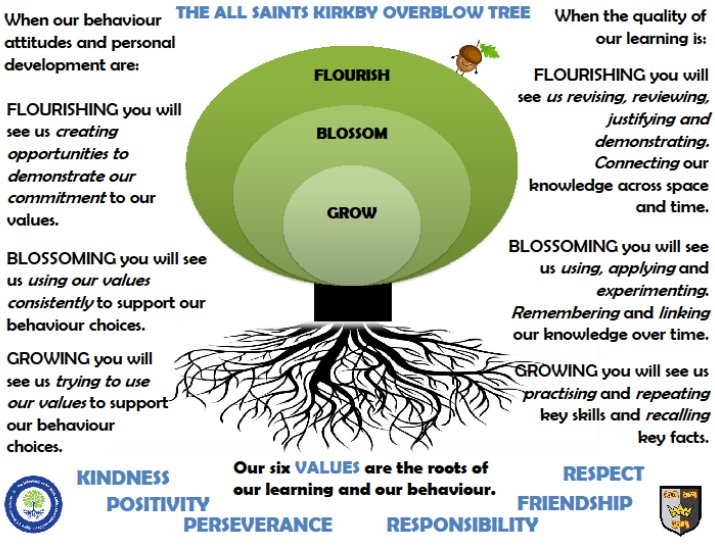
PSHE

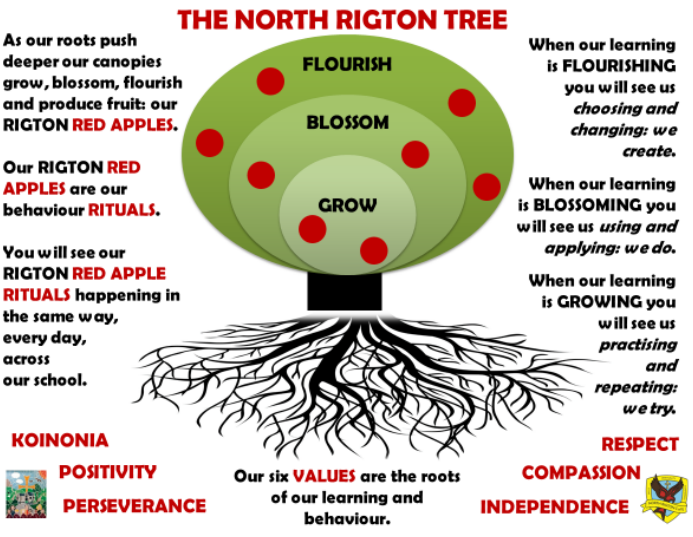
at

ALL SAINTS CE & NORTH RIGTON PRIMARY SCHOOLS

Georgina Brown

July 2026





PSHE at All Saints CE & North Rigton Primary Schools

PSHE at All Saints and North Rigton 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.

RSHE at All Saints and North Rigton

From September 2020 Relationship education and Health education has been statutory in primary schools. Currently this provision is provided within our comprehensive teaching programme of PSHE and the RSHE objectives are taught within the Health and Wellbeing and Relationships units. In Year 6, pupils receive a separate Sex Education lesson which includes how human reproduction occurs. This lesson goes beyond the statutory Relationships Education curriculum and parents/carers may request to withdraw their child from this lesson.

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

What are the adults doing?	What will the teaching and learning *look like* in the classroom?	What are the children doing?
FLOURISH: affirmation challenge active listening observing checking understanding anticipating the project outcome	**CREATION FROM LEARNING:**	**FLOURISH:** formative mistakes justifying reasoning demonstrating choosing and explaining reviewing and reflecting cooperation taking the initiative
BLOSSOM: variation of learning strengthening connections exploring misconceptions hypothesising setting challenges recapping	**APPLICATION OF LEARNING:**	**BLOSSOM:** independent learning grappling experimentation problem solving application making links between learning supported reasoning
GROW: Modelling discussion verbalising thinking checking understanding/learning reviews success criteria and scaffolding worked examples/ concrete models anticipating misconceptions	**(SMALL STEPS IN) GUIDED LEARNING:**	**GROW:** guided practice in groups, pairs, solo knowledge retrieval using vocabulary answering using stem sentences acting on feedback over-learning
TRUNK: transfer of knowledge, revisiting learning vocab identification, identifying purpose of learning classroom organisation, subject knowledge	**LEARNING PREPARATION:**	**TRUNK:** following routines active listening being prepared and organised ready for learning engaged in the process commitment to the learning
ROOTS (OF TEACHING): Responsibility Kindness Respect Positivity Perseverance Friendship	**PRE-REQUISITES FOR TEACHING FOR LEARNING:** constant feedback from all adults discussing thinking between adults and children, between children continuous questioning and hypothesising high expectations for all and valuing every person and every contribution learning from mistakes and recognising and celebrating achievements willingness to be brave	**ROOTS (OF LEARNING):** Responsibility Kindness Respect Positivity Perseverance Friendship

