

Personal, social, health and economic (PSHE) education

At Norton Community Primary School

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximize the outcomes for every child so that they know more, remember more and understand more. At Norton Community Primary School, personal, social, health and economic (PSHE) education enables our children to become healthy, independent and responsible members of a society and prepares them for their future roles as citizens in a global society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Norton CP School have an embedded Primary PSHE scheme of work called 3D PSHE. The spiral curriculum starts in Year 1 and follows the children through to Year 6. All learning activities used in '3D PSHE' allow opportunities for discussion and debate. Open learning activities provide an opportunity for students for pupils to develop their skills, knowledge and attitude. Norton CP School also recognizes how PSHE links to other areas of the curriculum and ensures that these opportunities are taken to reinforce and develop PSHE learning and enable the children to make the connections with other subject areas.

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Me and My Relationships

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to make sense of their own life-story and family's history.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs</p>	<p>Recognise and respect different types of relationships and know that family and friends should care for each other.</p> <p>Know when relationships both on and offline make me feel unhappy or unsafe and be able to ask for help.</p> <p>Know the names for the main body parts (including external genitalia) and why it is important to keep them private.</p> <p>Name people who look after me and who will help me.</p> <p>Know what being a good friend means both on and offline.</p> <p>Learn to: Play cooperatively, share, listen, respect, understand right and wrong and be kind.</p>	<p>Know the characteristics of a healthy family life and the importance of caring for each other.</p> <p>Know when relationships both on and offline make me feel unhappy or unsafe and be able to ask for help.</p> <p>Know about the changes that happen to our bodies as we grow</p> <p>Understand the importance of valuing of one's own body and the rights individuals have.</p> <p>Name people who look after me and who will help me.</p> <p>Know what being a good friend means both on and offline.</p> <p>Learn to: Understand the importance of trust, deal with negative behaviours and respect the differences in people and their backgrounds.</p>	<p>Identify ways to maintain positive and healthy relationships.</p> <p>Understand that relationships may change over time and how to ask for help if this make me unhappy.</p> <p>Judge what kind of physical contact is acceptable or unacceptable.</p> <p>Know that growing up brings opportunities and responsibilities.</p> <p>Name people who look after me and who will help me.</p> <p>Know what being a good friend means both on and offline.</p> <p>Learn to: Manage friendships and difficult situations, empathise, manage change and challenge stereotypes.</p>	<p>Have the skills to manage relationships.</p> <p>Understand that my body and emotions will change over time.</p> <p>Know the importance of looking after my body.</p> <p>Name people who look after me and who will help m.e</p> <p>Know what being a good friend means both on and offline.</p> <p>Learn to: Recognise a range of feelings and respond to the feelings of others.</p>	<p>Have the skills to develop healthy relationships and where to get support.</p> <p>Know how to manage relationships with peers both on and offline.</p> <p>Understand the changes that happen during puberty.</p> <p>Understand simple, safe routines to prevent the spread illness and the importance of immunisation.</p> <p>Name people who look after me and who will help me.</p> <p>Know what being a good friend means both on and offline.</p> <p>Learn to: Respond safely and appropriately to adult, manage relationships with friends without a physical reaction and be respectful and caring.</p>	<p>Know that relationships change over time and the features of a positive relationship.</p> <p>Recognise different risks in different situations both on and offline and then decide how to behave responsibly.</p> <p>Understand how to look after my body and health as I go through puberty</p> <p>Know about human reproduction including conception.</p> <p>Name people who look after me and who will help me.</p> <p>Know what being a good friend means both on and offline.</p> <p>Learn to: Resist pressure to do something wrong, manage disputes and realise the consequences of antisocial behaviour, discrimination and hate crime.</p>

