PSHE

at

ALL SAINTS CE PRIMARY SCHOOL

Georgina Brown July 2020

THE ALL SAINTS KIRKBY OVERBLOW TREE When the quality of When our behaviour our learning is: attitudes and personal development are: FLOURISH FLOURISHING you will see us revising, reviewing, FLOURISHING you will justifying and see us creating BLOSSOM demonstrating. opportunities to Connecting our demonstrate our knowledge across space commitment to our and time. GROW values. BLOSSOMING you will see **BLOSSOMING** you will see us using, applying and us using our values experimenting. consistently to support our Remembering and linking behaviour choices. our knowledge over time. GROWING you will GROWING you will see us see us trying to use practising and repeating our values to support key skills and recalling our behaviour key facts. choices. Our six VALUES are the roots of RESPECT KINDNESS our learning and our behaviour. FRIENDSHIP POSITIVITY PERSEVERANCE RESPONSIBILITY

PSHE at All Saints CE Primary School

PSHE at All Saints is Flourishing because...

- It inspires pupil's curiosity to learn about the people who surround us every day and the wider community we live in.
- Teachers plan for progression throughout the school, with children continually building upon and deepening their knowledge and understanding of the wider world. Pupils will continually revisit learning so that knowledge is embedded.
- It prepares pupils to live healthy, safe, productive, capable, responsible and balanced lives.
- There are opportunities for children and young people to reflect on and clarify their own values, attitudes and opinions which are then expressed and challenged in discussions.
- pupils build their confidence, resilience and self-esteem in order to make informed choices
- Our children are able to recognise, accept and shape their identities
- Opportunities are given for pupils to showcase their learning, through sharing worships, implementing projects, presentations or displays
- Our pupils independently seek out opportunities and create positive changes within the school and local community

RSE at All Saints

From September 2020 Relationship education will be statutory in primary schools. Currently, at All Saints, this provision is provided within our comprehensive teaching programme of PSHE and the RSE objectives are taught within the Health and Wellbeing and Relationships units. We have made the decision as a school to not teach the children about sex and human reproduction. We will be focusing on the changes which happen to the body during puberty.

How are pupils supported in our curriculum?

Wherever possible or appropriate children with SEND access PSHE along with their peers as we recognise that is important for all our children to access our broad and rich curriculum.

For some children with SEND, particularly those with high needs, access to PSHE is considered along with ensuring they have access to their personalised or adjusted curriculum. For example, enabling access to specialist programmes such as those advised by speech and language therapists or occupational therapy programmes. These programmes are timetabled to minimise the impact on the child's access a broad and rich curriculum and do not impact on access to educational visits relating to PSHE. Typically, these programmes are identified in EHCPs and curriculum adaptations are agreed with parents.

Pupils who are flourishing in this subject are challenged to ensure they become fluent with the core key concepts through additional questioning and prompts (and tasks where appropriate) which helps extend their verbal reasoning skills as well as supporting them to engage in creating, evaluating, and analysing, delving deeper into the subject content.

For children with SEND access to the learning in PSHE in lessons is differentiated, whilst the planned, progressive curriculum content is retained. Children are supported to succeed through:

- Breaking down tasks into smaller chunks to achieve and prioritising understanding over task completion
- Giving sufficient time to process instructions, or adapted verbal or written instructions
- Wherever appropriate or possible, information is supported by pictorial or concrete cues. *E.g. PSHE visual prompts when recalling ways to keep safe*
- Scaffolded questions from adults and orally rehearsing thoughts with an adult.
- Where appropriate or necessary, pre-teaching core vocabulary or concepts
- Resources that support reduced cognitive load. E.g. PSHE teacher scribed captions of what the child has said during the lesson

For children with very high needs, they may require additional resources such as social stories to learn challenging concepts or "rules" in line with their vulnerabilities in PSHE.

For children with very high needs, they are supported with additional teaching assistant time that is proportioned to enable children to succeed in this subject whilst promoting independence.

GROW BLOSSOM FLOURISH TEACHING FOR LEARNING MODEL

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	5		engaged in the process
knowledge commitment to the leave	knowledge		commitment to the learning
		PRF-REQUISITES FOR TEACHING FOR LEARNING:	ROOTS (OF LEARNING):
		•	Responsibility
			Kindness
			Respect
	-		Positivity
	-		Perseverance
			Friendship

PSHE LONG TERM MAP

	YEAR A			YEAR B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
Subject Branches	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing
School Branches	Friends and Families	Different types of communities	Growing up	Healthy relationships	What does the future hold?	Healthy bodies, Healthy minds
REC	How can we be a good friend? How do we feel?	How do we keep healthy? How do we keep safe?	How are people different around the world? How are they the same? Which values are special at All Saints?			
1/2	Families and Close Relationships Friendships and management hurtful behaviour	Communities and Shared responsibilities Media Literacy and Digital Resilience	Keeping Safe Ourselves, growing and changing	Safe relationships Respecting self and others	Money Aspirations, work and career	Mental Health Healthy Lifestyles
3/4	Families and Close Relationships Friendships and management hurtful behaviour	Communities and Shared responsibilities Media Literacy and Digital Resilience	Keeping Safe Ourselves, growing and changing	Safe relationships Respecting self and others	Money Aspirations, work and career	Mental Health Healthy Lifestyles