PSHE LONG TERM MAP

	CHESTNUT (YEAR A)			OAK (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	**Which values are special at All Saints/ North Rigton?** **How do we feel?**	**How are people different around the world?** **How are they the same?**	**How do we keep healthy?** **How do we keep safe?**	**Which values are special at All Saints/ North Rigton?** **How do we feel?**	**How are people different around the world?** **How are they the same?**	**How do we keep healthy?** **How do we keep safe?**
1/2	**Families and Close Relationships** **Friendships and management of 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 of 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** **Managing 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** **Drugs, Alcohol 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, with support, know how to maintain a healthy lifestyle, including taking care of their mental and physical health. They will know that there are different types of relationships and know how to have a safe, positive relationship with someone. They will begin to recognise the importance of rules in a community	**Relationships** **Which values are special at All Saints?** Show resilience and perseverance in the face of challenge See themselves as a valuable individual Describes themselves in a positive way How to build constructive and respectful relationships How to express their feelings and consider the feelings of others To think about the perspective of others How to take steps to resolve conflicts How to offer empathy and comfort About consequences of behaviour Attempts to repair a relationship when they have caused upset and understands how	**Healthy Lifestyles** About how to keep our bodies healthy and which people help us to stay healthy- including foods and exercise. That medicines (including vaccines) can help people stay healthy. How to keep our teeth and gums healthy. How to stay safe in the sun. About different ways to learn and play and the importance of taking a break from TV and technology. **Mental Health** How I am and others are feeling and how our bodies react. What things people do to make them feel good. How they can manage their feelings and that they can ask for help. About bereavement, change and loss. **Ourselves, growing and changing** What makes you unique. The main parts of the body including external genitalia and how we change as we grow up- from child to adult.	**Healthy Lifestyles** How to have a balanced and healthy lifestyle. What a healthy diet is. How bacteria and viruses can affect our health. About the benefits of sun expose and the risks of over exposure. How and when to seek support if they are worried about their health. **Mental Health** That mental health is as important to take care of as physical health. How to look after their mental health. Use appropriate vocabulary to express that feelings can change over time and can change intensity. About bereavement, change and loss. **Ourselves, growing and changing** What contributes to who we are Know the external genitalia and internal reproductive organs *n.b. not relating this to reproduction*	**Healthy Lifestyles** How social media, adverts etc. can influence a healthy lifestyle. Habits can have positive and negative effects on healthy lifestyle. The benefits of being physically active on our physical and mental health. How sleep contributes to a healthy lifestyle. That medicines contribute to health and vaccines and immunisations can prevent disease. How to maintain oral hygiene and how our lifestyle choices can impact our dental care. That the internet can be beneficial to our lives but our time online needs to be managed. **Mental Health** A range of strategies to response to feelings, including how to manage the intensity of them. That anyone can suffer from mental ill health and can recognise warning signs of relating to mental health and where to seek support. About change and loss (including death) and ways of expressing and managing bereavement and grief. Problem strategies for dealing with emotions inc. transitions.

