

2025-27

PSHE Policy

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Purpose

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

Rationale

Our school offers a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at our school and prepares pupils for the opportunities, responsibilities and experiences of life.

The national curriculum provides an outline of core knowledge around which we develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The national curriculum is just one element in the education of every child. There is time and space in our school day and in each week, term and year to range beyond the national curriculum specifications. Our curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

RSE Subject Leader: Isobel Healey

The PSHE Association defines personal, social, health and economic education (PSHE) as: 'A planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.'

The aim of PSHE Education at Airedale Junior Academy is to give pupils the necessary knowledge, skills and attitudes to lead confident, healthy and independent lives and to become active, and responsible citizens.

The primary objectives of teaching PSHE at Airedale Infants and Junior School

It is about developing self-awareness, positive self-esteem and confidence to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people

- develop independence and responsibility
- play an active role as members of a democratic society make the most of their own and others' abilities

Our Curriculum Drivers

Our curriculum drivers underpin all teaching and learning. They are the key values of the school and are taught, revisited and reinforced throughout all elements of the school day.

Care	Aspirations	We will support pupils in identifying and setting goals and aims so that they are always trying to achieve their full potential and be the very best that they can be; and once these goals are achieved, we will strive for more!
	Resilience	We will provide learning opportunities that present challenges and chances to work on problem solving so that pupils develop the skills and capacity to recover quickly from difficulties, refocus on success and manage themselves to the next success point.
	Creativity	We will celebrate inventiveness, offering learning opportunities to teach, encourage and develop pupils' imagination, ingenuity and innovation so that original ideas are explored and built upon and learning between subjects is used to best effect.
Aspire	Courage	We will inspire pupils to engage with their learning even when they are concerned about their likely success; encouraging pupils to be of strong character and to 'have-a-go' at tasks, learning and opportunities.
	Determination	We will facilitate opportunities for pupils to work independently and with others, supporting them in developing the skills and attitudes needed to persevere and show fortitude in the face of adversity so that they can attain their goals and aims.
	Curiosity	We will nurture natural curiosity; encouraging our pupils to imagine, enquire, question and investigate so they think critically and solve problems, becoming increasingly enterprising.
Succeed	Tolerance	We will ensure that pupils develop the ability to rationally consider different opinions and views and are willing to explore cultures rich in diversity; they see differences as opportunity to learn and understand about the lives and cultures of others.
	Communication	We will teach and develop the skills necessary to communicate thoughts, ideas and feelings across a range of contexts whilst listening and considering the opinions and views of others. This will in turn equip pupils with rich vocabulary and language skills.
	Courtesy	We will promote a culture where all pupils treat one another with kindness and consideration. We will teach pupils to show politeness in their attitude and behaviour towards others; good manners will be promoted and expected.

The Airedale PSHE Curriculum

At Airedale, we recognise that although PSHE education is intrinsic to the school ethos and approach, children need to acquire and develop specific knowledge, skills and attitudes at certain stages. Therefore we also have in place a planned programme of provision.

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- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society make the most of their own and others' abilities

At Airedale, we recognise that we have a responsibility to help children to meet the challenges of life by:

- helping them to understand and value themselves
- being optimistic about the future and life's possibilities
- developing the positive self-esteem and confidence in order to take increasing control of and responsibility for their lives and play an active part in their communities.
- Understanding their rights and responsibilities in society, through teaching for example, British Values and the Protected Characteristics

The PHSE Curriculum has been organised into units using the Coram Education SCARF programme which are a vehicle to promote our school values and curriculum drivers, and allow for the development of skills and understanding within and across the subjects. We have changed the order of SCARF programme units to suit the needs of our children in our community. Our units allow the teaching of threshold concepts that are the fundamental 'learning elements'. These concepts are built upon and developed within the year, across the year and over the course of the school experience.

Adaptive teaching (aka agile teaching) recognises: individual needs; the need for varied and additional resources; when, where and how additional support can be facilitated; and how children learn best. Teachers must plan lessons so that all pupils can study every national curriculum subject and experience success against age-appropriate expectations and/or their own bespoke personal targets.

Our curriculum is a knowledge and skills-based curriculum, including full coverage of the National Curriculum which meets the needs of all Airedale Infants and Junior pupils. This takes into consideration the school setting, local, national and international developments. Our pupils are offered a very wide range of experiences within the curriculum to extend their understanding of themselves and the world in which they live. The children develop skills, attitudes, and values to enable them to become lifelong learners and equip them for the future. The ability to learn is underpinned by the teaching of basic skills, concepts, and values. There should be no limits to curiosity, and we instil a thirst for new experiences and knowledge.