5/6	Families and Friendships	Communities and Shared	Keeping Safe	Safe relationships	Money	Mental Health & Healthy Lifestyles
	Managing Hurtful	responsibilities	Ourselves, growing and	Respecting self and others	Aspirations, work and career	Drugs, Alcohol
	Behaviour	Media Literacy and Digital Resilience	changing			and Tobacco

PSHE KNOWLEDGE: SEQUENCE and PROGRESSION

	RECEPTION Children will know	YEAR ONE/ TWO Children will know	YEAR THREE/ FOUR Children will know	YEAR FIVE/ SIX Children will know
Children who are GROWING in PSHE will,	Relationships How can we be a good friend? How to build	Healthy Lifestyles About how to keep our bodies healthy and which people help us to stay healthy- including foods and	Healthy Lifestyles How to have a balanced and healthy lifestyle (H1, H2, H5)	Healthy Lifestyles How social media, adverts etc. can influence a healthy lifestyle (H3)
with support, know how to	constructive and respectful relationships	exercise. (H1, 2, 3, 4, 5)	What a healthy diet is (H6)	Habits can have positive and negative effects on healthy lifestyle (H4)
maintain a healthy	How to express their feelings and consider	that medicines (including vaccines) can help people stay healthy (H6, 10)	How bacteria and viruses can affect our health (H9)	The benefits of being physically active on our physical and mental health (H7)
lifestyle,	the feelings of others	how to keep our teeth and gums	About the benefits of sun expose and the risks of over exposure (H12)	How sleep contributes to a healthy lifestyle (H8)
including taking care of their mental	To think about the perspective of others How to take steps to	healthy (H7) how to stay safe in the sun (H8)	How and when to seek support if they are worried about their health (H14)	That medicines contribute to health and vaccines and immunisations can prevent disease (H9)
and physical health. They will know that	resolve conflicts How to offer empathy and comfort	about different ways to learn and play and the importance of taking a break from TV and technology (H9)	Mental Health That mental health is as important to take care of as physical health	How to maintain oral hygiene and how our lifestyle choices can impact our dental care (H11)
there are different types of relationships	About consequences of behaviour	Mental Health how I am and others are feeling and how our bodies react (H11-16)	(H15) How to look after their mental health (H16)	That the internet can be beneficial to our lives but our time online needs to be managed (H13)
and know how to have a safe, positive	Attempts to repair a relationship when they have caused upset and understands how	what things people do to make them feel good (H17)	Use appropriate vocabulary to express that feelings can change over time and can change intensity	Mental Health a range of strategies to response to feelings, including how to manage the intensity of them
relationship with someone.	their actions impact others How do we feel?	how they can manage their feelings and that they can ask for help (H18- 19)	(H17-19) Ourselves, growing and changing What contributes to who we are	(H20) That anyone can suffer from mental ill health and can recognise warning signs of relating to
They will begin to recognise the	How do we reel? How to identify and moderate their own feelings socially and	about change and loss (Including death) (H20)	and that for some people gender identity doesn't correspond with their biological sex (H25-27)	mental health and where to seek support (H21- H22)
importance of rules in a	emotionally To ask a familiar adult	Ourselves, growing and changing What makes you unique (H21-24)	Know the external genitalia and internal reproductive organs (H30)	About change and loss (including death) and ways of expressing and managing bereavement and grief (H23)
community and will know	for emotional support	The main parts of the body including external genitalia and	n.b. not relating this to reproduction	