and will know be able to identify their own personal strengths and what makes them unique. **Children who are BLOSSOMING in PSHE will know how to take care of their own, physical and mental health and will know how to seek support if they are worried about others. They will show respect for different types of relationships and family structures. They know that their behaviour and actions have an impact on the people around them**	their actions impact others **How do we feel?** How to identify and moderate their own feelings socially and emotionally To ask a familiar adult for emotional support and practical help when needed To articulate their needs and wants **Living in the wider world** **How are people different around the world? How are they the same?** Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise that they belong to different communities and social groups Sensitive to prejudice and discrimination **Health and wellbeing** **How do we keep healthy?**	**Keeping Safe** About the rules and age restrictions that keep us safe and what the risks are in everyday life. About the people whose job it is to keep us safe. The basic rules of staying safe online. What to do if there is an accident. About the things that people can put into their body or on their skin. **Families and Close positive relationships** The roles different people play in our lives and which people live and care for us. About different types of families and the common features of family life. It is important to tell someone if something about their family makes them unhappy or worried. **Friendships** How people make friends and what makes a good friendship. How to recognise when someone feels lonely and what to do. Simple strategies to resolve arguments and how to ask for help. **Managing hurtful behaviour and bullying** That bodies and feelings can be hurt by words and actions, and how they may feel if they experience this.	**Keeping Safe** Why we follow and comply with regulations and restrictions and how they promote personal safety and wellbeing. About hazards that can cause us harm, injury or risk in the home and how to keep safe in the local environment. About the importance of taking medicines and using household products safely. How to respond in an emergency situation and know what to say to emergency services. **Families and Close positive relationships** There are different types of relationships and people have different circumstances. Know and respect that there are different types of family structure. Shared characteristics of healthy family life and how to recognise if family relationships and making them feel unhappy or unsafe. **Friendships** The importance to friendships and how to build positive relationships and the importance of seeking support if feeling lonely or excluded. What it means to know some online and the risks associated with it. That friendships can change over time and the benefits of having different types of friends.	**Ourselves, growing and changing** Identify personal strengths, skills, achievements and interests and know how to manage setbacks. Know about the process of puberty related to human reproduction and about the physical and emotional changes that happen during puberty. About the new opportunities and responsibilities increasing independence brings. To learn about how babies are made and the human reproductive systems. **(Year 6 only)** **Keeping Safe** How to predict, assess and manage risk in different situations. About the importance of keeping personal information private and how to stay safe online. What first aid is and know the basic techniques of dealing with common injuries. How to make a clear an efficient call to emergency services if necessary **Drugs, alcohol and tobacco** Know why people choose to use or not use drugs and about the risks and effects of legal drugs and the laws surrounding them. About the mixed messages in the media about drugs, including alcohol and vaping. Which organisations can support people concerning alcohol, tobacco and nicotine. **Families and Close positive relationships** That people can be attracted to each other emotionally, romantically and sexually. That the feature of positive family life is caring relationships.

and how to maintain positive health relationships with their friends and family. They understand the importance of rules in a community and are able to recognise their own importance and part they play in their school and in their family. **Children who are FLOURISHING in PSHE will know how to take care of their own, physical and mental health and will know how to seek support if they are worried about others.**	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 **How do we keep safe?** -being a safe pedestrian -fire safety -trusted adults -medicines and household products	That hurtful behaviour and bullying is not acceptable and how to report it. **Safe Relationships** That some things are private, that the parts of their body covered by underwear are private and how to respond if physical contact makes them uncomfortable. That people may behave different online and may pretend to be someone they are not. Know how to respond safely to adults they don't know. Which situations you need to seek permission and when their permission should be sought. That it is important to not keep adults' secrets and know how to resist pressure to do something they don't want to do. What to do if they feel unsafe or worried for themselves or others. Recognising unsafe behaviours. Children will know that if someone hurts, frightens or abuses them, it is never their fault and they should tell a trusted adult. **Respecting self and others** What is kind and unkind behaviour and how to treat themselves and others with respect. Ways in which they are the same and different to others.	**Managing hurtful behaviour and bullying** About the impact of bullying and the consequences it can have. **Safe Relationships** About privacy and personal boundaries and what is appropriate. How to respond safely and appropriately to adults they may encounter who they do not know. What the different types of appropriate physical contact are and how to respond to inappropriate physical contact. About seeking and giving consent in different situations. Recognising unsafe behaviours. Children will know that if someone hurts, frightens or abuses them, it is never their fault and they should tell a trusted adult. **Respecting self and others** That personal behaviour can affect other people and how to model respectful behaviour online. That everyone, including themselves, should expect to be treated politely and with respect. **Shared responsibilities** The importance of having compassion towards others; the shared responsibilities for caring for other people and living things.	**Friendships** What a positive healthy friendship is and that the same principles apply online as face to face and recognise if a friendship is making them feel unsafe or uncomfortable. Strategies for recognising and managing peer influence. That friendships have up and downs and know strategies to resolve disputes. **Managing hurtful behaviour and bullying** Strategies to respond to hurtful behaviour experienced or witnessed and how to report them and get support. What discrimination is and how to challenge it. **Safe Relationships** Why someone may behave differently online and how to report concerns. When you should keep something confidential or a secret and when you should not agree to keeping a secret and when it is right to break confidentiality. How to recognise pressure from somebody else to do something unsafe or that makes them uncomfortable. Where to get advice and report concerns. Recognising unsafe behaviours. Children will know that if someone hurts, frightens or abuses them, it is never their fault and they should tell a trusted adult. **Respecting self and others** Why it is important to have self-respect and how this can affect their thoughts and feelings about themselves.

