'danger' and 'hazard'? How do I assess risks? How can I manage risk responsibly? What responsibilities do I have? How do I keep myself and others safe? How do I reduce the risk of infection? Who can influence me? How do different people influence me in different ways?</p>			
<p><b>Relationships</b></p> <p>How do I recognise and respond to the feelings of others? What is a positive relationship? When are some relationships bad? Who can help me if I need help with relationships? What are the different types of relationships? Who do I have relationships with? What is the difference between civil partnerships and marriage? How can they both be demonstrations of stable loving relationships? Can people be forced into relationships? How do my actions affect both myself and others? What physical contact is okay and what is not? What can I do if physical contact makes me feel uncomfortable? Should we agree to keep secrets? When is it okay to break a confidence? How can I raise my own concerns? Why should I respect other people's points of view? When can I challenge someone's point of view? How can we work together? What is the best way to resolve a dispute? How do I negotiate? What are the factors that make someone different or similar to me? What is discrimination? How can I recognise and challenge stereotypes?</p>			
<p><b>Living in the wider world</b></p> <p>How can I research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people. How are rules and laws made? How are they enforced? Which rules and laws protect me? Do we need different laws for different situations? What rights do I have? Who else has rights? What is the UN declaration on the rights of the child? How do universal rights protect people? What cultural practices are against British law? What are the consequences of anti-social and aggressive behaviour in school and in my community? What responsibilities and duties do I have at home, in school and in my community? What is the best way to resolve a difference? What is the best way to explain myself? Who is part of my community? Which groups and institutions support my community? What do pressure groups do? How can I be a part of and support my community? Who are the different people that make up the UK? What is life like for people in different parts of the UK? Do they have different customs? What does money mean to me? What role does money play in my life? How can I manage my money? What is the meaning of the concepts of 'interest', 'loan', 'debt', and 'tax'? How can we share out resources in different ways? What is 'enterprise' and how can I be 'enterprising'? Do magazines and the internet always tell the truth the whole truth and nothing but the truth?</p>			
	<p><b>Autumn</b></p> <p>Ways of keeping physically and emotionally safe. How to recognise risky or negative relationships including all forms of bullying and abuse. How to respond to risky or negative relationships and ask for help. About respect for self and others and the importance of responsible behaviours and actions. A basic understanding of enterprise. <i>Getting to know each other. Working together. Making and sustaining friendships. Conflict resolution. Keeping safe at home and outdoors.</i></p> <p><b>SEAL: Going for Goals</b></p>	<p><b>Spring</b></p> <p>What is meant by a healthy lifestyle. How to make informed choices about health and wellbeing and to recognise sources of help with this. To identify different influences on health and wellbeing. <i>Healthy eating and exercise. Identity and self-esteem. Difference and diversity. Peer influence and assertiveness</i></p> <p><b>SEAL: Good to be me</b></p>	<p><b>Summer</b></p> <p>How to maintain physical, mental and emotional health and wellbeing. Ways of keeping physically and emotionally safe. How to respond in an emergency. How to respect equality and diversity in relationships About different groups and communities to respect equality and to be a productive member of a diverse community. About the importance of respecting and protecting the environment. About where money comes from, keeping it safe and the importance of managing it effectively. <i>Help and support. Needs and responsibilities. Participation</i></p> <p><b>SEAL: Relationships</b></p>
Yr3			
Calendar Dates	Halloween, Bonfire Night, Remembrance Sunday/Armistice, Diwali, Hanukah, Thanksgiving, Christmas, Eid/Ramadhan? World food day, Harvest festival, International disabled day,	Chinese New Year, Easter, Commonwealth day, April fools day, Eid/Ramadhan? Mother's day, World day of social justice	St George's day, Eid/Ramadhan? Queen official birthday, International family day, World refugee day,

Important People	<b>Helen Keller, Martin Luther King, Stephen Hawking, Anne Frank, Harriet Tubman, Mary Secole, Marie Curie, Nelson Mandela, Mother Teresa, Benjamin Franklin, Florence Nightingale, Bill Gates, Albert Einstein, Joan of Ark, Rosa Parks, Elizabeth Fry, JK Rowling, Malala Yousafzai, Oprah Winfrey, Fredrick Douglas,</b>
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## KS2 PHSE Scheme of work