be able to	and practical help	how we change as we grow up-	Keeping Safe	Problem strategies for dealing with emotions
identify their	when needed	from child to adult (H25-26)	Why we follow and comply with	inc. transitions (H24)
-	To sufficient state the sin	we are not	regulations and restrictions and how	
own personal	To articulate their needs and wants	Keeping Safe	they promote personal safety and	Ourselves, growing and changing Identify personal strengths, skills, achievements
strengths and	needs and warns	About the rules and age restrictions that keep us safe and what the risks	wellbeing (H37)	and interests and know how to manage set
what makes		are in everyday life (H28-32)	About hazards that can cause us	backs (H28-29)
them unique.	Living in the wider		harm, injury or risk in the home and	
	world	About the people whose job it is to	how to keep safe in the local	Know how the process of puberty related to
	How are people	keep us safe (H33)	environment (H39, H41)	human reproduction and about the physical
Children who	different around the			and emotional changes that happen during
are	world? How are they	The basic rules of staying safe online	About the importance of taking	puberty (H30-32, H34)
BLOSSOMING	the same?	(H34)	medicines and using household	
in PSHE will	Recognise that people		products safely (H40)	About the new opportunities and responsibilities
-	have different beliefs	What to do if there is an accident	How to respond in an emergency	increasing independence brings (H35)
know how to	and celebrate special times in different ways	(H35-36)	situation and know what to say to	Keeping Safe
take care of	(UtW)	About the things that people can	emergency services (H44)	How to predict, assess and manage risk in
their own,	(0111)	put into their body or on their skin		different situations (H38)
physical and	Recognise some	(H37)	Families and Close positive	
mental health	similarities and		relationships	About the importance of keeping personal
	differences between	Families and Close positive	There are different types of	information private and how to stay safe online
and will know	life in this country and	relationships	relationships and people have	(H42)
how to seek	life in other countries	The roles different people play in our	different circumstances (R1, R5)	
support if they	(UtW)	lives and which people live and care for us (R1-2)	Know and respect that there are	What first aid is and know the basic techniques of dealing with common injuries (H43)
are worried	Recognise that they		different types of family structure	of dealing with continon injones (143)
about others.	belong to different	About different types of families and	(R7)	How to make a clear an efficient call to
	communities and	the common features of family life		emergency services if necessary
They will show	social groups	(R3-4)	Shared characteristics of healthy	
respect for			family life and how to recognise if	That FGM is against British Law and what to do if
different types	Sensitive to prejudice	It is important to tell someone if	family relationships and making	they think someone is at risk (H45)
of relationships	and discrimination	something about their family makes	them feel unhappy or unsafe (R8-9)	
-	Health and wellbeing	them unhappy or worried (R5)	Friendships	Drugs, alcohol and tobacco Know why people choose to use or not use
and family	Health and wellbeing How do we keep	Friendships	The importance to friendships and	drugs and about the risks and effects of legal
structures.	healthy?	How people make friends and what	how to build positive relationships	drugs and the laws surrounding them (H46-48)
They know that	Manage their own	makes a good friendship (R6)	and the importance of seeking	About the mixed messages in the media about
their	needs – personal		support if feeling lonely or excluded	drugs, including alcohol and vaping (H49)
behaviour and	hygiene	How to recognise when someone	(R10,13)	
		feels lonely and what to do (R7)		Which organisations can support people
actions have	Know and talk about	Simple strategies to receive	What it means to know some online	concerning alcohol, tobacco and nicotine
an impact on	the different factors	Simple strategies to resolve arguments and how to ask for help	and the risks associated with it (R12)	(H50)
the people	that support their overall health and well	(R8-9)	That friendships can change over	Families and Close positive relationships
around them	being		time and the benefits of having	That people can be attracted to each other
and how to	-regular physical	Managing hurtful behaviour and	different types of friends (R16)	emotionally, romantically and sexually (R2)
	activity	bullying		

maintain	-healthy eating	That bodies and feelings can be	Managing hurtful behaviour and	About marriage and civil partnerships and that
	-toothbrushing	hurt by words and actions, and how	bullying	forcing anyone to marry against their will is a
positive health	-sensible amounts of	they may feel if they experience this	About the impact of bullying and	crime (3-4)
relationships	screen time	(R10-11)	the consequences it can have (R19)	
with their	-having a good sleep			That the feature of positive family life is caring
friends and	routine	That hurtful behaviour and bullying is	Safe Relationships	relationships (R6)
	llow do wo koon onfo?	not acceptable and how to report it	about privacy and personal	Friendehine
family. They	How do we keep safe? -being a safe	(R12)	boundaries and what is appropriate (R22)	Friendships What a positive healthy friendship is and that
understand	pedestrian	Safe Relationships	(KZZ)	the same principles apply online as face to
the	-fire safety	That some things are private, that	how to respond safely and	face and recognise if a friendship is making
importance of	-trusted adults	the parts of their body covered by	appropriately to adults they may	them feel unsafe or uncomfortable (R11, 18)
rules in a	-medicines and	underwear are private and how to	encounter who they do not know	
	household products	respond if physical contact makes	(R24)	Strategies for recognising and managing peer
community		them uncomfortable (R13,16)		influence (R15)
and are able		That people may behave different	what the different types of	That friendshins have up and downs and know
to recognise	Which values are special at All Saints?	That people may behave different online and may pretend to be	appropriate physical contact are and how to respond to	That friendships have up and downs and know strategies to resolve disputes (R17)
their own	Show resilience and	someone they are not. Know how to	inappropriate physical contact	
importance	perseverance in the	respond safely to adults they don't	(R25)	Managing hurtful behaviour and bullying
•	face of challenge	know (R14-15)		Strategies to respond to hurtful behaviour
and part they	-		about seeking and giving consent in	experienced or witnessed and how to report
play in their	See themselves as a	Which situations you need to seek	different situations (R26)	them and get support (R20)
school and in	valuable individual	permission and when their		
their family.	Describes the space by see in	permission should be sought (R17)	Respecting self and others	What discrimination is and how to challenge it
	Describes themselves in a positive way	That it is important to not keep	that personal behaviour can affect other people and how to model	(R21)
Children who		adults' secrets and know how to	respectful behaviour online (R30)	Safe Relationships
Children who		resist pressure to do something they		Why someone may behave differently online
are		don't want to do (R18-19)	that everyone, including	and how to report concerns (R23)
FLOURISHING			themselves, should expect to be	
in PSHE will		What to do if they feel unsafe or	treated politely and with respect	When you should keep something confidential
know how to		worried for themselves or others	(R31)	or a secret and when you should not agree to
		(R20)	Shared responsibilities	keeping a secret and when it is right to break confidentiality (R27)
take care of		Respecting self and others	sharea responsibilities	
their own,		What is kind and unkind behaviour	The importance of having	How to recognise pressure from somebody else
physical and		and how to treat themselves and	compassion towards others; the	to do something unsafe or that makes them
mental health		others with respect (R21-22)	shared responsibilities for caring for	uncomfortable (R28)
and will know			other people and living things (L4)	
		Ways in which they are the same		Where to get advice and report concerns (R29)
how to seek		and different to others (R23)	Ways of carrying out shared	Pospecting solf and others
support if they		How to listen, play and work	responsibilities for protecting the environment in school and at home	Respecting self and others
are worried		together and show to talk and share	(L5)	why it is important to have self-respect and how
about others.		their opinions (R24-25)		this can affect their thoughts and feelings
They will		1 1 - 1	Communities	about themselves. (R31)
		Shared responsibilities		