They will create opportunities to support the friendships of their peers at school. They will show respect for different types of relationships and family structures and are able to explain the importance of diversity in a community. They understand the impact that their behaviour and actions have on the people around them and take a role in implementing and creating the rules in the school community, acting as a role model to		How to listen, play and work together and show to talk and share their opinions. **Shared responsibilities** What rules are and why they are needed. How people and other living things have different needs. About the things they can do to help look after their environment. **Communities** About the different groups they belong to. About the different roles and responsibilities people have in their community. The ways they are the same as, and different to other people. **Media Literacy and digital resilience** How the internet and other digital devices can be used safely to find things out. The role of the internet in everyday life. That not all information seen online is true. **Economic wellbeing: Money** What money is and the forms it comes in. That people make different choices about how to save and spend money and that money needs to be looked after. The difference between needs and wants and that some people may	Ways of carrying out shared responsibilities for protecting the environment in school and at home. **Communities** About the different groups that make up their community and the value different contributions that people and groups make. What diversity means and the benefits of living in a diverse community. What stereotypes are. **Media Literacy and digital resilience** Ways in which the internet and social media can be used positively and negatively. How to assess the reliability of sources of information online. What is appropriate to share and things that could not be shared on social media including rules around sharing of images. **Economic wellbeing: Money** About the different ways to pay for things and that people make decisions about spending based on priorities, needs and wants. Different ways to track money. About the risks associated with money and ways of keeping it safe. **Economic Wellbeing: Aspirations, work and career** The positive things about themselves and their achievements. There is a broad range of different jobs/careers that people can have	Know and respect the differences and similarities between people. Knowing and understanding the nine protected characteristics. (equality act 2010) **Shared responsibilities** The reasons for rules and laws and the consequences for not adhering to them. There are human rights, that are there to protect everyone and the relationship between rights and responsibilities. **Communities** How stereotypes can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes. What prejudice is and how to recognise behaviours and actions which discriminate against others. How to respond to it. **Media Literacy and digital resilience** The different ways information and data is shared and used online. How information on the internet is ranked, selected and targeted for specific individuals. How text and images in the media and on social media can be manipulated or invented. The risks associated with requesting, sending or sharing images online **Economic wellbeing: Money** That people have different attitudes towards saving and spending money and what influences people decisions. That spending decisions can affect others and the environment. That gambling comes with risks and how money can be won and lost.

their peers. They play an active part in fighting stereotypes and battling peer pressure within their peer group.		not always be able to have the things they want. **Economic Wellbeing: Aspirations, work and career** Everyone has different strengths and about some of the strengths and interests someone might need to do different jobs. That jobs help people earn money to pay for things. About the different jobs people they know or people who work in the community do.	and that people can have more than one job in their lifetime. About stereotypes in the workplace and that a person's aspirations shouldn't be limited by them. That some jobs pay more than others and money is a factor which may influence a person's job or career choice.	The ways that money can impact on people's feelings and emotions. **Economic Wellbeing: Aspirations, work and career** What might influence people's decisions about a job or careers. Some of the skills that will help them in their future careers. The kind of job that they may like to do when they are older and recognise a variety of routes into careers.