Oracy and communication are fundamental skills that we believe equip our children to be life-long learners. This is promoted in PSHE. through the use of a variety of technical vocabulary, debates and use of carefully planned speaking and listening activities in order to develop enquiry and promote inquisitive conversations. The vocabulary in PSHE. is very much dependent on prior knowledge of science, P.E and other curriculum concepts so we have specifically chosen progressive vocabulary which we expect children to know, understand and apply in context.

When children are in PSHE lessons as in all lessons, they are explicitly told that they are going to be 'citizens' linking to our core values, Care Aspire and Succeed. They are then reminded of the key skills that they will learn, use and develop within this subject, specifically linking to their prior learning. The knowledge content is carefully selected and skilfully taught alongside the key skills and PSHE concepts, which are threaded throughout the PSHE. curriculum. This allows children ample opportunities to revisit, reinforce and embed learning.

Roles and Responsibilities

The **Academy Council** will ensure that:

- the policy is effective and hold the headteacher to account for its implementation.
- robust framework is in place for setting curriculum priorities and aspirational targets
- the school is teaching a "broad and balanced curriculum"
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- teaching, learning and assessment of the curriculum is good, or better, allowing all pupils to make good progress and enjoy success and achievement.
- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the subject leaders, SLT and academy council.

- the school's procedures for assessment meet all legal requirements, are robust and have good impact on the progress pupils make.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can.

The **Senior Leadership Team/Curriculum Leaders** are responsible for ensuring that:

- there is a comprehensive overview of whole school topics and how, when and why key skills and knowledge will be taught through these topics.
- there is clear progression of skills within a year and across years and phases and that knowledge is built upon and embedded and contextualised.
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within a subject and across subjects.
- threshold concepts are identified and recognised by staff as essential components to learning; assessment is linked to these concepts as a manner of assessing the progress and achievement of pupils.
- there is collaboration across school, across the Trust and externally so as to develop and embed staff expertise.
- subject leaders carry out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision.
- the Headteacher and academy council are informed on the quality of teaching, learning and assessment within the curriculum and the progress and attainment achieved by all pupils.
- the school curriculum is implemented in accordance with this policy.

Subject Leaders are responsible for ensuring that:

- there is clear progression of skills in their subject, within a year and across years and phases and that knowledge is built upon and embedded and contextualised.
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within their subject and across themes and topics.
- they carry out accurate monitoring, tracking and analysis of the quality of teaching and learning in the curriculum and that this results in high-quality provision.
- any staff CPD and training needs identified are met and professional development is supported so that teachers are confident and competent teaching the subject.
- there is a high-quality learning environment, rich in books and literature, that supports learners in the subject.
- the school curriculum is implemented in accordance with this policy.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can.

Class teachers are responsible for ensuring that:

- lessons and learning are relevant and engaging and are underpinned by the school's curriculum drivers.
- adaptive teaching allows all pupils to access the learning provided.
- accurate provision is in place for pupils with different abilities and needs, including children with SEND so that they are able to achieve the very best they can.
- there is clear progression of skills within and across the year and that knowledge is built upon and embedded and contextualised.
- there are regular and pertinent opportunities for pupils to apply skills and knowledge within and across themes and topics.
- they work with subject and phase leaders in order to monitor, track and analyse the quality of learning.
- they identify any personal CPD and training and seek professional development so that they are confident and competent teaching the curriculum
- there is a high-quality learning environment, rich in books and literature, that supports learners in the subject.
- the school curriculum is implemented in accordance with this policy.

Inclusion

Teachers and supporting adults will have high expectations for every pupil. They should plan, deliver and assess learning for *all* pupils including those whose attainment is significantly above the expected standard and for pupils who have low levels of prior attainment, are making slower progress or have an identified special educational need. Teachers should use the appropriate and relevant assessment to set targets which are deliberately ambitious and then support and scaffold learners so that they are able to achieve these targets successfully; we refer to this as adaptive teaching.

A wide range of pupils have special educational needs, some of whom also have disabilities. Learning should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN and disability code of practice is clear about what should be done to meet their needs. Teachers are responsible for using SEND information to make necessary adjustments for individual pupils in individual learning sessions.

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation and gender reassignment.

Language, Literacy and Vocabulary

All staff will support the development of pupils' spoken language, reading, writing and vocabulary through the curriculum and as an integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Pupils will be taught to speak clearly and convey ideas confidently using Standard English. They will be supported to learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be supported to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable pupils to clarify their thinking as well as organise their ideas for writing.

All staff will support the development of pupils' reading and writing through curriculum subjects. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Our school will do everything it can and exploit all opportunities to promote wider reading.