create	What rules are and why they are needed (L1)	About the different groups that make up their community and the	Know and respect the differences and similarities between people (R32)
opportunities		value different contributions that	
to support the	How people and other living things	people and groups make (L6-7)	Shared responsibilities
friendships of	have different needs (L2)		The reasons for rules and laws and the
their peers at	About the things they can do to	What diversity means and the benefits of living in a diverse	consequences for not adhering to them (L1)
school. They	help look after their environment	community (L8)	There are human rights, that are there to
will show	(L3)		protect everyone and the relationship between
respect for		What stereotypes are (L9)	rights and responsibilities (R2-3)
-	Communities About the different groups they	Media Literacy and digital resilience	Communities
different types	belong to (L4)	Ways in which the internet and	How stereotypes can negatively influence
of relationships		social media can be used positively	behaviours and attitudes towards others and
and family	About the different roles and	and negatively (L11)	strategies for challenging stereotypes (L9)
structures and	responsibilities people have in their		
are able to	community (L5)	How to assess the reliability of sources of information online (L12)	What prejudice is and how to recognise behaviours and actions which discriminate
explain the	The ways they are the same as, and		against others. How to respond to it (L10)
importance of	different to other people (L6)	What is appropriate to share and	
diversity in a		things that could not be shared on	Media Literacy and digital resilience
community.	Media Literacy and digital resilience How the internet and other digital	social media including rules around sharing of images (L15)	the different ways information and data is shared and used online (L13)
They	devices can be used safely to find	shalling of images (E13)	shared and used online (LTS)
-	things out (L7)	Economic wellbeing: Money	how information on the internet is ranked,
understand		About the different ways to pay for	selected and targeted for specific individuals
the impact	The role of the internet in everyday	things and that people make	(L14)
that their	life (L8)	decisions about spending based on priorities, needs and wants (L17, 20)	how text and images in the media and on
behaviour and	That not all information seen online		social media can be manipulated or invented
actions have	is true (L9)	Different ways to track money (L21)	(L16)
on the people			
around them	Economic wellbeing: Money What money is and the forms it	About the risks associated with money and ways of keeping it safe	Economic wellbeing: Money That people have different attitudes towards
and take a	comes in (L10)	(L22)	saving and spending money and what
role in			influences people decisions (L18)
implementing	That people make different choices	Economic Wellbeing: Aspirations,	
	about how to save and spend money and that money needs to be	work and career The positive things about themselves	That spending decisions can affect others and the environment (L19)
and creating	looked after (L11, 13)	and their achievements (L25)	
the rules in the			That gambling comes with risks and how money
school	The difference between needs and	There is a broad range of different	can be won and lost (L23)
community,	wants and that some people may not always be able to have the	jobs/careers that people can have and that people can have more	The ways that money can impact on people's
acting as a	things they want (L12)	than one job in their lifetime (L26)	feelings and emotions (L24)
role model to			
their peers.	Economic Wellbeing: Aspirations,		Economic Wellbeing: Aspirations, work and
	work and career		career