Keeping Myself Safe

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Develop their sense of responsibility and membership of a community.	Know that some substances can be helpful, and some can be harmful.	Know that all drugs can be harmful if not used properly.	Know school rules for health and safety.	Know what risk means and take responsibility for my own safety.	Know that drugs can be legal and illegal and recognise their risks.	Make informed decisions in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances.
Build constructive and respectful relationships.	Understand the need for rules and follow them.	Recognise what is right and wrong and deal with pressure to act in the wrong way.	Have techniques for resisting peer pressure and to manage risks.	Recognise, predict and assess risk, relating to myself and others.	Understand how to deal with pressure to behave in an unacceptable, unhealthy or risky way.	Take responsibility for my own safety.
Form positive attachments to adults and friendships with peers.	Understand that they have a responsibility to keep themselves and others safe.	Name a range of people who can help, including in an emergency.	Demonstrate basic safety procedures.	Know how to get help and how to call 999 in an emergency.	Identify strategies to keep myself physically and emotionally safe.	Respond to challenges involving risks.
Show sensitivity to their own and to others' needs	Know who to contact for help.	Understand which secrets are not good to keep.	Know basic first-aid procedures and where to get help including how to call 999.	Display respectful behaviour online Have the skills to deal with manipulation	Understand that people on the internet may not be who they say and that people bully online.	Know that the pressure to behave in risky way can come from a variety of sources.
Have good knowledge of the local area and be able to talk about the town that they live in.	Know that they do not have to keep secrets and what should be kept private.	Know that people may behave differently online.	Know how to adhere to online safety rules.	Know that not everything on the internet is true.	Know how to manage requests online Recognise information on the internet may not be true.	Know basic first aid procedures (including head injuries) and where to get help.
	Recognise strangers and the dangers they pose.		Know how to report concerns and get support online.	Know what to do if I access something that makes me unhappy or uncomfortable.	Know how to present myself safely online and protect my information.	Be aware of online abuse and its affects.
	Know how to get help if something makes them unhappy online.				Know how to seek help if anything happens to me or a friend online.	Know the legal consequences for offensive online communication.
						Manage requests and know how my information is shared.
						Understand how the media may influence my opinions and choice.
						Know how use mobile phones responsibly.
						Recognise the responsibility I have to keep myself and others safe and how to do it.

My Healthy Lifestyle

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Express their feelings and consider the feelings of others.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Know the importance of personal hygiene and learn how to keep clean.</p> <p>Know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing.</p> <p>Talk about my emotions and recognise them in others.</p> <p>Know what makes me happy and how to maintain this.</p> <p>Understand change and have ways of dealing with it.</p>	<p>Know how diseases are spread and how they can be controlled.</p> <p>Know what a healthy lifestyle includes give examples of what I do on a daily and on a regular basis to keep myself healthy.</p> <p>Recognise and name a range of feelings and understand that we all experience emotions.</p> <p>Have simple strategies to manage my feelings.</p> <p>Identify ways of managing change.</p>	<p>Make choices about my lifestyle to improve my health and well-being.</p> <p>Know how to look after my mental wellbeing.</p> <p>Communicate my feelings to others, recognise how others show feelings and how to respond.</p> <p>Understand how others may react to change.</p>	<p>Understand what is meant by a healthy diet and make informed choices about healthy eating and exercising.</p> <p>Identify some factors that affect physical, mental and emotional health.</p> <p>Understand how to reduce the risk of sun damage.</p> <p>Understand a range of feelings and how these make me feel.</p> <p>Have a range of strategies for managing and controlling strong feelings and emotions.</p> <p>Respond appropriately to other people's feelings.</p> <p>Make some changes quickly and easily but also understand that some changes are hard and can take a long time.</p>	<p>Know what makes a healthy lifestyle and the factors that affect mental health.</p> <p>Understand the importance of good oral hygiene, including regular visits to the dentist.</p> <p>Deal positively with my feelings and recognise a range of emotions in others.</p> <p>Understand what resilience is and how to develop it</p> <p>Resolve differences by making choices.</p> <p>I know some of the ways of dealing with the feelings that sometimes arise from changes.</p>	<p>Manage my time to to look after my mental and physical health.</p> <p>Recognise opportunities to make my own choices my health.</p> <p>Understand the impact of growth and adolescence.</p> <p>Understand the risks associated with an unhealthy lifestyle.</p> <p>Understand early signs of physical illness.</p> <p>Understand how to reduce the risk of sun damage, including skin cancer.</p> <p>Recognise that I may experience conflicting emotions.</p> <p>Have an understanding of mental ill health and how important it is for people to get early help.</p> <p>Understand how the media can have an effect on health</p> <p>I know how change can impact with our feelings of belonging.</p>