Pupils will be supported to develop the stamina and skills to write at length, with accurate spelling and punctuation; and taught the correct use of grammar.

All staff will support the acquisition and development of vocabulary; actively building systematically on pupils' current knowledge. We will increase pupils' store of words and provide opportunities to make links between known and new vocabulary and discuss the shades of meaning in similar words. Staff will induct pupils into the language which defines each subject, such as accurate mathematical and scientific language.

<p><u>As citizens we will...</u></p>	<ul style="list-style-type: none"> • Stay physically and mentally healthy • Make safe and informed choices • Build positive, fulfilling relationships • Value diversity and respecting differences • Develop confidence and self-awareness • Take responsibility for actions and decisions • Play a role in a democratic society • Contribute positively to the community • Make the most of personal abilities • Support and celebrating others' strengths
<p>ELG</p>	<p>Statutory Guidance from DFE Document 2019</p>
<p>EYFS</p>	<p>By the end of Key Stage 2, pupils should know</p>
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. <p>Managing Self</p>	<p>Families and People who care for me</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring Friendships</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Online Relationships

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being Safe

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Preventions

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
 - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
 - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
 - the facts and science relating to allergies, immunisation and vaccination

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	<p>Basic First Aid</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle 	
Cross Curricular Links		
EYFS - ELG	Key Stage 1	Key Stage 2
<p>Healthy eating and healthy lifestyles Managing hygiene</p>	<p>E-safety Year 1 - Science- Seasons Year 2- Science- Animals inc humans DT- Cooking (Healthy eating)</p>	<p>E-safety Year 4 Science- Important of teeth and Dental hygiene Cyber bullying DT- Importance of healthy eating KS2 P.E Staying healthy and importance of exercise Year 5 Science- Puberty</p>

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Curriculum Learning Aims Autumn Term

Solve real life and relevant problems *** Be innovative, creative and enterprising *** Use iterative processes

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Me and My Relationships Learning Aims	What makes me special People close to me Getting help	What makes me special People close to me Getting help	Bullying and teasing Feelings Getting help Classroom rules Special people Being a good friend	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Healthy relationships Listening to feelings Bullying Assertive skills	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Assertiveness Cooperation Safe/unsafe touches Positive relationships
Core Knowledge (what are we actually doing? Condense steps above to a core knowledge)	"1. Recognise that we are unique. 2. Describe different feelings and use this to manage relationships. 3. Understand that every family is different and love and care for one another.	1. Talk about similarities and differences. 2. Name special people in their lives. 3. Describe different feelings 4. Identify who can help if they are sad, worried or scared. 5. Identify ways to help others or themselves if they are sad or worried.	1. Describe different feelings and how they can make our bodies feel. 2. To know some strategies of dealing with 'not so good' feelings. 3. To understand how our actions can hurt the feelings of others. 4. To recognise the special qualities in family and friends.	1. Recognise that people have different ways of expressing their feelings 2. To identify different ways to respond to the feelings of others. 3. To recognise the differences between bullying, unkind behaviour or teasing. 4. To learn strategies to deal with unkind behaviour, conflict and where to get	1. To know that feelings and emotions help a person cope with difficult times. 2. To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back. 3. To recognise which strategies are appropriate for particular situations. 4. To listen to and debate ideas and opinions with	1. To know that feelings can vary by intensity, person and change over time. 2. To know and understand the qualities of a 'positive, healthy relationship'. 3. To know when it's appropriate to say no and how. 4. To know the strategies and skills needed for collaborative work. 5. To recognise bullying or	1. To learn characteristics and skills in assertiveness 2. To apply their collaborative skills to friendships and assertiveness. 3. To learn ways to resolve conflict in an assertive, calm and fair manner. 4. To identify what things make a relationship unhealthy and who to talk to if they needed help.	1. To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges. 2. To practice and use strategies in compromise and negotiation within a collaborative task or activity. 3. To consider the types of touch that are safe, legal and that I am comfortable with.

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			5. To know which special people keep us safe and how.	help if they are upset. 5. To recognise a healthy friendship and its qualities.	others with respect and courtesy 5. To recognise why friends may fall out and how to resolve issues.	pressured behaviour.	5. To recognise emotional needs according to circumstance and any risk factors that could effect them.	4. To name assertive behaviours and recognise peer influence or pressured behaviour. 5. To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.
Threshold Concept(s) (assessment pupil voice) what kids need to know to do more on in the future	Explain what makes us unique	Explain situations when you are sad or worried and what you can do to help	Explain what a good friendship consists of	Explain how to deal with conflict and how to get help	To listen to and debate ideas and opinions with others with respect and courtesy	To know and understand the qualities of a 'positive, healthy relationship'.	To identify what things make a relationship unhealthy and who to talk to if they needed help.	To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.
Assessment Criteria								
Autumn 2 Valuing Differences Learning Aims	Similarities and difference Celebrating difference Showing kindness	Similarities and difference Celebrating difference Showing kindness	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Being kind and helping others Celebrating difference People who help us Listening Skills	Recognising and respecting diversity Being respectful and tolerant My community	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	. Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping

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<p>Core Knowledge (facts and information to recite)</p>	<ol style="list-style-type: none"> 1. Recognise that there are differences and similarities between themselves 2. Celebrate their friends and include them 3. Understand people have different cultures and religions 	<ol style="list-style-type: none"> 1. Be sensitive towards others and celebrate what makes each person unique. 2. Recognise that we can have things in common with others. 3. Use speaking and listening skills to learn about the lives of their peers. 4. Know the importance of showing care and kindness towards others. 5. Demonstrate skills in building friendships and cooperation. 	<ol style="list-style-type: none"> 1. To know the key differences between teasing, being unkind and bullying. 2. To recognise that everyone is different and will have different thoughts and ideas. 3. To celebrate and begin to show empathy for those who are different. 4. To identify those who are special to them (and their special qualities). 5. To identify ways in which we can show kindness towards others and how that makes them feel. 	<ol style="list-style-type: none"> 1. To identify differences and similarities between others. 2. Recognise and explain how a person's behaviour can affect other people. 3. To learn and use different ways to show good listening. 4. Explain how it feels to be part of a group and left out of a group. 5. To recognise and talk about acts of kindness and how they can impact others. 	<ol style="list-style-type: none"> 1. Recognise that there are many different types of families. 2. Identify the different communities that they belong to 3. To learn ways of showing respect through language and communication. 4. To identify different origins, national, regional, ethnic and religious backgrounds 5. To recognise and explain why bullying can be caused by prejudice. 	<ol style="list-style-type: none"> 1. To identify different origins, national, regional, ethnic and religious backgrounds 2. To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. 3. To recognise potential consequences of aggressive behaviour 4. To define the word respect. 5. Understand and identify stereotypes, including those promoted in the media. 	<ol style="list-style-type: none"> 1. To describe the benefits of living in a diverse society 2. To develop an understanding of discrimination and its injustice, and describe this using examples. 3. To understand that the information we see online, either text or images, is not always true or accurate; 4. To reflect on the impact social media puts pressure on peoples' life choices. 5. To consider the consequences that behaviour and actions can have on a persons emotions, confidence and behaviour. 	<ol style="list-style-type: none"> 1. To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences 2. To know that all people are unique but that we have far more in common with each other than what is different about us 3. To understand and explain the term prejudice. 4. To define what is meant by the term stereotype 5. To describe different types of friendships and relationships and their differing positive qualities.
<p>Threshold Concept(s) The big idea the why and how</p>	<p>Recognise that there are differences and similarities between themselves;</p>	<p>Demonstrate skills in building friendships and cooperation.</p>	<p>Suggest ways they can show kindness to others.</p>	<p>Recognise how kindness can impact others</p>	<p>To recognise and explain why bullying can be caused by prejudice (brief understanding of prejudice)</p>	<p>To manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p>	<p>To develop an understanding of discrimination and its injustice, and describe this using examples.</p>	<p>To understand and explain the term prejudice.</p>
<p>Assessment Criteria</p>								