PSHE VOCABULARY: SEQUENCE and PROGRESSION

	RECEPTION	YEAR ONE/ TWO	YEAR THREE/ FOUR	YEAR FIVE/ SIX
	Children will	Children will	Children will	Children will
Children who	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
are GROWING	Interest, opinions,	health, wellbeing, healthy	balanced lifestyles, choices, health,	Puberty, womb, ovaries,
in PSHE will use	help, kind/unkind	eating, activity, sleep, likes,	wellbeing, balanced diet, choices, food,	cervix, menstruation, period,
and	actions, feelings –	dislikes, choices,	influences, media, images, reality/fantasy,	wet dream, erection, scrotum,
understand the	happy, sad, excited,	achievements, strengths,	true/false, achievements, aspirations, goals,	sperm, eggs, fallopian tube,
vocabulary	nervous, hurt,	goals, feelings, hygiene,	strengths, change, transitions, loss,	urethra, physical, emotional
with support.	worried, angry	cleanliness, germs, growing,	separation, divorce, bereavement, risk,	changes, human
	taking turns,	changing, young to old,	danger, hazard, responsibility, safety,	reproduction, changes.
Children who	respectful, upset,	independence, body parts (to	bacteria, viruses, hygiene routines, drugs,	
are	conflict, fall out,	include penis, vagina, vulva	alcohol, tobacco, medicines, caffeine,	Relationships
BLOSSOMING	comfort,	testicles), medicines,	personal information, passwords, images	relationships, unhealthy,
in PSHE will	consequence, needs,	household products, safety,		pressure, committed loving
apply their key	wants	risk	Relationships	relationships, civil
vocabulary			friendships, families, couples, positive	partnerships, marriage, forced
correctly in	Living in the wider	Relationships	relationships, actions, behaviour,	marriage, actions, behaviour,
their learning	world	communicating, feelings,	consequences, physical contact, touch,	listening, viewpoints,
and in	Family, community,	empathy, behaviour,	acceptable, unacceptable, confidentiality,	opinions, respect,
discussion.	differences,	fair/unfair, right/wrong,	secrets, surprises, disputes, conflict,	consequences, dares,
	similarities,	secrets, surprises, safety,	feedback, support, negotiation,	challenges
Children who	celebrations, unique,	similarities, differences, hurt,	compromise, people, identity, similarities,	
are	discrimination,	comfortable, teasing, bullying	differences, equality, stereotypes, privacy,	Living in the wider world
FLOURISHING	countries		sharing, personal boundaries	money, interest, loan, tax,
in PSHE will be		Living in the wider world		debt, resources, sustainability,
able to apply	Health and wellbeing	needs, groups, communities,	Living in the wider world	economics, choices,
the key	Hungry, full, thirsty,	roles, community, special	discussion, debate, topical issues, problems,	environment, enterprise,
vocabulary	healthy choices, tired,	people, help, emergencies	events, rules, laws, making and changing	enterprise skills,
confidently	awake, sleep,		rules, communities, volunteers, pressure	entrepreneurs, media, social
both In their	exercise, eat, energy,		groups, places, values, customs, money,	media, information,
learning and in	safe, risk, toilet,		spending, saving, budgeting, resources,	forwarding
other contexts.	handwashing, hot,		economics, choices, environment	
	cold, dressing,			

physical activity, health, wellbeing, toothbrush, teeth cleaning, dentist, screen time, sleep routine, pedestrian, fire safety, trusted adults, medicines, household products, resilience,	
perseverance, friendship, respect, positivity, responsibility, kindness, valuable, unique, individual, positive	

PSHE SKILLS: SEQUENCE and PROGRESSION

	RECEPTION	YEAR ONE/ TWO	YEAR THREE/ FOUR	YEAR FIVE/ SIX
	Children will	Children will	Children will	Children will
Children who are	Relationships	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
GROWING in PSHE		Explain how to live a healthy life	Make choices about the way	Make judgements and decisions and
will, with support,	Builds constructive	and what foods are healthy	they life their own life e.g.	can list some ways of resisting
communicate with	and respectful		eating healthy, the exercise	negative peer pressure around issues
other children and	relationships	Be physically active and explain	they do	affecting their health and wellbeing.
adults respectfully.		why it is important		
They will have	Express their feelings		Practice sun safety and	Make choices about the way they live
positive relationships	and consider the	Practise good dental hygiene	explain the risks of not being	their life and explain the reasons for
with other children	feelings of others	and explain why it is important	safe in the sun	those choices
and with support, will				
be able to resolve	Think about the	Demonstrate how to keep their	Comply with rules and	Use a range of strategies to manage
disputes or	perspective of	hands clean	regulations in the school and	their own feelings
disagreements.	others		the wider community and	
		Recognise how they are feelings	explain why rules and	Perform basic first aid
Children who are	Takes steps to	and others are feeling	regulations are important	
BLOSSOMING in PSHE	resolve conflicts			Know how to make a clear and
will confidently and		Describe how to stay safe in	Seek support and advice if	efficient call to emergency services if
independently	Offers empathy and	certain situations	they are worried about their	needed
communicate with	comfort		own/another's mental or	
other children and		Relationships	physical wellbeing	list the commonly available
adults respectfully	Talk about	Be a good friend by giving		substances and drugs that are legal
consistently	consequences of	compliments, showing kindness	Talk about harmful aspects	and illegal, and can describe some of
demonstrating our	behaviour	and empathy when someone is	of some household products	the effects and risks of these.
school values. They		upset	and medicines	
will have secure	Attempt to repair a			Relationships
positive relationships	relationship when	Use simple strategies to resolve	Relationships	Explain the different types of
with other children	they have caused	friendship problems	Maintain positive	relationships people have
and will be able to	upset and		relationships and friendships	
independently	understand how	Explain how to stay safe online	with people close to them	Maintain positive relationships and
resolve disputes or	their actions impact			friendships and use strategies for
disagreements and	others	Treat other people with respect		managing peer pressure

