



**Barton Hill
Academy**

PSHE Curriculum 2023-24

PSHE Curriculum INTENT

The Barton Hill Academy PSHE Curriculum is **designed to give every pupil the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work.** Research suggests that well-delivered PSHE programmes have a positive impact on both academic and non-academic outcomes for pupils, particularly those who are categorised as disadvantaged or vulnerable.

Our PSHE curriculum aims to **develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking** in the context of six core themes: Being me in my World; Celebrating Differences; Dreams and Goals; Healthy Me; Relationships and Changing Me. It brings together pupil learning promote their understanding of **safeguarding, British Values, the Rights Respecting Charter, and Spiritual Moral Social and Cultural Learning (SMSC)**

Adopting the 'Jigsaw Approach', intertwining it with the school's own emotional make-up and personal needs has led to the development of our own Barton hill Academy Curriculum. Our curriculum refers to important events, relevant to Bristol, Britain and the wider world to **promote and engage children's understanding of equality and diversity locally, nationally and globally.** This enables our pupils to **celebrate both their similarities and differences, creating trusting, positive relationships with their peers, teachers, parents and the community.**



PSHE Curriculum Overview					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 – Being me in my world	Term 1 – Being me in my world	Term 1 – Being me in my world	Term 1 – Being me in my world	Term 1 – Being me in my world	Term 1 – Being me in my world
Understanding their own rights and how to keep themselves safe.	Understanding their classes rights and how to keep each other safe.	Understanding their space within the school community and how to help themselves and each other safe.	Understanding their space within the school community and we can work together to reach a consensus.	Understanding how having a voice in a democracy can help a school consensus work.	Understanding how having a voice can have worldwide impact – and that we all have universal rights.
Connected to caring friendships and respectful relationships.	Connected to understanding the important of respecting of all relationships.	Connected to respectful relationships and understanding how important relationships with all people are.	Connected to understanding how important it is that relationships make you feel secure and happy as well as how to recognise who to trust.	Connected caring and respectful relationships: understanding how important it is to respect others' views and opinions.	Connected to caring and respectful relationships: understanding how to recognise if relationships make them feel unhappy or unsafe.
British Values – individual liberties and rule of law.	British Values – Individual liberty and mutual respect and the rule of law.	British Values – rule of law and tolerance of different religions and cultures.	British Values – rule of law and tolerance of different religions and cultures.	British Values – democracy, individual liberty, rule of law and tolerance of different religions and cultures.	British Values – democracy, individual liberty, rule of law and tolerance of different religions and cultures.
Term 2 – Celebrating differences	Term 2 – Celebrating differences	Term 2 – Celebrating differences	Term 2 – Celebrating differences	Term 2 – Celebrating differences	Term 2 – Celebrating differences
Identify similarities and differences between them and their class.	Understand that assumptions and stereotypes impact how we react to each other.	Identify and understand similarities and differences within families and the community.	Understand that bullying can happen in connections to assumptions and stereotypes.	Understanding different types of bullying occur in connection to similarities and differences.	Understand that bullying and be connected to power and perception.
Connected to caring friendships linked to understanding how people bring different things to friendships and this is how they work.	Connected to caring friendships linked to understanding the characteristics of a healthy friendship.	Connected to families linked to understanding the characteristics of a healthy family dynamic and how this may look different within different families.	Connected to mental health linked to understanding the importance of respecting others even when we have differences.	Connected to mental health linked to understanding the importance of respecting others even when we are different or make different choices from each other.	Connected to mental health linked to understanding the importance of respecting others and practical steps that can be taken to make sure this respect is kept and safe.
British Values – Tolerance of different religions and cultures	British Values – individual liberties	British Values – Mutual respect and Tolerance of different religions and cultures	British Values – Tolerance of different religions and cultures	British Values – Tolerance of different religions and cultures	British Values – Tolerance of different religions and cultures
Term 3 Dreams and goals	Term 3 Dreams and goals	Term 3 Dreams and goals	Term 3 Dreams and goals	Term 3 Dreams and goals	Term 3 Dreams and goals
Identify success and achievements along with setting goals.	How to chieve realistic goals and persevere	Overcoming difficult challenges along with achieving Dreams and goals.	Challenging disappointment and achieving hopes and Dreams.	Focus on the future and how to achieve these in relation to important of jobs, careers and money.	Identify personal learning goals and Dreams in and out of school.
Connected to respectful relationships	Connected to respectful relationships	Connected to respectful relationships	Connected to respectful relationships	Connected to mental well-being	Connected to mental well-being
British Values – Tolerance of different religions and cultures.	British Values – Mutual respect and Tolerance of different religions and cultures	British Values – Tolerance of different religions and cultures	British Values –Tolerance of different religions and cultures	British Values –Tolerance of different religions and cultures	British Values –Tolerance of different religions and cultures.

Term 4 Healthy Me	Term 4 Healthy Me	Term 4 Healthy Me	Term 4 Healthy Me	Term 4 Healthy Me	Term 4 Healthy Me
<p>Recognise basic ways to keep safe (e.g. cleaning teeth, crossing roads)</p> <p>Connected to mental health & well-being, physical health and fitness, healthy eating, health and prevention.</p> <p>British Values – individual liberties</p>	<p>Recognise what to put in bodies to keep them healthy (links to food and medicine).</p> <p>Connected to mental health & well-being, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention.</p> <p>British Values – individual liberties</p>	<p>Recognise links between diet and exercise.</p> <p>Connected to online relationships, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid.</p> <p>British Values – mutual respect</p>	<p>Recognise the effects of smoking and alcohol on the body.</p> <p>Connected to caring friendships, respectful relationships, online relationships, being safe, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention.</p> <p>British Values – individual liberties</p>	<p>Identify ways to support others in emergencies (links to First Aid) and the cause and effects of eating disorders.</p> <p>Connected to being safe, mental well-being, physical health and fitness, healthy eating, drugs, alcohol and basic first aid</p> <p>British Values – individual liberties</p>	<p>Recognise importance steps to ensure they are emotionally well and recognise how stress can lead to drug and alcohol misuse.</p> <p>Connected to families, caring friendships, being safe, mental well-being, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention</p> <p>British Values – individual liberties</p>
Term 5 Relationships	Term 5 Relationships	Term 5 Relationships	Term 5 Relationships	Term 5 Relationships	Term 5 Relationships
<p>Recognising the importance of family and how families can be different.</p> <p>Connected to caring families, caring friendships and being safe.</p> <p>British Values – individual liberties</p>	<p>Recognising conditions for families to function well and appropriate physical contact with family and friends.</p> <p>Connected to families, caring relationships and being safe online and offline.</p> <p>British Values – individual liberties</p>	<p>Identifying roles and responsibilities within families and friendships – including expression of appreciation for others.</p> <p>Connected to families, caring relationships and being safe online and offline.</p> <p>British Values – tolerance of different religions and cultures</p>	<p>Recognising how to cope with negative feelings such as loss and jealousy - in relation to family and friendships.</p> <p>Connected to families, caring relationships and being safe online and offline</p> <p>British Values – individual liberties</p>	<p>Recognising rights and responsibilities, dangers and consequences of being part of online communities and social networks.</p> <p>Connected to caring relationships, internet safety, mental well-being health and prevention</p> <p>British Values – individual liberties</p>	<p>Recognising how to use technology safely (offline and online) and in addition, how to look after our mental health.</p> <p>Connected to caring relationships (online and offline) mental well-being health and prevention</p> <p>British Values – individual liberties</p>
Term 6 Changing Me	Term 6 Changing Me	Term 6 Changing Me	Term 6 Changing Me	Term 6 Changing Me	Term 6 Changing Me
<p>Recognise which parts of the body are private and that nobody has the right to hurt these.</p> <p>Connected to families being safe, changing adolescent bodies.</p>	<p>Recognise which parts of the body are private what types of touch are acceptable/unacceptable.</p> <p>Connected to families being safe, changing adolescent bodies.</p>	<p>Recognise how puberty affects female and male bodies and that after puberty, females are able to make babies.</p> <p>Connected to families being safe, changing adolescent bodies.</p>	<p>Recognise how babies are made by an ovum joining with a sperm.</p> <p>Connected to families, respectful relationships, changing adolescent bodies</p>	<p>Understand that sexual intercourse can lead to conception and some people might choose IVF if they can't have babies.</p> <p>Connected to families, respectful relationships, changing adolescent bodies</p>	<p>Recognise that being physically attracted to someone can change the nature of a relationship and in addition, foetal development.</p> <p>Connected to families, respectful relationships, changing adolescent bodies plus, mental health and well-being</p>