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Learning Aims Spring Term								
Solve real life and relevant problems *** Be innovative, creative and enterprising *** Use iterative processes								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1 Keeping Safe Learning Aims	Keeping my body safe Safe secrets and touches People who help to keep us safe	Keeping my body safe Safe secrets and touches People who help to keep us safe	How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Managing risk Decision-making skills Drugs and their risks Staying safe online	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)
Core Knowledge	<ol style="list-style-type: none"> 1. Explain what they should do if they feel unsafe 2. Recognise potential dangers and how to stay safe, inside and outside 3. Learn the importance of keeping safe around medicines and unknown products 	<ol style="list-style-type: none"> 1. Talk about how to keep their bodies healthy and safe. 2. Name ways to stay safe around medicines. 3. Know how to stay safe in their home, classroom and outside. 4. Know age-appropriate ways to stay safe online. 5. Name adults in their lives and those in their 	<ol style="list-style-type: none"> 1. To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. 2. To recognise emotions and physical feelings associated with feeling unsafe. 3. To learn the PANTS rule and which parts of my body are private. 4. To understand that medicines can sometimes make people feel 	<ol style="list-style-type: none"> 1. To explain simple issues of safety and responsibility about medicines and their use. 2. To identify situations in which they would feel safe or unsafe 3. To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation 	<ol style="list-style-type: none"> 1. To identify risk factors in given situations 2. To define the words danger and risk and explain the difference between the two. 3. To define the word 'drug' and understand that nicotine and alcohol are both drugs. 4. To recognise potential risks associated with browsing online. 5. To recognise and describe appropriate 	<ol style="list-style-type: none"> 1. To define the words danger and risk and explain the difference between the two. 2. To describe the different types of things that may influence a person to take a risk. 3. To understand and explain the risks that cigarettes and alcohol can have on a person's body. 	<ol style="list-style-type: none"> 1. To reflect on risk and the different factors and outcomes that might influence a decision. 2. To reflect on the consequences of not keeping personal information private and the risks of social media. 3. To explore categorisation of drugs, the risks associated with medicines. 4. To learn some key facts and information about drugs and medicines. To recognise the features of face to face and online bullying and the strategies that deal with it. 	<ol style="list-style-type: none"> 1. To explore the risks and legality of communicating and sharing online. 2. To describe and explain how easily images can be spread online. 3. To explain some of the laws, categories and uses of drugs (both medical and non-medical) 4. To understand the definition of an emotional need and how they can be met. 5. To explore and understand the terms 'conflicting emotions', responsibility and independence.

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		community who keep them safe.	better when they're ill. 5. To talk about safety and responsibility around medicines.	4.To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. " 5. To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	behaviour online as well as offline.	4. To understand that influences can be both positive and negative. 5. To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.		
Threshold Concept(s)	Recognise potential dangers and how to stay safe, inside and outside	Name adults in their lives and those in their community who keep them safe	To recognise emotions and physical feelings associated with feeling unsafe.	.To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	To define the words danger and risk and explain the difference between the two.	To understand that influences can be both positive and negative.	To reflect on risk and the different factors and outcomes that might influence a decision	To understand the definition of an emotional need and how they can be met.
Assessment Criteria								

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<p>Spring 2 Rights and Respect Learning Aims</p>	<p>Looking after things: friends, environment, money</p>	<p>Looking after things: friends, environment, money</p>	<p>Taking care of things: Myself My money My environment</p>	<p>Cooperation Self-regulation Online safety Looking after money - saving and spending</p>	<p>Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p>	<p>Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p>	<p>Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending</p>	<p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>
<p>Core Knowledge</p>	<p>Learn about taking ownership of their own health; Describe ways in which they can help others and why they would do so; Take care of their home, their learning environment and the natural environment.</p>	<p>Understand that they can make a difference; Identify how they can care for their health home, school and special people; Talk about how they can make an impact on the natural world; Talk about similarities and differences between themselves; Demonstrate building relationships with friends.</p>	<p>To identify ways of taking care of their health. To identify how others take care of their environment. To take care of something or someone else. To talk about the importance of looking after money. To learn what to do when someone is injured.</p>	<p>To identify strategies in cooperation. To identify strategies in self-regulation. To name ways to stay safe when using the internet. To recognise that they have a responsibility to help care for their immediate and broader environment. To learn about saving and spending money.</p>	<p>To talk about and identify people who help them in school and the community. To learn differences between 'fact' and 'opinion' To discuss, plan and evaluate ways of helping the environment. To learn about saving, spending and essential purchases. To consider how money is earned and the different factors effecting this.</p>	<p>To learn about human rights and responsibilities and how they can impact their community. To recognise that they have a part in caring for and supporting their community. To recognise influences, facts and opinions and doing so in a critical manner. To identify the impact of bystander behaviour and</p>	<p>To identify, write and discuss issues currently in the media concerning health and wellbeing. To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. To identify the responsibilities to my home, community and environment I might have in the future. To consider what advice to give relating to saving and borrowing money. To define financial terms and explain how others have financial responsibility for the community.</p>	<p>To analyse and reflect on bias in the media. To discuss methods of saving and considerations for spending money. To discuss voluntary and pressure groups and their role in making changes to our communities and environments. To identify or suggest ways that help the environment. To define 'democracy' and explain how laws are made.</p>

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						how they can make a difference to a situation. To define terms related to finance and explain how society is supported by the income of others.		
Threshold Concept(s)	Learn about taking ownership of their own health;	Identify how they can care for their health, home, school and special people;	To talk about the importance of looking after money.	To learn about saving and spending money.	To learn about saving, spending and essential purchases.	To define terms related to finance and explain how society is supported by the income of others.	To consider what advice to give relating to saving and borrowing money.	To discuss methods of saving and considerations for spending money.
Assessment Criteria								