seek support when			Use strategies to resolve	
needed.	How do we feel?	Share their opinions in a small	friendship problems and	Use strategies to respond to hurtful
	Identify and	group and listen to the opinions	seek further support if	comments and behaviour
Children who are	moderate their own	of others.	necessary	experiences or witnessed
FLOURISHING in PSHE	feelings socially and			
will confidently and	emotionally	Living in the wider world	Respect people's personal	describe some of the different beliefs
independently		help to look after our	boundaries and treat them	and values in society, and can
engage in	Ask a familiar adult	environment	with respect.	demonstrate respect and tolerance
purposeful	for emotional			towards people different from
discussions with	support and	Explain how you are similar and	Living in the wider world	themselves.
other children and	practical help when	different to the people around	Show compassion to others	
adults and will	needed	you		Living in the wider world
challenge their point			Take a shared responsibility	Discuss and debate topical issues,
of view. They will	Articulate needs and	Use digital technology safely	for caring for our school and	respect other people's point of view
express their opinion,	wants		local area	and constructively challenge those
supported by		Set yourself simple goals		they disagree with
evidence, to drive			Listen and respond	
change within the	Living in the wider		respectfully to a wide range	Explain the rights and responsibilities
school community.	world		of people, including those	they have in their school community
They will have	How are people		whose traditions, beliefs and	and how your rights and
secure positive	different around the		lifestyle are different to their	responsibilities change as you grow
relationships with	world? How are		own	
other children and	they the same?			Set yourself simple goals in relation
be a role model and	Recognise that			to your future e.g. high school.
a pillar of support for	people have			
their peers as well as	different beliefs and			Use digital technology, the internet,
creating	celebrate special			games and social media responsibly
opportunities within	times in different			and seek advice and support when
school to support the	ways (UtW)			needed
local community.				
	Recognise some			Respond to stereotyping, prejudice
	similarities and			and discrimination in an appropriate
	differences between			manner
	life in this country			

and life in other		describe some of the different beliefs
countries (UtW)		and values in society, and can
		demonstrate respect and tolerance
Recognise that they		towards people different from
belong to different		themselves
communities and		
social groups		
cociai 8. colpo		
Be sensitive to		
prejudice and		
discrimination		
discrimination		
Licelth and		
Health and		
wellbeing		
How do we keep		
healthy?		
Manage their own		
needs – personal		
hygiene		
Know and talk about		
the different factors		
that support their		
overall health and		
well being		
-regular physical		
activity		
-healthy eating		
-toothbrushing		
-sensible amounts of		
screen time		
-having a good sleep		
routine		

Which values are special at All Saints? Show resilience and perseverance in the face of challengeImage: Comparison of the comparison	How do we keep safe? -know how to be a safe pedestrian -know about fire safety -know about trusted adults -know about medicines and household products		
valuable individual Describes themselves in a	special at All Saints? Show resilience and perseverance in the		
positive way	valuable individual Describes themselves in a		

GROW BLOSSOM FLOURISH: ASSESSMENT IN PSHE

Children who	
are GROWING	Children who are growing in PSHE will begin to understand how to keep their body and minds healthy. They will
in PSHE will	know how to develop friendships, which are based on mutual kindness and respect, and are able to use
	strategies to resolve disputes, with the support of an adult. They show some understanding of how their bodies
	develop and change as they grow and can explain how to look after their bodies. They are able to recognise