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter 	<p>Curriculum</p> <ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings 	<p>Curriculum</p> <ul style="list-style-type: none"> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives 	<p>Curriculum</p> <ul style="list-style-type: none"> - Being part of a class team - Being a school citizen - Rights, responsibilities and democracy (school council) - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour 	<p>Curriculum</p> <ul style="list-style-type: none"> - Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating 	<p>Curriculum</p> <ul style="list-style-type: none"> - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Understand their own rights and responsibilities with their classroom - Understand that their choices have consequences - Understand that their views are important - Understand the rights and responsibilities of a member of a class 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Understand the rights and responsibilities of class members - Know about rewards and consequences and that these stem from choices - Know that it is important to listen to other people - Understand that their own views are valuable - Know that positive choices impact positively on self-learning and the learning of others - Identify hopes & fears for the year ahead 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Know that the school has a shared set of values - Know why rules are needed and how these relate to choices and consequences - Know that actions can affect others' feelings - Know that others may hold different views - Understand that they are important - Know what a personal goal is - Understanding what a challenge is 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Know their place in the school community - Know what democracy is (applied to pupil voice in school) - Know how groups work together to reach a consensus - Know that having a voice and democracy benefits the school community - Know how individual attitudes and actions make a difference to a class - Know about the different roles in the school community - Know that their own actions affect themselves and others 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Understand how democracy and having a voice benefits the school community - Understand how to contribute towards the democratic process - Understand the rights and responsibilities associated with being a citizen in the wider community and their country - Know how to face new challenges positively - Understand how to set personal goals - Know how an individual's behaviour can affect a group and the consequences of this 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Know about children's universal rights (United Nations Convention on the Rights of the Child) - Know about the lives of children in other parts of the world - Know that personal choices can affect others locally and globally - Know how to set goals for the year ahead - Understand what fears and worries are - Understand their own choices result in different consequences and rewards - Understand how democracy and having a voice benefits the school community - Understand how to contribute towards the democratic process

Statutory outcomes linked to:

1) Families: 2) Caring friendships 3) Respectful relationships 4) Online relationships 5) Being safe 6) Mental Well-being: 7) Internet Safety and harms 8) Physical health and fitness 9) Healthy Eating 10) Drugs, alcohol and tobacco 11) Health and prevention: 12) Basic First Aid 13) Changing adolescent bodies:

<p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in 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courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<p>Families:</p> <ul style="list-style-type: none"> •Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners
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		<p>or support respectful relationships</p> <ul style="list-style-type: none"> • Understand the conventions of courtesy and manners • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<p>make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> • Understand practical steps they can take in a range of different contexts to improve or support respectful relationships • Understand the conventions of courtesy and manners • Understand the importance of self-respect and how this links to their own happiness • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 		
<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Understand that they are safe in their class - Identify helpful behaviours to make the class a safe place - Understand they have choices - Understand they are special - Identify what it's like to feel proud of an achievement - Recognise feelings associated with positive and negative consequences 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Know how to make their class a safe and fair place - Show good listening skills - Be able to work co-operatively - Recognise own feelings and know when and where to get help - Recognise the feeling of being worried 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Make other people feel valued - Develop compassion and empathy for others - Be able to work collaboratively - Recognise self-worth - Identify personal strengths - Be able to set a personal goal - Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the feelings associated with being included or excluded - Take on a role in a group discussion / task and contribute to the overall outcome - Know how to regulate my emotions - Make others feel cared for and welcome - Recognise the feelings of being motivated or unmotivated - Make others feel valued and included - Understand why the school community benefits from a Learning Charter - Help friends make positive choices 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Empathy for people whose lives are different from their own - Consider their own actions and the effect they have on themselves and others - Work as part of a group, listening and contributing effectively - Identify what they value most about school - Identify hopes for the school year - Understand why the school community benefits from a Learning Charter - Help friends make positive choices - Know how to regulate my emotions 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Know own wants and needs - Compare their life with the lives of those less fortunate - Demonstrate empathy and understanding towards others - Demonstrate attributes of a positive role-model - Take positive action to help others - Contribute towards a group task - Know what effective group work is - Know how to regulate my emotions - Make others feel welcomed and valued
<p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how these feels.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are.</p>	<p>I can explain the differences between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.</p>

Connections to British values

<p>Lesson 4 Rewards and feeling proud. Connection to <u>individual liberties</u>.</p> <p>Lesson 5 consequences. Connection to <u>rule of law</u>.</p>	<p>Lesson 3/4 Rewards and feeling proud.</p> <p>Connection to <u>individual liberties and mutual respect</u>.</p> <p>Lesson 6 consequences. Connection to <u>rule of law</u>.</p>	<p>Lesson 4 Rewards and feeling proud. Connection to <u>Rule of law</u>.</p> <p>Lesson 6 consequences. Connection to <u>Tolerance of different religions and cultures and Rule of law</u>.</p>	<p>Lesson 3/5 Right, responsibilities and democracy. Connection to <u>democracy</u>.</p> <p>Lesson 4 Rewards and consequences.</p> <p>Connection to <u>Rule of law</u>.</p> <p>Lesson 2/3 Being a global citizen.</p> <p>Connection to <u>Tolerance of different religions and cultures and Rule of law</u>.</p> <p>Lesson 2/3 Behaviour having rewards and consequences. Connection to <u>Rule of law</u>.</p>	<p>Lesson 2 Being me in Britain. Connection to <u>All Values</u>.</p> <p>Lesson 3 Right and responsibilities</p> <p>Connection to <u>individual liberties</u>.</p>	<p>Lesson 2/3 Being a global citizen.</p> <p>Connection to <u>Tolerance of different religions and cultures and Rule of law</u>.</p> <p>Lesson 2/3 Behaviour having rewards and consequences. Connection to <u>Rule of law</u>.</p>
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Connections to SMSC

<p>Lesson 1 Special and safe.</p> <p>Connection to <u>Social and spiritual</u></p> <p>Lesson 3 Rights and responsibilities</p> <p>Connection to <u>Social and Moral</u></p>	<p>Lesson 1 Hopes and fears.</p> <p>Connection to <u>Social</u></p> <p>Lesson 5 and 6 Our learning charter.</p> <p>Connection to <u>Moral and spiritual</u></p>	<p>Lesson 1 Getting to know each other.</p> <p>Connection to <u>Social and spiritual</u></p> <p>Lesson 2 Our nightmare school.</p> <p>Connection to <u>Social and cultural</u></p>	<p>Lesson 1 Becoming a class team.</p> <p>Connection to <u>Social and spiritual</u></p> <p>Lesson 3 Rights responsibilities and democracy</p> <p>Connection to <u>Moral and cultural</u></p>	<p>Lesson 2 Being me in Britain</p> <p>Connection to <u>Social and cultural</u></p> <p>Lesson 4 Rewards and consequences</p> <p>Connection to <u>Social and Moral</u></p>	<p>Lesson 2 and 3 Being a global citizen</p> <p>Connection to <u>Spiritual and cultural</u></p> <p>Lesson 4 The learning charter.</p> <p>Connection to <u>Social and spiritual</u></p>
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Meeting the needs of our Barton Hill Community . . .

- In preparation for T1, there are detailed transition meetings between relevant year group teachers to discuss each child so the new teacher can welcome and plan for the SEMH needs of the incoming children and set up / manage the class with good background knowledge.
- All children to be Thrive screened by the end of T1.
- Set up School Council – all classes to elect two children to represent the views of their class, plan events and take action on important issues
- Children designing Christmas / Winter cards for families to buy to support PTA.

Trips, visits and workshops

Mshed visit – in connection to Bristol bus boycott English topic.

Assemblies Whole school on Monday:
 Launch assembly for PSHE topic, Assembly for each School Value (Respect, Resilience, Responsibility, Curiosity, Collaboration), Mini Police
In class you said, we did assembly connected to safety.

Rights Respecting School

Article 7 – Name and nationality,

 Article 8 – Right to my own identity,
 Article 12 – Respect for children’s views,
 Article 42 – Everyone knows their rights.