Me and My Future

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Talk about the lives of the people around them and their roles in society.</p> <p>Have good knowledge of the local area and be able to talk about the town that they live in.</p> <p>See themselves as a valuable individual.</p>	<p>Understand how notes and coins are used to pay for things.</p> <p>Describe the work that people do in my family, my school and where I live.</p> <p>Identify positive things about myself and set simple goals.</p>	<p>Understand other methods of paying for things.</p> <p>Explain the difference between needs and wants.</p> <p>Be aware that everyone does not have the same choices as me.</p> <p>Take into account what others think about us.</p>	<p>Understand how money that money is earned and that decisions have to be made on how it is spent.</p> <p>Be aware of why we have charities.</p> <p>Explain why people work and the different jobs that people do.</p> <p>Be aware that learning choices will affect my future options.</p> <p>Talk positively about what I would like to do in the future.</p>	<p>Understand that people have different financial circumstances and values to money.</p> <p>Understand how to look after and save money.</p> <p>Explain how I will develop skills for work in the future.</p> <p>Identify my strengths, areas for improvement and set high aspirations and goals.</p>	<p>Differentiate between essentials and desires – needs and wants and understand value for money.</p> <p>Know and understand how I can develop skills to make a contribution in the future.</p> <p>Know that there are a range of jobs.</p> <p>Know the importance of making a good impression when going through a selection process.</p>	<p>Know that people buy things online and have online bank accounts and passwords to keep money safe.</p> <p>Describe how people's careers are different Reflect on what I have learnt about careers, my choices.</p> <p>Describe a range of local businesses and how they are run.</p> <p>Understand that employers must treat all employees equally and that the law protects employees.</p> <p>Understand that money we earn also supports the community.</p> <p>Recognise and start to demonstrate some of the key qualities and skills that employers are looking for.</p> <p>Identify positive achievements during my time in Primary School.</p> <p>Explain what I am worried about and what I am looking forward to in Year 7.</p>

Becoming an Active Citizen

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Know that there are different countries in the world and talk about the differences they have seen.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Recognise and explain some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Recognise that people have different beliefs and know some similarities and differences between different religious and cultural communities in this country.</p>	<p>Express an opinion Respectfully ask questions and listen to answers.</p> <p>Understand how Pupil Voice represents the school.</p> <p>Know how to follow the rules.</p>	<p>Take part in discussions.</p> <p>Understand that I belong to groups and communities.</p> <p>Recognize ways to care for the environment.</p> <p>Contribute to school life.</p> <p>Recognise my responsibilities.</p>	<p>Understand how our choices affect others.</p> <p>Empathise with people in different situations.</p> <p>Recognise how some people might show bias.</p> <p>Understand why rules are needed.</p>	<p>Explain my own viewpoint and acknowledge the viewpoints of others.</p> <p>Describe British Values and their importance.</p> <p>Understand how rules are enforced and changed and respond to anti-social behaviours appropriately.</p>	<p>Express my views confidently and listen to and show respect for the views of others.</p> <p>Talk and write about my opinions confidently. Resolve differences.</p> <p>Know what democracy is and it works.</p> <p>Know that other countries governments may be different from our own and that people may choose to leave their country.</p> <p>Know that rights and responsibilities need to be taken into account.</p> <p>Understand that choices we make have an impact on others and where to go to find unbiased advice Recognise and challenge stereotypes.</p> <p>Understand the consequences of breaking the law and how the criminal justice system works in the UK.</p>	<p>Discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</p> <p>Research, discuss and debate topical issues.</p> <p>Understand how democracy works in the UK.</p> <p>Understand that there are other forms of government that are not democratic.</p> <p>Understand what being part of a community means and the mental health benefits of community participation.</p> <p>Demonstrate a sense of social justice and moral responsibility.</p> <p>Understand that everyone has human rights.</p> <p>Appreciate the range of identities in the United Kingdom.</p>