	their own strengths and have some understanding of their own place within their community and the roles oth people play.			
	RECEPTION	YEAR ONE/ TWO	YEAR THREE/ FOUR	YEAR FIVE/ SIX
Children uch e	Relationships	Healthy Lifestyles	Healthy Lifestyles	Healthy Lifestyles
Children who	How can we be a good friend?	fiedinity Lifestyles	I know how to have a healthy and	fiedinity Litestyles
are	I can build constructive and	I know how to keep my body	balanced lifestyle, including the	I know that there are external
BLOSSOMING in	respectful relationships	healthy and know which people	benefits and risk of sun exposure,	influences to maintaining a healthy
	respectiviteidiloriships	help us to stay healthy and how	and that bacteria and viruses can	lifestyle, social media, habits, sleep
PSHE will	I can express my feelings and	we can use medicines and	affect our health. I know how and	and the internet. I can explain the
	consider the feelings of others	vaccines to help us.	when to seek support if I am worried	impact these have on people's lives in
			about my health	both a positive and negative context.
	I can think about the perspective	I know that I need to limit my		
	of others	time on technology to benefit	Mental Health	Mental Health
		my physical and mental health.	I know how to look after my own	I am able to manage the intensity of
	I can take steps to resolve	Mental Health	mental health and to ask for help if I	my feeling by using a range of
	conflicts		am struggling.	strategies.
		I know how my bodies reacts to		
	I can offer empathy and comfort	different feelings e.g. butterflys in	I know that feelings can change	I know that anyone can suffer from
		my tummy means I'm nervous.	over time and I can express this	mental ill health and can recognise
	I can talk about consequences	, , ,	using appropriate vocab	warning signs of relating to mental
	of behaviour	I know when to ask for help		health and where to seek support
		when I am feeling worried or sad	Ourselves, growing and changing	
	I attempts to repair a relationship		I know that some people's gender	Ourselves, growing and changing
	when I have caused upset and I	Ourselves, growing and	identity doesn't correspond with	I know my own strengths, skills and
	understand how my actions	changing	their biological sex	achievements and how to manage
	impact others	I can tell you what makes me		set backs in my own daily life.
		special	I can identify the external genitalia	
	How do we feel?		and internal reproductive organs	I know about the physical and
	I can identify and moderate my	I can identify the testicles, penis,	(womb, uterus, fallopian tubes, etc	emotional changes that happen
	own feelings socially and	and vagina and tell you what		during puberty
	emotionally	happens to our bodies as we	Keeping Safe	
		grow from a child to an adult.	I know why we follow and comply	I know that growing up and becoming
	I can ask a familiar adult for		with regulations and restrictions	more independent comes with more
	emotional support and practical			responsibilities.
	help when needed	Keeping Safe	I know how to stay safe in the school	
		I know rules and age restrictions	environment and the risks that there	Keeping Safe
	I can articulate my needs and	that keep us safe and what the	are.	I can predict, assess and manage risk
	wants	risks are in everyday life		in different situations
			I know I need to call 999 and I know	
	the design for the second state second state	I know that I need to call 999 in	what to say to the emergency	I know that I need to keep my
	Living in the wider world	an emergency	services.	personal information private online
	How are people different around		Fermilies and Class	and that if I am concerned about my
	the world? How are they the		Families and Close positive	own safety or a friends I need to tell a
	same?		relationships	trusted adult.

I recognise that people have	I can tell you about the people	I can tell you what the different	
different beliefs and celebrate	who keep us safe e.g. police,	types of relationships are and I	I know what first aid is and know the
special times in different ways	firemen etc	respect that there are different	basic techniques of dealing with
(UtW)		types of family structure.	common injuries and that FGM is
	I know how to stay safe online		against British Law and what to do if
I recognise some similarities and	and if I am worried to tell an	I know what healthy family life looks	they think someone is at risk
differences between life in this	adult.	like and how to recognise if family	
country and life in other countries		relationships and making them feel	I know how to make a clear and
(UtW)		unhappy or unsafe	efficient call to the emergency
(0111)	Families and Close positive		services if needed
I recognize that I belong to	relationships	Eviendebine	services il lleeded
I recognise that I belong to different communities and social		Friendships	Dwige wheels and taken as
	I know the roles different people	I can explain the importance to	Drugs, alcohol and tobacco
groups	play in our lives and which	friendships and how to build positive	I know why people choose to use or
	people live and care for us.	relationships and how to seek	not use drugs and about the risks and
I am sensitive to prejudice and		support if feeling lonely or excluded	effects of legal drugs and the laws
discrimination	I know there are different types		surrounding them
	of families and that It is important	I know there are risks with being	
Health and wellbeing	to tell someone if something	friends with someone online	
How do we keep healthy?	about their family makes them		Families and Close positive
l can manage my own needs –	unhappy or worried	I know that friendships can change	relationships
personal hygiene		over time and the benefits of having	I know that people can be attracted
	Friendships	different types of friends	to each other emotionally,
I know and talk about the	I know what makes a good		romantically and sexually
different factors that support my	friends and I am able to	Managing hurtful behaviour and	
overall health and well being	recognise when someone feels	bullying	I know that people can be married or
-regular physical activity	lonely. I use simple strategies to	I can explain the impact of bullying	enter a civil partnership.
-healthy eating	resolve arguments and I ask for	and the consequences it can have	
-toothbrushing	help if I need to.		Friendships
-sensible amounts of screen time		Safe Relationships	I have positive healthy friendships and
-having a good sleep routine	Managing hurtful behaviour and	I respect people's privacy and	that the same principles apply online
	bullying	personal boundaries and I know	as face to face
How do we keep safe?	I know that bodies and feelings	what is appropriate behaviour in	
I know about:	can be hurt by words and	different relationships including	I know when I or a friend is being
-being a safe pedestrian	actions and that hurtful	knowing what is appropriate	influence by someone else and know
-fire safety	behaviour and bullying is not	physical contact is and how to	how to help support them.
-trusted adults	acceptable. I know how to	respond to inappropriate physical	
-medicines and household	report unkind behaviour.	contact. I know that I need to seek	I know that friendships have up and
products		and consent in different situations.	
products	Confer Destantion and in a	and consent in different situations.	downs and I know strategies to help
	Safe Relationships	Description of the second settle second	resolve disputes
	I know that the parts of their	Respecting self and others	
Which values are special at All	bodyUI covered by underwear	I know that personal behaviour can	Managing hurtful behaviour and
Saints?	are private and that I need to	affect other people and how to	bullying
I can show resilience and	tell a trusted adult if unwanted	model respectful behaviour online	I know strategies to respond to hurtful
perseverance in the face of	physical contact makes me		behaviour experienced or witnessed
challenge	uncomfortable.	I treat everyone with respect and I	and how to report them and get
		am always polite.	support
I can see myself as a valuable	I know that people may behave		
individual	different online and may	Shared responsibilities	