Stories (for pleasure, interest, discussion, understanding themselves & others)

Giraffes can’t dance.
 Kindness makes you stronger

Tilda tries again.
 The worrywarts
 The koala who could

Ruby’s worry
 Perfectly Norman

Julian is a mermaid.
 The Crayon Man: The true story of the inventor of Crayons

Short stories (swap between classes so can hear about inspirational men & women)
 - Stories for boys who dare to be different
 - Goodnight stories for rebel girls

Safeguarding – keeping myself safe

Safe adults at home.
 Safe adults at school.
 Safe adults in the community (police/PCSOs, Faith groups, community centres, shop keepers, Drs, adults with other children, coaches, youth workers)
 Focus on belonging, behaviour and engagement policy and anti-bullying policy in line with keeping ourselves safe.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone 	<p>Curriculum</p> <ul style="list-style-type: none"> - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends 	<p>Curriculum</p> <ul style="list-style-type: none"> - Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments 	<p>Curriculum</p> <ul style="list-style-type: none"> - Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem-solving - Identifying how special & unique everyone is - First impressions 	<p>Curriculum</p> <ul style="list-style-type: none"> - Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures 	<p>Curriculum</p> <ul style="list-style-type: none"> - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - What bullying means - Who to tell if they or someone else is being bullied or is feeling unhappy - People are unique and that it is OK to be different - Skills to make friendships - People have differences & similarities 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The difference between a one-off incident and bullying - Sometimes people get bullied because of difference - Friends can be different & still be friends - Stereotypes about boys and girls - Where to get help if being bullied - It is OK not to conform to gender stereotypes - It is good to be yourself - The difference between right and wrong and the role that choice has to play in this 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - What it means to be a witness to bullying and that a witness can make the situation worse or better by what they do - Conflict is a normal part of relationships - Some words are used in hurtful ways and that this can have consequences - Why families are important - Everybody’s family is different - Sometimes family members don’t get along and some reasons for this 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Some forms of bullying are harder to identify e.g., tactical ignoring, cyber-bullying - The reasons why witnesses sometimes join in with bullying and don’t tell anyone - Sometimes people make assumptions about a person because of the way they look or act - There are influences that can affect how we judge a person or situation - What to do if they think bullying is or might be taking place - First impressions can change 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - External forms of support in regard to bullying e.g., Childline - Bullying can be direct and indirect - What racism is and why it is unacceptable - What culture means - Differences in culture can sometimes be a source of conflict - Rumour-spreading is a form of bullying online and offline - How their life is different from the lives of children in the developing world 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - People can hold power over others individually or in a group - Power can play a part in a bullying or conflict situation - There are different perceptions of ‘being normal’ and where these might come from - Difference can be a source of celebration as well as conflict - Being different could affect someone’s life - Why some people choose to bully others - People with disabilities can lead amazing lives
<p>Statutory outcomes linked to:</p> <p>1) Families: 2) Caring friendships 3) Respectful relationships 4) Online relationships 5) Being safe 6) Mental Well-being: 7) Internet Safety and harms 8) Physical health and fitness 9) Healthy Eating 10) Drugs, alcohol and tobacco 11) Health and prevention: 12) Basic First Aid 13) Changing adolescent bodies:</p>					
<p>Caring friendships:</p> <ul style="list-style-type: none"> • Understand how important friendships are in making us feel happy and secure, and how people choose and make friends • Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p>Caring friendships:</p> <ul style="list-style-type: none"> • Understand how important friendships are in making us feel happy and secure, and how people choose and make friends • Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • Understand how to recognise who to trust and who not to trust, how to judge 	<p>Families:</p> <ul style="list-style-type: none"> • Understand that families are important for children growing up because they can give love, security and stability • Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Understand practical steps they can take in a range of different contexts to improve or support respectful relationships • Understand the conventions of courtesy and manners • Understand the importance of self-respect and how this links to their own happiness • Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online relationships:</p> <ul style="list-style-type: none"> • Understand that people sometimes behave differently online, including by pretending to be someone they are not 	<p>Families:</p> <ul style="list-style-type: none"> • Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>Caring friendships:</p> <ul style="list-style-type: none"> • Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right <p>Respectful relationships:</p> <ul style="list-style-type: none"> • Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	<p>Families:</p> <ul style="list-style-type: none"> • Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care <p>Respectful relationships:</p> <ul style="list-style-type: none"> • Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Understand practical steps they can take in a range of different contexts to improve or support respectful relationships • Understand the importance of self-respect and how this links to their own happiness • Understand that in school and in wider

<ul style="list-style-type: none"> •Understand •Understand how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <u>Respectful relationships:</u> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority •Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying) 	<p>when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including <p><u>Online relationships:</u></p> <ul style="list-style-type: none"> •Understand that people sometimes behave differently online, including by pretending to be someone they are not Additional lesson on website •Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous Additional lesson on website •Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p><u>Internet Safety and harms:</u></p> <ul style="list-style-type: none"> •Understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private •Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health •Understand where and how to report concerns and get support with 	<ul style="list-style-type: none"> •Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong •Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <u>Caring friendships:</u> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded •Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right •Understand how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <u>Respectful relationships:</u> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority •Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	<ul style="list-style-type: none"> •Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous •Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <u>Internet Safety and harms:</u> •Understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private 	<ul style="list-style-type: none"> •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <u>Being safe:</u> •Understand how to recognise and report feelings of being unsafe or feeling bad about any adult •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand how to report concerns or abuse, and the vocabulary and confidence needed to do so •Understand where to get advice e.g. family, school and/or other sources 	<p>society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <ul style="list-style-type: none"> •Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help •Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive •Understand the importance of permission seeking and giving in relationships with friends, peers and adults
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<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify what is bullying & what isn't - Understand how being bullied might feel - Recognise ways in which they are the same as their friends and ways they are different - Know ways to help a person who is being bullied - Identify emotions associated with making a new friend - Verbalise some of the attributes that make them unique and special 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Explain how being bullied can make someone feel - Know how to stand up for themselves when they need to - Understand that everyone's differences make them special and unique - Understand that boys and girls can be similar in lots of ways and that is OK - Understand that boys and girls can be different in lots of ways and that is OK - Can choose to be kind to someone who is being bullied - Recognise that they shouldn't judge people because they are different 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Use ways to stay calm & resolve conflicts with friends and family - 'Problem-solve' a bullying situation accessing appropriate support if necessary - Show appreciation for their families, parents and carers - Empathise with people who are bullied - Employ skills to support someone who is bullied - Recognise, accept and give compliments - Recognise feelings associated with receiving a compliment 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Be comfortable with the way they look - Try to accept people for who they are - Be non-judgemental about others who are different - Identify influences that make you think or feel positively/negatively about a situation - Identify feelings that a bystander might feel in a bullying situation - Identify reasons why a bystander might join in with bullying - Revisit ways to practise conflict and bullying scenarios - Identify their own uniqueness - Identify when a first impression they had was right or wrong 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Appreciate the value of happiness regardless of material wealth - Identify their own culture and different cultures within their class community - Identify their own attitudes about people from different faith and cultural backgrounds - Develop respect for cultures different from their own - Identify a range of strategies for managing their own feelings in bullying situations - Identify some strategies to encourage children who use bullying behaviours to make other choices - Support children who are being bullied 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Empathise with people who are different & be aware of my feelings towards them - Identify feelings associated with being excluded - Recognise when someone is exerting power negatively in a relationship - Vocalise their thoughts and feelings about prejudice and discrimination and why it happens - Use a range of strategies when involved in a bullying situation or where difference is a source of conflict - Identify different feelings of the bully, bullied and bystanders in a bullying scenario - Appreciate people for who they are - Show empathy
<p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.</p>	<p>I can tell you about a time when my words affected someone's feeling and what the consequences were. I can give and receive compliments and know how this feels.</p>	<p>I can tell you a time when my first impression of someone changes as I got to know them. I can explain why it is good to accept people for who they are.</p>	<p>I can explain the differences between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviour to make other choices.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration. Can show empathy with people in either situation.</p>
Connection to British Values					
<p>Lesson 6 Celebrating differences</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 4 Standing up for myself</p> <p>Connection to individual liberties.</p>	<p>Lesson 6 Celebrating differences</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 4 Problem solving</p> <p>Connection to Mutual respect.</p> <p>Lesson 6 Celebrating differences.</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 6 Celebrating differences</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 5/6 Celebrating differences</p> <p>Connection to Tolerance of different religions and cultures</p>
SMSC					
<p>Lesson 1 Similarities</p> <p>Connection to Social and spiritual</p> <p>Lesson 2 – 6 Bullying, making friends</p> <p>Connection to Social and moral</p>	<p>Lesson 1 Boys and girls</p> <p>Connection to Social and spiritual</p> <p>Lesson 6 Celebrating differences and friendship</p> <p>Connection to Moral and spiritual</p>	<p>Lesson 1, 3 Families Witness and feelings</p> <p>Connection to Social and spiritual</p> <p>Lesson 2 Family conflict</p> <p>Connection to Social and cultural</p> <p>Lesson 5 and 6 Words that harm. Compliments</p> <p>Connection to Social and Moral</p>	<p>Lesson 1 Judging by appearances</p> <p>Connection to Social and spiritual</p> <p>Lesson 2 Understanding influences</p> <p>Connection to Social and Cultural</p> <p>Lesson 4,5 Problem solving Special me</p> <p>Connection to Social and Moral</p>	<p>Lesson 1, 2, 3 Different cultures Racism Rumours and name calling</p> <p>Connection to Social and cultural</p> <p>Lesson 4,5,6 Types of bullying Does money matter? Celebrating difference across the world</p> <p>Connection to Social and spiritual</p>	<p>Lesson 1, 3 Am I normal?</p> <p>Connection to Social and spiritual</p> <p>Lesson 2 Understanding disability</p> <p>Connection to Spiritual and cultural</p> <p>Lesson 4,5,6 Why bully Celebrating difference Connection to Social and moral</p>

Meeting the needs of our Barton Hill community . . .