Learning Aims Summer Term Solve real life and relevant problems *** Be innovative, creative and enterprising *** Use iterative processes								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<p>Summer 1 Being my Best Learning Aims</p>	<p>Keeping by body healthy - food, exercise, sleep Growth Mindset</p>	<p>Keeping by body healthy - food, exercise, sleep Growth Mindset</p>	<p>Growth Mindset Healthy eating Hygiene and health Cooperation</p>	<p>Growth Mindset Looking after my body Hygiene and health Exercise and sleep</p>	<p>Keeping myself healthy and well Celebrating and developing my skills Developing empathy</p>	<p>Having choices and making decisions about my health Taking care of my environment My skills and interests</p>	<p>Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community</p>	<p>Aspirations and goal setting Managing risk Looking after my mental health</p>
<p>Core Knowledge</p>	<p>Talk about healthy choices and activities; Develop resilience and persistence in their learning; Working cooperatively with others when faced with a challenge.</p>	<p>Feel resilient and confident in their learning; Name and discuss different types of feelings and emotions; Learn and use strategies or skills in approaching challenges; Understand that they can make healthy choices; Name and recognise how healthy choices can keep us well.</p>	<p>To recognise how a healthy variety of food can make us feel great. Recognise that learning a new skill requires practice and the opportunity to fail, safely To identify strategies to resolve conflict. To give and receive praise</p>	<p>Explain the stages of the learning line showing an understanding of the learning process To understand the importance of good hand and dental hygiene. To recognise what the body needs to have energy and stay well. To identify parts of the body that process food and create energy.</p>	<p>To recognise how different food groups work in our body. To explain how some infectious illnesses are spread from one person to another. To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes. To identify my achievements and skills to work on.</p>	<p>To identify how they and their friends are unique. To recognise that we all make different choices because we are unique. To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</p>	<p>To describe the four main internal systems of the human body. To understand the actual norms around smoking and the reasons for common misperceptions of these. To identify the skills and qualities that make us successful and achieve our best. To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life. To consider the different responsibilities that they and others have for their health and wellbeing.</p>	<p>To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success. To define aspirations and goals. To recognise that we will meet challenges on the way to achieving our goals. To understand and explain the outcomes of risk-taking in a given situation, including emotional risks. To understand risks related to growing up and explain the need to be aware of these.</p>

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					To explain how skills are developed.			
Threshold Concept(s)	Working cooperatively with others when faced with a challenge.	Understand that they can make healthy choices and recognise those choices as healthy;	To recognise how a healthy variety of food can make us feel great.	To identify parts of the body that process food and create energy.	To explain how some infectious illnesses are spread from one person to another.	To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	To understand the actual norms around smoking and the reasons for common misperceptions of these.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.
Assessment Criteria								
Summer 2 Growing and Changing Learning Aims	Cycles Life stages Girls and boys - similarities and difference	Cycles Life stages Girls and boys - similarities and difference	Getting help Becoming independent My body parts Taking care of self and others	Life cycles Dealing with loss Being supportive Growing and changing Privacy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets	Body changes during puberty Managing difficult feelings Relationships including marriage	Managing difficult feelings Managing change How my feelings help keeping safe Getting help	Coping with changes Keeping safe Body Image Sex education Self-esteem
Core Knowledge	Talk about change in the environment; Describe the changes in babies, young animals and plants as they grow; Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.	Understand that there are changes in nature and humans; Name the different stages in childhood and growing up;	To think of what babies need to stay happy and healthy. To identify the changes they have made since they were a baby.	To give positive feedback to someone. To recognise the range of feelings associated with loss and to discuss things	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	To identify the different emotional reactions to different types of change and discuss. To understand how the onset of puberty can have	To describe the intensity of different feelings and strategies to build resilience. To understand the different types of feelings and emotions associated with puberty. To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	To identify types of emotional responses and some strategies for coping with change. To identify the physical and emotional challenges faced

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		<p>Understand that babies are made by a man and a woman; Use the correct vocabulary when naming the different parts of the body; Know how to keep themselves safe.</p>	<p>To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. To identify some internal organs and systems and those body parts which are private. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.</p>	<p>people can do to feel better. To identify the different stages of growth and what people are able to do at these different stages. To identify the human private parts/genitalia To explain who can see someone's private part, what consent means and how to protect privacy.</p>	<p>To identify the different types of relationships people have and their different purposes and qualities. To identify what makes a positive relationship and what makes a negative relationship. To identify puberty changes.</p>	<p>emotional as well as physical impact. To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction. To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.</p>	<p>To identify the different types of products someone might use during puberty or menstruation. To explain how people might feel at times of change and loss. To consider strategies when coping with this.</p>	<p>during puberty and the strategies or support available for this. To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities. To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks. To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.</p>
Threshold Concepts	Describe the changes in babies, young animals and plants as they grow;		To identify some internal organs and systems and those body parts which are private.	To identify the different stages of growth and what people are able to do at these different stages.	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	To identify the different emotional reactions to different types of change and discuss.	To understand the different types of feelings and emotions associated with puberty.	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.