	pretend to be someone they are		I know what discrimination is and I
I can describes myself in a	not.	I show compassion towards others	challenge it.
positive way		and take a shared responsibility for	
	I know when it is appropriate to	caring for other people and living	Safe Relationships
	keep a secret and that I need to	things.	I can explain why someone may
	say no and seek support if		behave differently online and how to
	someone asks you to do	I carry out shared responsibilities for	report concerns
	something you don't want to do.	protecting the environment in	
	0,	school and at home	I know when It is appropriate to keep
	Respecting self and others		secrets and when it is is important to
	I know what is kind and unkind	Communities	break confidentiality.
	behaviour and how to be kind	I know about the different groups	broak connaormanry.
	myself.	that make up my community and	I am able to recognise pressure from
		the value different contributions that	somebody else
	I can explain how I am the same	people and groups make	somebody else
	and different to others	people and gloups make	I know where I need to go to report my
	and different to officers		I know where I need to go to report my
		I know what diversity means and the	concerns and where to get advice
	I can listen, play and work	benefits of living in a diverse	from.
	together and talk and share my	community	
	opinions.		Respecting self and others
		I know what stereotypes are	
	Shared responsibilities		I can explain why it is important to
	I know what rules are and why	Media Literacy and digital resilience	have self-respect and how this can
	they are needed	I know how the internet and social	affect my thoughts and feelings
		media can be used in a positive	
	I know how people and other	way and how it is used negatively	I show respect for the differences and
	living things have different needs	and I am able to assess the reliability	similarities between people
	and how I can help the	of sources of information online	
	environment around me.		Shared responsibilities
		I know what is appropriate to share	I know why we have rules and laws
	Communities	and what shouldn't be shared on	and what the consequences are for
	I can tell you about the different	social media.	not adhering to them
	groups I belong to and the		č
	different roles and responsibilities	Economic wellbeing: Money	I know that human rights are there to
	people in my community have.	I can explain about the different	protect everyone
		ways to pay for things and that	
	I can tell you how I am the same	people make decisions about	Communities
	and different to my friends.	spending based on priorities, needs	I can explain how stereotypes can
		and wants	negatively influence behaviours and
	Media Literacy and digital		attitudes towards others and I know
	resilience	I know how people keep their	some strategies for challenging
	I can use the internet safely to	money safe, track of their money	
	,	and the risks associated with	stereotypes
	find things out.		
		money.	I know what prejudice is and how to
	I can use the internet for		recognise behaviours and actions
	different purposes and I know	The second state of the se	which discriminate against others.
	that not all information online is	Economic Wellbeing: Aspirations,	
	the truth.	work and career	Media Literacy and digital resilience

	Economic wellbeing: Money I know what money is and the forms it comes in I know that people make different choices about how to save and spend money and that money needs to be looked after and I know that there is a different between needing something to wanting something to wanting something. Economic Wellbeing: Aspirations, work and career I know that everyone has different strengths and I can tell you about some of the strengths and interests someone might need to do different jobs I know what jobs help people earn money to pay for things I can tell you about the different jobs people I know do and the people in my community do.	I know the things I am good at and my positive attributes. I know that people can have more than one job/career in a lifetime I know that a person's aspirations shouldn't be limited by stereotypes that happen in the workplace or related to careers that they choose. I know that some jobs pay more than others and money is a factor which may influence a person's job or career choice.	I know the different ways information and data is shared and used online and how information on the internet is ranked, selected and targeted for specific individuals Economic wellbeing: Money I understand that people have different attitudes towards saving and spending money and know what influences people decisions I explain the impact that spending decisions can have on other people and the environment e.g. single use plastics. I know that you can win and lose money when you gamble and can explain the risks associated. I can explain the ways that money can impact on people's feelings and emotions Economic Wellbeing: Aspirations, work and career I know that people's decisions about a job or careers are influenced by the media, friends, family, stereotypes etc. I can identify some of the skills that I need for my future and the kind of job that they may like to do when they are older
Children who are FLOURISHING in PSHE will	Children who are flourishing in PSHE will independently contexts which will inspire their peers and make an impo and independently engage in purposeful discussions wit using a range of voco	act on the school and the wider	community. They will confidently