- **T2 Thrive self-awareness focus: Developing a growth mindset**
- Anti-bullying week - Children in Need
- Christmas Fair – classes to create items to sell
- Festivals we learn about and celebrate: Bonfire Night, Remembrance Day, Diwali, Christmas, Eid (at appropriate time of year)
- Whole school Winter disco (after school) & Christmas parties with a visit to Santa’s grotto

Trips, visits and workshops

Assemblies Whole school on Monday:
 Launch assembly for PSHE topic, Remembrance Day, Anti-Bullying, Church advent, Christmas
 In class you said, we did assembly connected to safety.

Rights Respecting School

Article 2 – No discrimination, Article 13 – Sharing thoughts freely, Article 14 – Freedom of thought & religion, Article 23 – Children with disabilities, Article 30 – Minority, culture, language & religion.

Stories (for pleasure, interest, discussion, understanding themselves & others)

The Brownest Mouse in town Giraffes can’t dance Our diversity makes us stronger	Mixed Two Sides	My skin, your skin let’s talk about race, racism and empowerment. A girl named Rosa: The true story of Rosa Parks	The Sunflower Sisters	Henry’s Freedom Box Auggie and Me: Three Wonder Stories Journey to Jo’burg
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Safeguarding – keeping myself safe

- Rights respecting.
- Anti-bullying
- Racism
- Culture/Religion
- Homophobia
- Equality act 2010

Y1 – Y6 PSHE at BHA

Term 3 – Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success 	<p>Curriculum</p> <ul style="list-style-type: none"> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success 	<p>Curriculum</p> <ul style="list-style-type: none"> - Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Simple budgeting 	<p>Curriculum</p> <ul style="list-style-type: none"> - Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes 	<p>Curriculum</p> <ul style="list-style-type: none"> - Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation 	<p>Curriculum</p> <ul style="list-style-type: none"> - Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments

<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How to set simple goals - How to achieve a goal - How to identify obstacles which make achieving their goals difficult and work out how to overcome them - When a goal has been achieved - How to work well with a partner - Tackling a challenge can stretch their learning 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How to choose a realistic goal and think about how to achieve it - It is important to persevere - How to recognise what working together well looks like - What good group-working looks like - How to share success with other people 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - They are responsible for their own learning - What an obstacle is and how they can hinder achievement - How to take steps to overcome obstacles - What dreams and ambitions are important to them - About specific people who have overcome difficult challenges to achieve success - How they can best overcome learning challenges - What their own strengths are as a learner - How to evaluate their own learning progress & identify how it can be better next time 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How to make a new plan and set new goals even if they have been disappointed - How to work as part of a successful group - How to share in the success of a group - What their own hopes and dreams are - Hopes and dreams don't always come true - Reflecting on positive and happy experiences can help them to counteract disappointment - How to work out the steps they need to take to achieve a goal 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - About a range of jobs that are carried out by people I know - The types of job they might like to do when they are older - Young people from different cultures may have different dreams and goals - They will need money to help them to achieve some of their dreams - Different jobs pay more money than others - Communicating with someone from a different culture means that they can learn from them and vice versa - Ways that they can support young people in their own culture and abroad 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Their own learning strengths - What their classmates like and admire about them - A variety of problems that the world is facing - Some ways in which they could work with others to make the world a better place - What the learning steps are they need to take to achieve their goal - How to set realistic and challenging goals
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Statutory outcomes linked to:
1) Families: 2) Caring friendships 3) Respectful relationships 4) Online relationships 5) Being safe 6) Mental Well-being: 7) Internet Safety and harms 8) Physical health and fitness
9) Healthy Eating 10) Drugs, alcohol and tobacco 11) Health and prevention: 12) Basic First Aid 13) Changing adolescent bodies:

<p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<p>Mental Well-being</p> <ul style="list-style-type: none"> •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings 	<p>Mental Well-being</p> <ul style="list-style-type: none"> •Understand that mental wellbeing is a normal part of daily life, in the same way as physical health •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings •Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate •Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
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<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Recognise things that they do well - Explain how they learn best - Recognise their own feelings when faced with a challenge/obstacle - Recognise how they feel when they overcome a challenge/obstacle - Celebrate an achievement with a friend - Store feelings of success so that they can be used in the future 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Recognise how working with others can be helpful - Work effectively with a partner - Choose a partner with whom they work well - Work as part of a group - Describe their own achievements and the feelings linked to this - Recognise their own strengths as a learner - Recognise how it feels to be part of a group that succeeds and store this feeling 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Break down a goal into small steps - Manage feelings of frustration linked to facing obstacles - Imagine how it will feel when they achieve their dream/ambition - Recognise other people's achievements in overcoming difficulties - Recognise how other people can help them to achieve their goals - Share their success with others - Store feelings of success (in their internal treasure chest) to be used at another time 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Have a positive attitude - Identify the feeling of disappointment - Cope with disappointment - Identify what resilience is - Identify a time when they have felt disappointed - Talk about their hopes and dreams and the feelings associated with these - Help others to cope with disappointment - Enjoy being part of a group challenge - Share their success with others - Store feelings of success (in their internal treasure chest) to be used at another time 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Verbalise what they would like their life to be like when they are grown up - Appreciate the contributions made by people in different jobs - Reflect on the differences between their own learning goals and those of someone from a different culture - Appreciate the differences between themselves and someone from a different culture - Understand why they are motivated to make a positive contribution to supporting others - Appreciate the opportunities learning and education can give them 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Understand why it is important to stretch the boundaries of their current learning - Give praise and compliments to other people when they recognise that person's achievements - Empathise with people who are suffering or living in difficult situations - Set success criteria so that they know when they have achieved their goal - Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group.</p>	<p>I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine. And can reflect on how these relate to my own.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this</p>
British Values					
<p>Lesson 6 Celebrating success</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 4 Group challenge.</p> <p>Connection to Mutual respect</p> <p>Lesson 6 Celebrating success</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 6 Celebrating success</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 6 We did it!</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 4. Dreams and goals of young people in different cultures.</p> <p>Connection to Tolerance of different religions and cultures</p>	<p>Lesson 3 / 4 My dream world and making a difference.</p> <p>Connection to Tolerance of different religions and cultures</p>
SMSC					
<p>Lesson 1, 2,4-6 Connection to spiritual</p> <p>Lesson 3 Achieving together</p> <p>Connection to Social</p>	<p>Lesson 1 and 2 Goals to success My learning strengths Connection to Spiritual</p> <p>Lesson 3-5 Learning with others, group challenge</p> <p>Connection to Social</p>	<p>Lesson 1-6 Dreams, ambitions and challenges Connection to Spiritual</p>	<p>Lesson 1-6 Hopes and dreams, broken dreams, creating new dreams.</p> <p>Connection to Spiritual</p>	<p>Lesson 2 3 and 5 Growing up, jobs and careers Connection to Spiritual</p> <p>Lesson 3-6 Supporting each other Connection to Spiritual 6</p>	<p>Lesson 1-6 Personal goals, dreams for the world. Connection to Spiritual</p> <p>Lesson 4 and 5 Helping to make a difference. Connection to Moral</p>
Meeting the needs of our Barton Hill Community . . .					

- T3 Thrive self-awareness focus: Striving for self-improvement
 - Internet safety week – parent workshop by the Cyber & Internet police specialist. See Term 5 for follow-up books and stories to read.