PSHE VOCABULARY: SEQUENCE and PROGRESSION

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

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

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

	and life in other countries (UtW) Recognise that they belong to different communities and social groups Be sensitive to prejudice and discrimination **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			describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves

	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* **Which values are special at All Saints?** Show resilience and perseverance in the face of challenge See themselves as a valuable individual Describes themselves in a positive way			

GROW BLOSSOM FLOURISH: ASSESSMENT IN PSHE

Children who are GROWING in PSHE will…	Children who are growing in PSHE will begin to understand how to keep their body and minds healthy. They 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 other people play.			
	RECEPTION	**YEAR ONE/ TWO**	**YEAR THREE/ FOUR**	**YEAR FIVE/ SIX**
Children who are BLOSSOMING in PSHE will…	**Relationships** **How can we be a good friend?** I can build constructive and respectful relationships I can express my feelings and consider the feelings of others I can think about the perspective of others I can take steps to resolve conflicts I can offer empathy and comfort I can talk about consequences of behaviour I attempts to repair a relationship when I have caused upset and I understand how my actions impact others **How do we feel?** I can identify and moderate my own feelings socially and emotionally I can ask a familiar adult for emotional support and practical help when needed I can articulate my needs and wants **Living in the wider world**	**Healthy Lifestyles** I know how to keep my body healthy and know which people help us to stay healthy and how we can use medicines and vaccines to help us. I know that I need to limit my time on technology to benefit my physical and mental health. **Mental Health** I know how my bodies reacts to different feelings e.g. butterflies in my tummy means I'm nervous. I know when to ask for help when I am feeling worried or sad I know about bereavement, change and loss. **Ourselves, growing and changing** I can tell you what makes me special I can identify the testicles, penis, and vagina and tell you what happens to our bodies as we grow from a child to an adult. **Keeping Safe** I know rules and age restrictions that keep us safe and what the risks are in everyday life	**Healthy Lifestyles** I know how to have a healthy and balanced lifestyle, including the benefits and risk of sun exposure, and that bacteria and viruses can affect our health. I know how and when to seek support if I am worried about my health **Mental Health** I know how to look after my own mental health and to ask for help if I am struggling. I know that feelings can change over time and I can express this using appropriate vocab. I know about bereavement, change and loss. **Ourselves, growing and changing** I can identify the external genitalia and internal reproductive organs (womb, uterus, fallopian tubes, etc **Keeping Safe** I know why we follow and comply with regulations and restrictions I know how to stay safe in the school environment and the risks that there are. I know I need to call 999 and I know what to say to the emergency services.	**Healthy Lifestyles** I know that there are external influences to maintaining a healthy lifestyle, social media, habits, sleep and the internet. I can explain the impact these have on people's lives in both a positive and negative context. **Mental Health** I am able to manage the intensity of my feeling by using a range of strategies. I know that anyone can suffer from mental ill health and can recognise warning signs of relating to mental health and where to seek support I know about bereavement, change and loss and ways to cope with grief. **Ourselves, growing and changing** I know my own strengths, skills and achievements and how to manage setbacks in my own daily life. I know about the physical and emotional changes that happen during puberty I know that growing up and becoming more independent comes with more responsibilities. I know how babies are made and about the human reproductive systems. **(Year 6 only)**

	How are people different around the world? How are they the same? I recognise that people have different beliefs and celebrate special times in different ways (UtW) I recognise some similarities and differences between life in this country and life in other countries (UtW) I recognise that I belong to different communities and social groups I am sensitive to prejudice and discrimination **Health and wellbeing** **How do we keep healthy?** I can manage my own needs – personal hygiene I know and talk about the different factors that support my overall health and well being -regular physical activity -healthy eating -toothbrushing -sensible amounts of screen time -having a good sleep routine **How do we keep safe?** I know about: -being a safe pedestrian *-fire safety* *-trusted adults* *-medicines and household products* **Which values are special at All Saints?**	I know that I need to call 999 in an emergency I can tell you about the people who keep us safe e.g. police, firemen etc I know how to stay safe online and if I am worried to tell an adult. **Families and Close positive relationships** I know the roles different people play in our lives and which people live and care for us. I know there are different types of families and that it is important to tell someone if something about their family makes them unhappy or worried **Friendships** I know what makes a good friend and I am able to recognise when someone feels lonely. I use simple strategies to resolve arguments and I ask for help if I need to. **Managing hurtful behaviour and bullying** I know that bodies and feelings can be hurt by words and actions and that hurtful behaviour and bullying is not acceptable. I know how to report unkind behaviour. **Safe Relationships** I know that the parts of the body covered by underwear are private and that I need to tell a trusted adult if unwanted physical contact makes me uncomfortable.	**Families and Close positive relationships** I can tell you what the different types of relationships are and I respect that there are different types of family structure. I know what healthy family life looks like and how to recognise if family relationships and making them feel unhappy or unsafe **Friendships** I can explain the importance to friendships and how to build positive relationships and how to seek support if feeling lonely or excluded I know there are risks with being friends with someone online I know that friendships can change over time and the benefits of having different types of friends **Managing hurtful behaviour and bullying** I can explain the impact of bullying and the consequences it can have **Safe Relationships** I respect people's privacy and personal boundaries and I know what is appropriate behaviour in different relationships including knowing what is appropriate physical contact is and how to respond to inappropriate physical contact. I know that I need to seek and consent in different situations. **Respecting self and others** I know that personal behaviour can affect other people and how to model respectful behaviour online	**Keeping Safe** I can predict, assess and manage risk in different situations I know that I need to keep my personal information private online and that if I am concerned about my own safety or a friends I need to tell a trusted adult. I know what first aid is and know the basic techniques of dealing with common injuries. I know how to make a clear and efficient call to the emergency services if needed **Drugs, alcohol and tobacco** I know why people choose to use or not use drugs and about the risks and effects of legal drugs and the laws surrounding them **Families and Close positive relationships** I know that people can be attracted to each other emotionally, romantically and sexually I know that people can be married or enter a civil partnership. **Friendships** I have positive healthy friendships and that the same principles apply online as face to face I know when I or a friend is being influence by someone else and know how to help support them. I know that friendships have up and downs and I know strategies to help resolve disputes