<b>Health and wellbeing</b>			
What positively and negatively affects my health? How do I make informed choices? What consequences do my choices have? What influences my food choices? How can I eat a balanced diet? Do pictures in magazines and online always tell the truth? What goals do I need? What do I feel when things go wrong? How do I feel when I do well? How can I explain my feelings to others? When might my emotions help me and when might they make a situation worse? How do I feel about change? How do I feel about loss? What is the difference between the terms, 'risk', 'danger' and 'hazard'? How do I assess risks? How can I manage risk responsibly? What responsibilities do I have? How do I keep myself and others safe? How do I reduce the risk of infection? Who can influence me? How do different people influence me in different ways?			
<b>Relationships</b>			
How do I recognise and respond to the feelings of others? What is a positive relationship? When are some relationships bad? Who can help me if I need help with relationships? What are the different types of relationships? Who do I have relationships with? What is the difference between civil partnerships and marriage? How can they both be demonstrations of stable loving relationships? Can people be forced into relationships? How do my actions affect both myself and others? What physical contact is okay and what is not? What can I do if physical contact makes me feel uncomfortable? Should we agree to keep secrets? When is it okay to break a confidence? How can I raise my own concerns? Why should I respect other people's points of view? When can I challenge someone's point of view? How can we work together? What is the best way to resolve a dispute? How do I negotiate? What are the factors that make someone different or similar to me? What is discrimination? How can I recognise and challenge stereotypes?			
<b>Living in the wider world</b>			
How can I research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people. How are rules and laws made? How are they enforced? Which rules and laws protect me? Do we need different laws for different situations? What rights do I have? Who else has rights? What is the UN declaration on the rights of the child? How do universal rights protect people? What cultural practices are against British law? What are the consequences of anti-social and aggressive behaviour in school and in my community? What responsibilities and duties do I have at home, in school and in my community? What is the best way to resolve a difference? What is the best way to explain myself? Who is part of my community? Which groups and institutions support my community? What do pressure groups do? How can I be a part of and support my community? Who are the different people that make up the UK? What is life like for people in different parts of the UK? Do they have different customs? What does money mean to me? What role does money play in my life? How can I manage my money? What is the meaning of the concepts of 'interest', 'loan', 'debt', and 'tax'? How can we share out resources in different ways? What is 'enterprise' and how can I be 'enterprising'? Do magazines and the internet always tell the truth the whole truth and nothing but the truth?			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Yr4	<p><b>How to maintain physical, mental and emotional health and wellbeing.</b></p> <p>Ways of keeping physically and emotionally safe.</p> <p>To identify different influences on health and wellbeing.</p> <p>How to respond to risky or negative relationships and ask for help</p> <p>The wider community. Rights and responsibilities.</p> <p>Environmental awareness. Problems in relationships.</p> <p>Feeling safe. Anti-bullying</p> <p><b>SEAL: Good to be me</b></p>	<p><b>How to respond in an emergency.</b></p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to respect equality and diversity in relationships.</p> <p>About respect for self and others and the importance of responsible behaviours and actions.</p> <p>About the importance of respecting and protecting the environment.</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>Understanding money. Shopping and budgeting.</p> <p>Risk and debt. Goal-setting</p> <p>Fair trade</p> <p>Globalisation Inequalities</p> <p>Hunger and poverty</p> <p><b>SEAL: Getting on and Falling out</b></p>	<p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>About different groups and communities to respect equality and to be a productive member of a diverse community.</p> <p>Global citizenship. Different identities around the world. Challenging prejudice.</p> <p>Support networks – relationships and families.</p> <p>Managing change Preparing for transition</p> <p><b>SEAL: Relationships</b></p>