Trips, visits and workshops

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Assemblies Whole school on Monday: Launch assembly for PSHE topic, Wisdom and Learning, Burn’s Night, Chinese New Year, Children’s Mental Health Week, Random acts of kindness.
 In class you said we did – safety assembly.
 Internet Safety Week – assembly by computing lead

Rights Respecting School

Article 3 – Best interest of the child, Article 4 – Making right real, Article 29 – Aims of education, Article 31 – rest, play, culture & arts

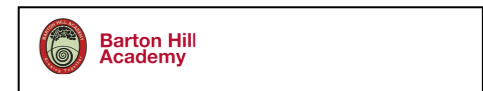
Stories (for pleasure, interest, discussion, understanding themselves & others)

Max the Brave The lion inside	Shine	The After fall A boy like you	I can’t do that, YET. Luigi and the Barefoot Races	Salt in his shoes: Michael Jordan in pursuit of a dream Marcus Rashford – You are a champion. A bad day for Jayden
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Safeguarding

Resilience building – being able to say no to friends.
 Knowing your morals and standards
 Goal setting.





Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Keeping myself healthy (inc teeth) - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness 	<p>Curriculum</p> <ul style="list-style-type: none"> - Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food - Keeping teeth clean 	<p>Curriculum</p> <ul style="list-style-type: none"> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important online and offline scenarios - Respect for myself and others - Healthy and safe choices 	<p>Curriculum</p> <ul style="list-style-type: none"> - Healthier friendships - Group dynamics - Smoking - Alcohol Assertiveness - Peer pressure - Celebrating inner strength - Rail safety 	<p>Curriculum</p> <ul style="list-style-type: none"> - Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour 	<p>Curriculum</p> <ul style="list-style-type: none"> - Taking personal responsibility - How substances affect the body - Exploitation, including 'county lines and gang culture - Emotional and mental health - Managing stress
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The difference between being healthy and unhealthy - Some ways to keep healthy - How to look after my teeth - How to make healthy lifestyle choices - All household products, including medicines, can be harmful if not used properly - Medicines can help them if they feel poorly - How to keep safe when crossing the road - How to keep themselves clean and healthy - Germs cause disease/illness - People who can keep them safe 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - What their body needs to stay healthy - What relaxed means - Why healthy snacks are good for their bodies - Which foods give their bodies energy - It is important to use medicines safely - What makes them feel relaxed/stressed - How medicines work in their bodies - How to make some healthy snacks - How to look after my teeth 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How exercise affects their bodies - The amount of calories, fat and sugar that they put into their bodies will affect their health - There are different types of drugs - There are things, places and people that can be dangerous - When something feels safe or unsafe - Why their hearts and lungs are such important organs - A range of strategies to keep themselves safe - Their bodies are complex and need taking care of 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - There are leaders and followers in groups - The facts about smoking and its effects on health - The facts about alcohol and its effects on health, particularly the liver - Ways to resist when people are putting pressure on them - What they think is right and wrong - How different friendship groups are formed and how they fit into them - Which friends they value most - They can take on different roles according to the situation - Some of the reasons some people start to smoke - Some of the reasons some people drink alcohol 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Basic emergency procedures, including the recovery position - The health risks of smoking - How smoking tobacco affects the lungs, liver and heart - How to get help in emergency situations - The media, social media and celebrity culture promotes certain body types - The different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure - Some of the risks linked to misusing alcohol, including antisocial behaviour - What makes a healthy lifestyle 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How to take responsibility for their own health - What it means to be emotionally well - How to make choices that benefit their own health and well-being - About different types of drugs and their uses - How these different types of drugs can affect people's bodies, especially their liver and heart - Stress can be triggered by a range of things - Being stressed can cause drug and alcohol misuse - Some people can be exploited and made to do things that are against the law - Why some people join gangs and the risk that this can involve

Statutory outcomes linked to:

1) Families: 2) Caring friendships 3) Respectful relationships 4) Online relationships 5) Being safe 6) Mental Well-being: 7) Internet Safety and harms 8) Physical health and fitness 9) Healthy Eating 10) Drugs, alcohol and tobacco 11) Health and prevention: 12) Basic First Aid 13) Changing adolescent bodies:

<p>Mental Well-being:</p> <ul style="list-style-type: none"> •Understand that mental wellbeing is a normal part of daily life, in the same way as physical health •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings •Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p>Mental Well-being:</p> <p>H1) that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <ul style="list-style-type: none"> •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings •Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p>Online relationships:</p> <ul style="list-style-type: none"> •Understand that people sometimes behave differently online, including by pretending to be someone they are not •Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous •Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them •Understand how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met •Understand how information and data is 	<p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded •Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right •Understand how to recognise who to trust 	<p>Being safe:</p> <ul style="list-style-type: none"> •Understand how to recognise and report feelings of being unsafe or feeling bad about any adult •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand how to report concerns or abuse, and the vocabulary and confidence needed to do so •Understand where to get advice e.g. family, school and/or other sources <p>Mental Well-being:</p> <ul style="list-style-type: none"> •Understand that mental wellbeing is a normal part of daily life, in the same way as physical health •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, 	<p>Families:</p> <ul style="list-style-type: none"> •Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends <p>Being safe:</p> <ul style="list-style-type: none"> •Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) •Understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe •Understand that each person's body
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<ul style="list-style-type: none"> •Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness •Understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests <p>Physical health and fitness(</p> <ul style="list-style-type: none"> •Understand the characteristics and mental and physical benefits of an active lifestyle •Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise •Understand how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy Eating:</p> <ul style="list-style-type: none"> •Understand what constitutes a healthy diet (including understanding calories and other nutritional content) •Understand the principles of planning and preparing a range of healthy meals •Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health) <p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> •Understand the facts about legal and illegal harmful substances and associated risks, including smoking and alcohol use <p>Health and prevention:</p> <ul style="list-style-type: none"> •Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn •Understand about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 	<ul style="list-style-type: none"> •Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness •Understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests <p>Physical health and fitness(</p> <ul style="list-style-type: none"> •Understand the characteristics and mental and physical benefits of an active lifestyle •Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise •Understand the risks associated with an inactive lifestyle (including obesity) •Understand how and when to seek support including which adults to speak to in school if they are worried about their health <p>Healthy Eating:</p> <ul style="list-style-type: none"> •Understand what constitutes a healthy diet (including understanding calories and other nutritional content) •Understand the principles of planning and preparing a range of healthy meals •Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) <p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> •Understand the facts about legal and illegal harmful substances and associated risks, including smoking and alcohol use <p>Health and prevention:</p> <ul style="list-style-type: none"> •Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>shared and used online</p> <p>Physical health and fitness</p> <ul style="list-style-type: none"> •Understand the characteristics and mental and physical benefits of an active lifestyle •Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise •Understand the risks associated with an inactive lifestyle (including obesity) •Understand how and when to seek support including which adults to speak to in school if they are worried about their health <p>Healthy Eating:</p> <ul style="list-style-type: none"> •Understand the characteristics and mental and physical benefits of an active lifestyle •Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise •Understand the risks associated with an inactive lifestyle (including obesity) •Understand how and when to seek support including which adults to speak to in school if they are worried about their health <p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> •Understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Health and prevention:</p> <ul style="list-style-type: none"> •Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn <p>Basic First Aid:</p> <ul style="list-style-type: none"> •Understand how to make a clear and efficient call to emergency services if necessary 	<p>and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Online relationships</p> <ul style="list-style-type: none"> •Understand that people sometimes behave differently online, including by pretending to be someone they are not •Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous •Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p>Being safe:</p> <ul style="list-style-type: none"> •Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) •Understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know •Understand how to recognise and report feelings of being unsafe or feeling bad about any adult •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand how to report concerns or abuse, and the vocabulary and confidence needed to do so •Understand where to get advice e.g. family, school and/or other sources <p>Physical health and fitnessH</p>	<p>fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <ul style="list-style-type: none"> •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings •Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <p>•Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness</p> <ul style="list-style-type: none"> •Understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests •Understand where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) <p>Physical health and fitness(</p> <ul style="list-style-type: none"> •Understand the characteristics and mental and physical benefits of an active lifestyle •Understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise •Understand the risks associated with an inactive lifestyle (including obesity) •Understand how and when to seek support including which adults to speak to in school if necessary <p>Healthy Eating:</p> <ul style="list-style-type: none"> •Understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) <p>Drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> •Understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Basic First Aid:</p> <ul style="list-style-type: none"> •Understand how to make a clear and efficient call to emergency services if necessary •Understand concepts of basic first-aid, for 	<p>belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <ul style="list-style-type: none"> •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand how to report concerns or abuse, and the vocabulary and confidence needed to do so •Understand where to get advice e.g. family, school and/or other sources <p>Mental Well-being:</p> <ul style="list-style-type: none"> •Understand that mental wellbeing is a normal part of daily life, in the same way as physical health •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings •Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate •Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness •Understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests •Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support •Understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing •Understand where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) •Understand it is common for people to experience mental ill health. For many people who do, the problems can be
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<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Keep themselves safe - Recognise how being healthy helps them to feel happy - Recognise ways to look after themselves if they feel poorly - Recognise when they feel frightened and know how to ask for help - Feel good about themselves when they make healthy choices - Realise that they are special 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Feel positive about caring for their bodies and keeping it healthy - Have a healthy relationship with food - Desire to make healthy lifestyle choices - Identify when a feeling is weak and when a feeling is strong - Express how it feels to share healthy food with their friends 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Respect their own bodies and appreciate what they do - Take responsibility for keeping themselves and others safe - Identify how they feel about drugs - Express how being anxious or scared feels - Set themselves a fitness challenge - Recognise what it feels like to make a healthy choice 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the feelings that they have about their friends and different friendship groups - Recognise negative feelings in peer pressure situations - Identify the feelings of anxiety and fear associated with peer pressure - Tap into their inner strength and know-how to be assertive - Recognise how different people and groups they interact with impact on them - Identify which people they most want to be friends with 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Respect and value their own bodies - Reflect on their own body image and know how important it is that this is positive - Recognise strategies for resisting pressure - Identify ways to keep themselves calm in an emergency - Make informed decisions about whether or not they choose to smoke when they are older - Make informed decisions about whether they choose to drink alcohol when they are older - Accept and respect themselves for who they are - Be motivated to keep themselves healthy and happy 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Motivated to care for their own physical and emotional health - Suggest strategies someone could use to avoid being pressured - Use different strategies to manage stress and pressure - Motivated to find ways to be happy and cope with life's situations without using drugs - Identify ways that someone who is being exploited could help themselves - Recognise that people have different attitudes towards mental health/illness