	I can show resilience and perseverance in the face of challenge I can see myself as a valuable individual I can describe myself in a positive way	I know that people may behave different online and may pretend to be someone they are not. I know when it is appropriate to keep a secret and that I need to say no and seek support if someone asks you to do something you don't want to do. **Respecting self and others** I know what kind and unkind behaviour is and how to be kind to myself. I can explain how I am the same and different to others I can listen, play and work together and talk and share my opinions. **Shared responsibilities** I know what rules are and why they are needed I know how people and other living things have different needs and how I can help the environment around me. **Communities** I can tell you about the different groups I belong to and the different roles and responsibilities people in my community have. I can tell you how I am the same and different to my friends. **Media Literacy and digital resilience** I can use the internet safely to find things out.	I treat everyone with respect and I am always polite. **Shared responsibilities** I show compassion towards others and take a shared responsibility for caring for other people and living things. I carry out shared responsibilities for protecting the environment in school and at home **Communities** I know about the different groups that make up my community and the value different contributions that people and groups make I know what diversity means and the benefits of living in a diverse community I know what stereotypes are **Media Literacy and digital resilience** I know how the internet and social media can be used in a positive way and how it is used negatively and I am able to assess the reliability of sources of information online I know what is appropriate to share and what shouldn't be shared on social media. **Economic wellbeing: Money** I can explain about the different ways to pay for things and that people make decisions about spending based on priorities, needs and wants I know how people keep their money safe, keep track of their	**Managing hurtful behaviour and bullying** I know strategies to respond to hurtful behaviour experienced or witnessed and how to report them and get support I know what discrimination is and I challenge it. **Safe Relationships** I can explain why someone may behave differently online and how to report concerns I know when it is appropriate to keep secrets and when it is important to break confidentiality. I am able to recognise pressure from somebody else I know where I need to go to report my concerns and where to get advice from. **Respecting self and others** I can explain why it is important to have self-respect and how this can affect my thoughts and feelings I show respect for the differences and similarities between people I know about the nine protected characteristics **Shared responsibilities** I know why we have rules and laws and what the consequences are for not adhering to them I know that human rights are there to protect everyone **Communities**

		I can use the internet for different purposes and I know that not all information online is the truth. **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. **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.	money and the risks associated with money. **Economic Wellbeing: Aspirations, work and career** 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 can explain how stereotypes can negatively influence behaviours and attitudes towards others and I know some strategies for challenging stereotypes I know what prejudice is and how to recognise behaviours and actions which discriminate against others. **Media Literacy and digital resilience** 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 I know the risks associated with requesting, sending or sharing images online **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 create opportunities to apply their learning in new and exciting contexts which will inspire their peers and make an impact on the school and the wider community. They will confidently and independently engage in purposeful discussions with other children and adults and will challenge their point of view using a range of vocabulary in the correct context.			

Add in to look at MTPs on class web pages - Newsletter