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Assessment Criteria									
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Vocabulary

Key Vocabulary								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year

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Autumn 1	Family, special	Same, different	Friendship, support, making up	Rules, feeling bullying	Conflict, point of view, respectful, cooperate	Teamwork, excluded, consequence, compromise	Negotiation, resolution, aggressive, Body language, Unhealthy relationship	Collaboration, assertiveness, Peer pressure, inappropriate, appropriate
Autumn 2	Sharing, helping	Likes, dislikes	Fair, teasing, special people	Help, calm, aggressive	Respect, identity, courtesy, disability	Stereotype, acquaintances, body space, apologise	Diverse, multicultural society, sexual orientation, discrimination, prejudice	Self esteem ,media influence, tolerance, biological sex, point of view
Spring 1	Safe, grown up	Unsafe, tummy feelings	Worried, trust, private	Uncomfortable, touch, getting help	Risky, dangerous consequence, internet safety	Influence, privacy, choices, personal information	Substance, risk taking, norms, addiction	Sharing online, illegal, penalties, long term effects
Spring 2	Clean, germs	Pollution, recycling	Afford, accident, promise	Gamer, saving, responsibility	Volunteer, income, fact, opinion	Reliable, witness, anti-social behaviour, respectful	Pressure group, biased, salaries, public service, loan	Tax, manifesto, penalties, debit card, beneficiary
Summer 1	Keep trying, exercise	Try again, routine	Hygiene, achievement, practice	Choices, risk, hazard	Balanced diet, dose, healthy, medicine	Unique, be mindful, wellbeing, connect	Perseverance, school community, interpersonal skills, body systems, commitment	Assessing risk, dilemma, aspirations, influence, reliable
Summer 2	Change, grow	Old, young	Height, healthy, secret	Asking, emotions, supportive	Positive, jealous, invade, public	Legal age of consent, puberty, hormones, forced marriage	Menstruation, genitalia, penis, vulva, mood swings	Stereotype, sperm, testicles, ovaries, emotional changes

Monitoring and Review

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Monitoring and review of the quality of the curriculum, takes place on a regular basis in accordance with the school monitoring cycle, the School Development Plan and the Curriculum Action Plan. The information gathered from monitoring and review will be analysed and evaluated to allow the school to judgement the quality of the curriculum provision and how we can further improve or embed it.

Subject Leaders will triangulate a range of evidence to make a judgement on the quality of teaching and learning and when professional development and support is offered. Evidence may be in the form of: lesson observations, pupil interview, book look/work study, pupil progress meetings, learning walk, learning environment check/audit, staff interview/conversations.

This information is fed to Curriculum Leaders who form part of the Senior Leadership team who quality assure the judgements and monitoring information from Subject Leaders

Pupils achievement is considered termly and at the end of the academic year.

As citizens , we will.... (creativity, curiosity, resilience, communication)	<i>(***These would be the clear thread through EVERYTHING*** Chose about three golden threads)</i> <i>Solve real life and relevant problems</i> <i>Be in</i>		
Children will know and be able to:			
EYFS - ELG	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Me and my Relationships 1. Recognise that we are unique. 2. Describe different feelings and use this to manage relationships. 3. Understand that every family is different and love and care for one another.	Me and my Relationships M1. name a variety of different feelings and explain how these might make me behave. M2. think of some different ways of dealing with 'not so good' feelings. M3. know when I need help and who to go to for help. M4. tell you some different classroom rules. M5. tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	Me and my Relationships M7. usually accept the views of others and understand that we don't always agree with each other. M8. usually accept the views of others and understand that we don't always agree with each other. M9. give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out. M10. give a lot of examples of how I can tell a person is feeling worried just by their body language.	Me and my Relationships M13. give a range of examples of our emotional needs and explain why they are important. M14. explain why these qualities are important. M15. give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills. M16. explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. M17. give examples of negotiation and compromise.