I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends	I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body	I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this
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Connection to British Values

Lesson 3 Understanding what makes me special. Connection to <u>individual liberties.</u>	Lesson 1/2 Understanding what makes me special and how I can keep healthy. Connection to <u>individual liberties.</u>	Lesson 3 Discussion about opinions. Connection to <u>Mutual respect.</u>	Lesson 2 Group dynamics Connection to <u>Individual liberties.</u>	Lesson 6 Healthy me Connection to <u>Individual liberties.</u>	Lesson 6 Healthy me Connection to <u>Individual liberties.</u>
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Connection to SMSC

Lesson 1-6 Being healthy, making healthy choices Connection to <u>Social and Moral</u>	Lesson 1-6 Being healthy, being relaxed, medicine. Connection to <u>Social</u>	Lesson 3-6 Drugs, keeping safe. Connection to <u>Social</u> Lesson 1-2 Being fit and healthy Connection to <u>Moral and spiritual</u>	Lesson 1-4 Friends, group dynamics, smoking and alcohol. Connection to <u>Social</u> Lesson 3 and 4 Smoking alcohol Connection to <u>Moral</u>	Lesson 1-5 Smoking alcohol body image Connection to <u>Social</u> Lesson 4-5 Body image, relationship with food Connection to <u>Cultural</u>	Lesson 1-4 Food drugs alcohol emergency aid Connection to <u>Social</u> Lesson 2-5 Mental health stress Connection to <u>Moral</u>
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Meeting the needs of our Barton Hill Community . . .

- **T4 Thrive self-awareness focus: Using positive thinking skills**
- **World Book Day – dress up, competitions (costumes, book in a box, quiz),**
- **Community Officer from Network Rail to do a Rail Safety presentation Y1 – Y6 (school is in close proximity to railway line and train station)**
- **Food swap (healthy choices) leaflets for families.**
- **Eat them to Defeat them (National initiative) – kitchen to prepare meals with different vegetables and offer samples of vegetables for children to try. Children who eat the veg receive a sticker.**

Trips, visits and workshops

Assemblies Whole school on Monday: Launch assembly for PSHE topic, Red Nose Day, World Poetry Day, Holi, Ramadan
In class you said we did child protection and safety
Phase assemblies to include Rail Safety, Keeping teeth healthy

Rights Respecting School
Article 24 – Health, water, food & environment, Article 26 – Social & economic help, Article 27 – food, clothing and a safe home, Article 33 – protection from harmful drugs

Stories (for pleasure, interest, discussion, understanding themselves & others)

Germs are not for sharing. Eat your greens Goldilocks. Oliver's garden	Every Night is Pizza Night Bilal cooks Daal	Get your dragon to eat healthy food	Lori and Max	Stories To Turn the World Upside Down: Short Tales for Kids Inspired by Curiosity, Sincerity, Sustainability and Diversity.
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Safeguarding – protection from abuse

Preventing mental and physical impairment.
Understanding physical and mental health.
Keeping myself safe and who I talk to if I feel unsafe.
Healthy lifestyle choices – physically and mentally.
Self-esteem
Peer on Peer abuse – identify it and ask for help.
Drug and alcohol abuse.



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships 	<p>Curriculum</p> <ul style="list-style-type: none"> - Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships 	<p>Curriculum</p> <ul style="list-style-type: none"> - Family roles and responsibilities - Friendship and negotiation - Keeping safe online & who to ask for help - Being a global citizen - Being aware of how my choices affect others - Awareness of how other children have different lives - Expressing appreciation for family & friends 	<p>Curriculum</p> <ul style="list-style-type: none"> - Jealousy - Love and loss - Memories of loved ones - Getting on and Falling Out - Showing appreciation to people and animals 	<p>Curriculum</p> <ul style="list-style-type: none"> - Self-recognition and self-worth - Building self-esteem - Safer online communities - Rights and responsibilities online - Online gaming and gambling - Reducing screen time - Dangers of online grooming - SMART internet safety rules 	<p>Curriculum</p> <ul style="list-style-type: none"> - Mental health - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Take responsibility with technology use
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Everyone’s family is different - Families are founded on belonging, love and care - Physical contact can be used as a greeting - How to make a friend - Who to ask for help in the school community - There are lots of different types of families - The characteristics of healthy and safe friends - The different people in the school community and how they help 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - There are lots of forms of physical contact within a family - How to stay stop if someone is hurting them - There are good secrets and worry secrets & why it is important to share worry secrets - What trust is - Everyone’s family is different - Families function well when there is trust, respect, care, love and co-operation - Some reasons why friends have conflicts - Friendships have ups and downs and sometimes change with time 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Different family members carry out different roles or have different responsibilities within the family - Some of the skills of friendship, e.g., taking turns, being a good listener - Some strategies for keeping themselves safe online - They and all children have rights (UNCRC) - Gender stereotypes can be unfair, e.g., Mum is always the carer, Dad always goes to work etc - How some of the actions and work of people around the world help and influence my life - The lives of children around the world can be different from their own 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Some reasons why people feel jealousy - Loss is a normal part of relationships - Negative feelings are a normal part of loss - Sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe - Jealousy can be damaging to relationships - Memories can support us when we lose a special person or animal 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - There are rights and responsibilities in an online community or social network - There are rights and responsibilities when playing a game online - Too much screen time isn’t healthy - How to stay safe when using technology to communicate with friends - A personality is made up of many different characteristics, qualities and attributes - Belonging to an online community can have positive and negative consequences 	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - It is important to take care of their own mental health - Ways that they can take care of their own mental health - The stages of grief and that there are different types of loss that cause people to grieve - Sometimes people can try to gain power or control them - Some of the dangers of being ‘online’. - How to use technology safely and positively to communicate with their friends and family
<p>Statutory outcomes linked to:</p> <p>1) Families: 2) Caring friendships 3) Respectful relationships 4) Online relationships 5) Being safe 6) Mental Well-being: 7) Internet Safety and harms 8) Physical health and fitness 9) Healthy Eating 10) Drugs, alcohol and tobacco 11) Health and prevention: 12) Basic First Aid 13) Changing adolescent bodies:</p>					
<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives •Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect 	<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives •Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised 	<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives •Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised 	<p>Families:</p> <ul style="list-style-type: none"> •Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives •Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up •Understand R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships:</p>	<p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships 	<p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded •Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right •Understand how to recognise who to