Calendar Dates	Halloween, Bonfire Night, Remembrance Sunday/Armistice, Diwali, Hanukah, Thanksgiving, Christmas, Eid/Ramadhan? World food day, Harvest festival, International disabled day,	Chinese New Year, Easter, Commonwealth day, April fools day, Eid/Ramadhan? Mother's day, World day of social justice	St George's day, Eid/Ramadhan? Queen official birthday, International family day, World refugee day,
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<p><b>Living in the wider world</b></p> <p>How can I research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people. How are rules and laws made? How are they enforced? Which rules and laws protect me? Do we need different laws for different situations? What rights do I have? Who else has rights? What is the UN declaration on the rights of the child? How do universal rights protect people? What cultural practices are against British law? What are the consequences of anti-social and aggressive behaviour in school and in my community? What responsibilities and duties do I have at home, in school and in my community? What is the best way to resolve a difference? What is the best way to explain myself? Who is part of my community? Which groups and institutions support my community? What do pressure groups do? How can I be a part of and support my community? Who are the different people that make up the UK? What is life like for people in different parts of the UK? Do they have different customs? What does money mean to me? What role does money play in my life? How can I manage my money? What is the meaning of the concepts of 'interest', 'loan', 'debt', and 'tax'? How can we share out resources in different ways? What is 'enterprise' and how can I be 'enterprising'? Do magazines and the internet always tell the truth the whole truth and nothing but the truth?</p>			
	Autumn	Spring	Summer
Yr5	<p>What is meant by a healthy lifestyle.</p> <p>How to respond in an emergency.</p> <p>To identify different influences on health and wellbeing.</p> <p>How to respond to risky or negative relationships and ask for help.</p> <p>About respect for self and others and the importance of responsible behaviours and actions.</p> <p>A basic understanding of enterprise.</p> <p>Drugs Education: medicines and legal drugs. Goal-setting and motivation</p> <p><b>SEAL: Going for Goals</b></p>	<p>How to manage risks to physical and emotional health and wellbeing.</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>SRE: body parts, change and hygiene. Media and stereotyping</p> <p><b>SEAL: Changes</b></p>	<p>How to maintain physical, mental and emotional health and wellbeing.</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to respect equality and diversity in relationships.</p> <p>About different groups and communities to respect equality and to be a productive member of a diverse community.</p> <p>How money plays an important part in people's lives.</p> <p>SRE: growing up and developing, changing relationships The wider community and local democracy</p> <p><b>SEAL: Relationships</b></p>
Calendar Dates	Halloween, Bonfire Night, Remembrance Sunday/Armistice, Diwali, Hanukah, Thanksgiving, Christmas, Eid/Ramadhan? World food day, Harvest festival, International disabled day,	Chinese New Year, Easter, Commonwealth day, April fools day, Eid/Ramadhan? Mother's day, World day of social justice	St George's day, Eid/Ramadhan? Queen official birthday, International family day, World refugee day,
Important People	<p><b>Helen Keller, Martin Luther King, Stephen Hawking, Anne Frank, Harriet Tubman, Mary Secole, Marie Curie, Nelson Mandela, Mother Teresa, Benjamin Franklin, Florence Nightingale, Bill Gates, Albert Einstein, Joan of Ark, Rosa Parks, Elizabeth Fry, JK Rowling, Malala Yousafzai, Oprah Winfrey, Fredrick Douglas,</b></p>		