	<p>M6. suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>M7. give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.</p> <p>M8. Most of the time I can express my feelings in a safe, controlled way.</p>	<p>M11 say what I could do if someone was upsetting me or if I was being bullied.</p> <p>M12. explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>M18. explain what inappropriate touch is and give example.</p>
<p>Valuing Differences</p> <p>1. Recognise that there are differences and similarities between themselves</p> <p>2. Celebrate their friends and include them</p> <p>3. Understand people have different cultures and religions</p>	<p>Valuing Differences</p> <p>V1. say ways in which people are similar as well as different.</p> <p>V2. say why things sometimes seem unfair, even if they are not.</p> <p>V3. say how I could help myself if I was being left out.</p> <p>V4. give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.</p>	<p>Valuing Differences</p> <p>V5. give examples of different community groups and what is good about having different groups.</p> <p>V6. talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</p> <p>V7. say a lot of ways that people are different, including religious or cultural differences.</p> <p>V8. explain why it's important to challenge stereotypes that might be applied to me or others.</p>	<p>Valuing Differences</p> <p>V9. give examples of different faiths and cultures and positive things about having these differences.</p> <p>V10. explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</p> <p>V11. give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>V12. reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>V13. explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>

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<p>Keeping Safe</p> <p>1. Explain what they should do if they feel unsafe</p> <p>2. Recognise potential dangers and how to stay safe, inside and outside</p> <p>3. Learn the importance of keeping safe around medicines and unknown products</p>	<p>Keeping Safe</p> <p>K1. say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>K2. give examples of how I keep myself healthy.</p> <p>K3. say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p> <p>K4. give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>K5. give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.</p> <p>K6. explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>Keeping Safe</p> <p>K6. say what I could do to make a situation less risky or not risky at all.</p> <p>K7. say why medicines can be helpful or harmful.</p> <p>K8. tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p> <p>K9. give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>K10. say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>K11. give examples of positive and negative influences, including things that could influence me when I am making decisions.</p>	<p>Keeping Safe</p> <p>K12. say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p> <p>K13. explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>K14. explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>K15. explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>
<p>Rights and Respect</p> <p>Learn about taking some responsibility for their own health</p> <p>Describe ways in which they can help others and why they would do so</p>	<p>Rights and Respect</p> <p>R1. give some examples of how I look after myself and my environment - at school or at home.</p> <p>R2. say some ways that we look after money.</p> <p>R3. give examples of when I've used some of these ideas to help me when I am not settled.</p>	<p>Rights and Respect</p> <p>R4. say some ways of checking whether something is a fact or just an opinion.</p> <p>R5. say how I can help the people who help me, and how I can do this. I can give an example of this.</p> <p>R6. explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working</p>	<p>Rights and Respect</p> <p>R9. give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school. I can also give real examples of each that relate to me</p> <p>R10. give a few different examples of things that I can take ownership of to keep myself healthy.</p>

<p>Take care of their home, their learning environment and the natural environment</p>		<p>together to stop or change that behaviour. R7. explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. R8. give examples of these decisions and how they might relate to me.</p>	<p>R11. explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for. R12. explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves R13. explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. R14. explain the advantages and disadvantages of different ways of saving money.</p>
<p>Being My Best Talk about healthy choices and activities Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge</p>	<p>Being My Best B1. name a few different ideas of what I can do if I find something difficult. B2. say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. B3. name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. B4. explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>Being My Best B1. give a few examples of things that I can do to take ownership of my healthy and give an example of something that I've done which shows this. B3. explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it. R3. give a few examples of different things that I do already that help to me keep healthy. R4. give different examples of some of the things that I do already to help look after my environment.</p>	<p>Being My Best B1. give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something. B2. name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. B3. tell you how I can overcome problems and challenges on the way to achieving my goals. B4. give examples of an emotional risk and a physical risk.</p>

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<p>Growing and Changing Talk about change in the environment Describe the changes in babies, young animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p>	<p>Growing and Changing G1. identify an adult I can talk to at both home and school. If I need help. G2. tell you some things I can do now that I couldn't do when I was a toddler. G3. tell you what some of my body parts do. G4. tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. G5. give examples of how it feels when you have to say goodbye to someone or something (e.g. move house). G6. give examples of how to give feedback to someone</p>	<p>Growing and Changing G1. name a few things that make a positive relationship and some things that make a negative relationship. G2. tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away. G3. identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable. G4. label some parts of the body that only boys have and only girls have. G5. list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). G6. tell you why people get married.</p>	<p>Growing and Changing G1. explain what resilience is and how it can be developed. G2. list ways that I can prepare for changes (e.g. to get the facts, talk to someone). G3. able to identify when I need help and can identify trusted adults in my life who can help me. G4. give an example of a secret that should be shared with a trusted adult. G5. tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. G6. give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).</p>
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Assessment

Pupils' successes and achievements will be assessed and evaluated twice a year so that an accurate judgement can be made, at that point, as to areas of strength or for further input.

	Working below the expected level	Working at the expected level	Working above the expected level
Feb			
July			