# KS2 PHSE Scheme of work

<p><b>Health and wellbeing</b></p> <p>What positively and negatively affects my health? How do I make informed choices? What consequences do my choices have? What influences my food choices? How can I eat a balanced diet? Do pictures in magazines and online always tell the truth? What goals do I need? What do I feel when things go wrong? How do I feel when I do well? How can I explain my feelings to others? When might my emotions help me and when might they make a situation worse? How do I feel about change? How do I feel about loss? What is the difference between the terms, 'risk', 'danger' and 'hazard'? How do I assess risks? How can I manage risk responsibly? What responsibilities do I have? How do I keep myself and others safe? How do I reduce the risk of infection? Who can influence me? How do different people influence me in different ways?</p>			
<p><b>Relationships</b></p> <p>How do I recognise and respond to the feelings of others? What is a positive relationship? When are some relationships bad? Who can help me if I need help with relationships? What are the different types of relationships? Who do I have relationships with? What is the difference between civil partnerships and marriage? How can they both be demonstrations of stable loving relationships? Can people be forced into relationships? How do my actions affect both myself and others? What physical contact is okay and what is not? What can I do if physical contact makes me feel uncomfortable? Should we agree to keep secrets? When is it okay to break a confidence? How can I raise my own concerns? Why should I respect other people's points of view? When can I challenge someone's point of view? How can we work together? What is the best way to resolve a dispute? How do I negotiate? What are the factors that make someone different or similar to me? What is discrimination? How can I recognise and challenge stereotypes?</p>			
<p><b>Living in the wider world</b></p> <p>How can I research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer my recommendations to appropriate people. How are rules and laws made? How are they enforced? Which rules and laws protect me? Do we need different laws for different situations? What rights do I have? Who else has rights? What is the UN declaration on the rights of the child? How do universal rights protect people? What cultural practices are against British law? What are the consequences of anti-social and aggressive behaviour in school and in my community? What responsibilities and duties do I have at home, in school and in my community? What is the best way to resolve a difference? What is the best way to explain myself? Who is part of my community? Which groups and institutions support my community? What do pressure groups do? How can I be a part of and support my community? Who are the different people that make up the UK? What is life like for people in different parts of the UK? Do they have different customs? What does money mean to me? What role does money play in my life? How can I manage my money? What is the meaning of the concepts of 'interest', 'loan', 'debt', and 'tax'? How can we share out resources in different ways? What is 'enterprise' and how can I be 'enterprising'? Do magazines and the internet always tell the truth the whole truth and nothing but the truth?</p>			
	<p><b>Autumn</b></p> <p>What is meant by a healthy lifestyle.</p> <p>How to manage risks to physical and emotional health and wellbeing.</p> <p>How to respond in an emergency.</p> <p>How to respond to risky or negative relationships and ask for help.</p> <p>About respect for self and others and the importance of responsible behaviours and actions.</p> <p>How money plays an important part in people's lives a basic understanding of enterprise.</p> <p>Drugs Education: medicines and legal drugs. Illegal drugs and risk-taking behaviour.</p> <p><b>SEAL: Going for Goals</b></p>	<p><b>Spring</b></p> <p>How to maintain physical, mental and emotional health and wellbeing.</p> <p>How to make informed choices about health and wellbeing and to recognise sources of help with this.</p> <p>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</p> <p>How to recognise risky or negative relationships including all forms of bullying and abuse.</p> <p>About rights and responsibilities as members of families, other groups and ultimately as citizens.</p> <p>To respect equality and to be a productive member of a diverse community.</p> <p>About where money comes from, keeping it safe and the importance of managing it effectively.</p> <p>SRE: body parts, change and hygiene</p> <p>Community. Rights and responsibilities. the wider community and local democracy</p> <p><b>SEAL: Relationships</b></p>	<p><b>Summer</b></p> <p>Ways of keeping physically and emotionally safe.</p> <p>About managing change, including puberty, transition and loss to identify different influences on health and wellbeing.</p> <p>How to recognise and manage emotions within a range of relationships.</p> <p>How to respect equality and diversity in relationships.</p> <p>About different groups and communities</p> <p>SRE: growing up and developing, changing relationships, SRE: body parts, change and hygiene.</p> <p>Media and stereotyping</p> <p><b>SEAL: Changes</b></p>
Yr6			
Calendar Dates	Halloween, Bonfire Night, Remembrance Sunday/Armistice, Diwali, Hanukah, Thanksgiving, Christmas, Eid/Ramadhan? World food day, Harvest festival, International disabled day,	Chinese New Year, Easter, Commonwealth day, April fools day, Eid/Ramadhan? Mother's day, World day of social justice	St George's day, Eid/Ramadhan? Queen official birthday, International family day, World refugee day,
Important People	<p><b>Helen Keller, Martin Luther King, Stephen Hawking, Anne Frank, Harriet Tubman, Mary Secole, Marie Curie, Nelson Mandela, Mother Teresa, Benjamin Franklin, Florence Nightingale, Bill Gates, Albert Einstein, Joan of Ark, Rosa Parks, Elizabeth Fry, JK Rowling, Malala Yousafzai, Oprah Winfrey, Fredrick Douglas,</b></p>		

End of Key Stage Assessment Statements (from DfE Guidance 2011)

## Key stage 2

Children can **demonstrate that they recognise their own worth** and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the **bodily and emotional changes at puberty**, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

Children can **make choices about how to develop healthy lifestyles** (for example by knowing the importance of a healthy diet and regular exercise). They can **identify some factors that affect emotional health** and well-being (for example exercise or dealing with emotions). They can make judgments and decisions and **can list some ways of resisting negative peer pressure** around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They can identify and explain **how to manage the risks in different familiar situations** (for example discussing issues connected to personal safety).

Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can **identify different types of relationship** (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). They can respond to, or challenge, negative behaviors such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can **demonstrate respect and tolerance towards people different from themselves**.

**Bold** = overarching concept

R/G/B = key area (Health & Wellbeing, Relationships, Living in the wider world)