<p>those differences and know that other children’s families are also characterised by love and care</p> <ul style="list-style-type: none"> •Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded •Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, 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others 	<p>by love and care</p> <ul style="list-style-type: none"> •Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up •Understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong <p>1</p> <ul style="list-style-type: none"> •Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p><u>Caring friendships:</u></p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties •Understand that 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associated with people they have never met •Understand how information and data is shared and used online <p><u>Being safe:</u></p> <ul style="list-style-type: none"> •Understand how to recognise and report feelings of being unsafe or feeling bad about any adult •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand how to report concerns or abuse, and the vocabulary and confidence needed to do so •Understand where to get advice e.g. family, school and/or other sources <p><u>Mental Well-being:</u></p> <ul style="list-style-type: none"> •Understand that mental wellbeing is a normal part of daily life, in the same way as physical health •Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations •Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings •Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<p>trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p><u>Respectful relationships:</u></p> <ul style="list-style-type: none"> •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the importance of self-respect and how this links to their own happiness •Understand about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help •Understand the importance of permission seeking and giving in relationships with friends, peers and adults 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<p>Online relationships:</p> <ul style="list-style-type: none"> •Understand that people sometimes behave differently online, including by pretending to be someone they are not <p>Being safe:</p> <ul style="list-style-type: none"> •Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) •Understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe •Understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact •Understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard 	<ul style="list-style-type: none"> •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, <p>Online relationships:</p> <ul style="list-style-type: none"> •Understand that people sometimes behave differently online, including by pretending to be someone they are not <p>Additional lesson on website</p> <ul style="list-style-type: none"> •Understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them <p>Being safe: (</p> <ul style="list-style-type: none"> •Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) •Understand about the concept of privacy and the implications of it for both children and adults; 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For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p>Internet Safety and harms:</p> <ul style="list-style-type: none"> •Understand that for most people the internet is an integral part of life and has many benefits •Understand about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.
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		<p>rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <ul style="list-style-type: none"> ▪ Understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ▪ Understand why social media, some computer games and online gaming, for example, are age restricted ▪ Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health ▪ Understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted ▪ Understand where and how to report concerns and get support with issues online 			<ul style="list-style-type: none"> ▪ Understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private ▪ Understand why social media, some computer games and online gaming, for example, are age restricted ▪ Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health ▪ Understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted ▪ Understand where and how to report concerns and get support with issues online
<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Express how it feels to be part of a family and to care for family members - Say what being a good friend means - Identify forms of physical contact they prefer - Say no when they receive a touch they don't like - Show skills of friendship - Praise themselves and others - Recognise some of their personal qualities - Say why they appreciate a special relationship 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the different roles and responsibilities in their family - Recognise the value that families can bring - Recognise and talk about the types of physical contact that is acceptable or unacceptable - Identify the negative feelings associated with keeping a worry secret - Identify who they trust in their own relationships - Use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict - Identify the feelings associated with trust - Give and receive compliments - Say who they would go to for help if they were worried or scared 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify the responsibilities they have within their family - How to access help if they are concerned about anything on social media or the internet - Empathise with people from other countries who may not have a fair job or are less fortunate - Understand that they are connected to the global community in many different ways - Use Solve it together in a conflict scenario and find a win-win outcome - Identify similarities in children's rights around the world - Identify their own wants and needs and how these may be similar or different from other children in school /global community 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Identify feelings and emotions that accompany jealousy - Suggest positive strategies for managing jealousy - Identify people who are special to them and express why - Identify the feelings and emotions that accompany loss - Tell you about someone they no longer see - Suggest ways to manage relationship changes including how to negotiate 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Suggest strategies for building self-esteem of themselves and others - Identify when an online community/social media group feels risky, uncomfortable, or unsafe - Suggest strategies for staying safe online/social media - Say how to report unsafe online/social network activity - Identify when an online game is safe or unsafe - Suggest ways to monitor and reduce screen time - Suggest strategies for managing unhelpful pressures online or in social networks 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Recognise that people can get problems with their mental health and that it is nothing to be ashamed of - Help themselves and others when worried about a mental health problem - Recognise when they are feeling grief and have strategies to manage them - Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control - Resist pressure to do something online that might hurt themselves or others - Take responsibility for their own safety and well-being
<p>I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p>	<p>I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>I can explain how come of the actions and work of people around the world help and influence my life. Can I show an awareness of how this could affect my choices.</p>	<p>I can explain different points of view on an animal rights issue. I can express my own opinion and feelings on this.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power on control.</p>

Connections to British Values

<p>Lesson 3 Appropriate physical contact.</p> <p>Connection to <u>individual liberties</u>.</p>	<p>Lesson 3 Things that cause conflict between friends.</p> <p>Connection to <u>individual liberties</u>.</p>	<p>Lesson 4/5 Global citizen</p> <p>Connection to <u>Tolerance of different religions and cultures</u></p>	<p>Lesson 6 Celebrating my relationships with people and animals.</p> <p>Connection to <u>Individual liberties</u>.</p>	<p>Lesson 5/6 Internet safety.</p> <p>Connection to <u>individual liberties</u>.</p>	<p>Lesson 5/6 Being safe online.</p> <p>Connection to <u>individual liberties</u>.</p>
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Connection to SMSC

<p>Lesson 2-4 Making friends, greeting, people who help us.</p> <p>Connection to <u>Social</u></p> <p>Lesson 5-6 Being my own best friend, celebrating relationships</p> <p>Connection to <u>Spiritual</u></p>	<p>Lesson 1 3 4 6 Families' friends' secrets trust.</p> <p>Connection to <u>Social</u></p> <p>Lesson 2 4 Keeping safe, secrets</p> <p>Connection to <u>Moral</u></p> <p>Lesson 1 Families</p> <p>Connection to <u>Cultural</u></p>	<p>Lesson 1-3 Families' friendship keeping myself safe.</p> <p>Connection to <u>Social</u></p> <p>Lesson 4-6 Global citizen, web of relationships</p> <p>Connection to <u>Cultural</u></p>	<p>Lesson 1-4 Relationship, love and loss, memories</p> <p>Connection to <u>Spiritual</u></p>	<p>Lesson 1 Recognising me</p> <p>Connection to <u>Spiritual</u></p> <p>Lesson 2-6 <u>Being healthy, making healthy choices</u></p> <p>Lesson 2-6 Getting on and falling out, girlfriends and boyfriends, technology</p> <p>Connection to <u>Social and cultural</u></p> <p><u>Social</u></p>	<p>Lesson 1-3 Relationship web, love and loss</p> <p>Connection to <u>Spiritual</u></p> <p>Lesson 4-6 Power and control being safe with technology.</p> <p>Connection to <u>Social and Moral</u></p>
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Meeting the needs of our Barton Hill Community . . .

- T5 Thrive self-awareness focus: Recognising own thoughts and feelings
- Letters sent to families to explain the lesson content specific to each year group for T6 teaching on Changing Me and offer to see content in more detail and discuss if required. Parents drop-in session offered.
- NSPCC – Speak Out, Stay Safe teaching and assembly – safeguarding and reinforces key messages about abuse and neglect as part of Relationships.
- Whole school Eid celebration picnic

Trips, visits and workshops

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Assemblies Whole school on Monday:
 Launch assembly for PSHE topic, Walk to school week, Queen's Jubilee
 In class self-awareness focus (Thrive) – Recognising own thoughts and feelings

Rights Respecting School
 Article 9 – Keeping families together, Article 15 – Setting up or joining groups, Article 18 – Responsibility of parents, Article 19 – Protection from violence, Article 20 – Children without families.

Stories (for pleasure, interest, discussion, understanding themselves & others)

<p>The Pirate Mums Omar, The Bees and Me</p> <p><u>Internet Safety:</u> Chicken Clicking</p>	<p>It's My Body</p> <p><u>Internet Safety:</u> Troll Stinks</p>	<p>The Smeds and the Smoos My shadow is pink. Some secrets should never be kept.</p> <p><u>Internet Safety:</u> Alice and The Troll</p>	<p>The Invisible String (love and loss)</p> <p><u>Internet Safety:</u> Alice uploads a picture</p>	<p>Grandad's Island (love and loss)</p> <p><u>Internet Safety:</u> cautionary tale</p>	<p>Goldilocks – a hashtag Adventures of Z in the internet forest</p>
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Safeguarding – Healthy relationships

Conflict resolutions.
 Online safety – photoshopping/airbrushing in connection to healthy relationship with themselves. Putting photos online.
 PSHE/RSE policy.





Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Curriculum</p> <ul style="list-style-type: none"> - Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - How babies grow - Understanding a baby’s needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Being unique - Having a baby - Girls and puberty - Confidence in change - Accepting change - Environmental change - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Self- and body image - Influence of online and media on body image - Puberty for girls - Puberty for boys - Conception (including IVF?) - Growing responsibility - Coping with change - Preparing for transition 	<p>Curriculum</p> <ul style="list-style-type: none"> - Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Sexting - Transition
<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The names of male and female private body parts (see below) - There are correct names for private body parts and nicknames, and when to use them - Which parts of the body are private and that they belong to that person and that nobody has the right to hurt these - Who to ask for help if they are worried or frightened - Animals including humans have a life cycle - Changes happen when we grow up - People grow up at different rates and that is normal - Learning brings about change <p>Vocab: Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The physical differences between male and female bodies - Private body parts are special and that no one has the right to hurt these - Who to ask for help if they are worried or frightened - There are different types of touch and that some are acceptable, and some are unacceptable - The correct names for private body parts - Life cycles exist in nature - Aging is a natural process including old age - Some changes are out of an individual’s control - How their bodies have changed from when they were a baby and that they will continue to change as they age <p>Vocab: Control, fully grown, growing up, Old, Young, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Responsibilities, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - The male and female body needs to change at puberty so their bodies can make babies when they are adults - Some of the outside body changes that happen during puberty - Some of the changes on the inside that happen during puberty - In animals and humans lots of changes happen between conception and growing up - In nature it is usually the female that carries the baby - In humans a mother carries the baby in her uterus (womb) and this is where it develops <p>Vocab: Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Stereotypes</p>	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - Personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm - Babies are made by a sperm joining with an ovum - The names of the different internal and external body parts that are needed to make a baby - How the female and male body change at puberty - Change can bring a range of different emotions - Personal hygiene is important during puberty and as an adult - Change is a normal part of life & that some changes cannot be controlled and have to be accepted <p>Vocab: Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, penis, testicles, vagina, vulva, womb, uterus, ovaries, Fertilise, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally - Sexual intercourse can lead to conception - Some people need help to conceive and might use IVF - Becoming a teenager involves various changes & also brings growing responsibility - What perception means and that perceptions can be right or wrong. <p>Vocab : Body image, Self-image, Looks, Personality, Perception, Self-esteem, Comparison, negative body talk, mental health, uterus, womb, Oestrogen, Fallopian Tube, Cervix, Develops, puberty, Breasts, vagina, vulva, Hips, penis, testicles, Adam’s Apple, Genitals, Hair, Broader, Wider, Semen, Erection, Wet dream, Growth spurt, Facial hair, Pubic hair, Hormones, Testosterone, ovaries, egg, period, Fertilised, Unfertilised, Conception, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, freedoms, attraction</p>	<p>End points – Knowledge</p> <ul style="list-style-type: none"> - How girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally - How a baby develops from conception through the nine months of pregnancy and how it is born - How being physically attracted to someone changes the nature of the relationship - The importance of self-esteem and what they can do to develop it - What they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class <p>Vocab: All previous vocab + negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p> <p>Not mentioned following parent consultation: Making love, Having sex, Sexual intercourse, conception</p>

Statutory outcomes linked to:

1) Families: 2) Caring friendships 3) Respectful relationships 4) Online relationships 5) Being safe 6) Mental Well-being: 7) Internet Safety and harms 8) Physical health and fitness
9) Healthy Eating 10) Drugs, alcohol and tobacco 11) Health and prevention: 12) Basic First Aid 13) Changing adolescent bodies:

<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Being safe:</p> <ul style="list-style-type: none"> •Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) •Understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe •Understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact •Understand how to recognise and report feelings of being unsafe or feeling bad about any adult <p>Internet Safety and harms:</p> <ul style="list-style-type: none"> •Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health <p>Changing adolescent bodies:</p> <ul style="list-style-type: none"> •Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 	<p>Being safe:</p> <ul style="list-style-type: none"> •Understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) •Understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe •Understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact •Understand how to recognise and report feelings of being unsafe or feeling bad about any adult •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand how to report concerns or abuse, and the vocabulary and confidence needed to do so •Understand where to get advice e.g. family, school and/or other sources <p>Internet Safety and harms:</p> <ul style="list-style-type: none"> •Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health <p>Changing adolescent bodies:</p> <ul style="list-style-type: none"> •Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 	<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives •Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care •Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up <p>Changing adolescent bodies:</p> <ul style="list-style-type: none"> •Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes •Understand about menstrual wellbeing including the key facts about the menstrual cycle 	<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives •Understand that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care •Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the conventions of courtesy and manners •Understand the importance of self-respect and how this links to their own happiness •Understand that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p>Changing adolescent bodies:</p> <ul style="list-style-type: none"> •Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes •Understand about menstrual wellbeing including the key facts about the menstrual cycle 	<p>Changing adolescent bodies:</p> <ul style="list-style-type: none"> •Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes •Understand about menstrual wellbeing including the key facts about the menstrual cycle 	<p>Families:</p> <ul style="list-style-type: none"> •Understand that families are important for children growing up because they can give love, security and stability •Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up •Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships:</p> <ul style="list-style-type: none"> •Understand how important friendships are in making us feel happy and secure, and how people choose and make friends •Understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 4 4 •Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded <p>Respectful relationships:</p> <ul style="list-style-type: none"> •Understand practical steps they can take in a range of different contexts to improve or support respectful relationships •Understand the importance of self-respect and how this links to their own happiness •Understand) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those <p>Being safe:</p> <ul style="list-style-type: none"> •Understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact •Understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know •Understand how to ask for advice or help for themselves or others, and to keep trying until they are heard •Understand where to get advice e.g.
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					<p>family, school and/or other sources</p> <p><u>Mental Well-being:</u></p> <ul style="list-style-type: none">▪ Understand that mental wellbeing is a normal part of daily life, in the same way as physical health▪ Understand that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations▪ Understand how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings▪ Understand how to judge whether what they are feeling and how they are behaving is appropriate and proportionate▪ Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness▪ Understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests▪ Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support▪ Understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing▪ Understand where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)▪ Understand it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p><u>Changing adolescent bodies:</u></p> <ul style="list-style-type: none">▪ Understand key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
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<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Understand and accept that change is a natural part of getting older - Suggest ways to manage change, e.g., moving to a new class - Identify some things that have changed and some things that have stayed the same since being a baby (including the body) - Express why they enjoy learning 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Say who they would go to for help if worried or scared - Say what types of touch they find comfortable/uncomfortable - Confidently ask someone to stop if they are being hurt or frightened - Appreciate that changes will happen and that some can be controlled and others not - Express how they feel about changes - Show appreciation for people who are older - Recognise the independence and responsibilities they have 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Express how they feel about puberty - Say who they can talk to about puberty if they have any worries - Suggest ways to help them manage feelings during changes they are more anxious about - Identify stereotypical family roles and challenge these ideas, e.g., it may not always be Mum who does the laundry - Express how they feel about babies 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Appreciate their own uniqueness & that of others - Express any concerns they have about puberty - Strategies for managing the emotions relating to change - Express how they feel about having children when they are grown up - Say who they can talk to about puberty if they are worried - Apply the circle of change model to themselves to have strategies for managing change 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Celebrate what they like about their own and others' self-image and body image - Suggest ways to boost self-esteem of self and others - Recognise that puberty is a natural process that happens to everybody and that it will be OK for them - Ask questions about puberty to seek clarification - Express how they feel about having a romantic relationship when they are an adult - Express how they feel about having children when they are an adult 	<p>Social & emotional skills</p> <ul style="list-style-type: none"> - Recognise ways they can develop their own self-esteem - Express how they feel about the changes that will happen to them during puberty - Understand that mutual respect is essential in a boyfriend/girlfriend relationship & they shouldn't feel pressured into doing something they don't want to - Recognise how they feel when they reflect on the development & birth of a baby - Celebrate what they like about their own and others' self-image and body image
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Meeting the needs of our Barton Hill Community . . .

- **T6 Thrive self-awareness focus: Developing confidence and self-love**
- Sports Day YR – Y6
- Detailed transition meetings between current and new teachers. Transition sessions for the children.

Trips, visits and workshops

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Assemblies Whole school on Monday: Launch assembly for PSHE topic, Refugee Day, Good Sportsmanship, Road Safety / Keeping Safe
In class you said we did – connection to safety assembly.

Rights Respecting School

Article 1 – Definition of a child, Article 6 – Life's survival & development, Article 11 – Protection from kidnapping, Article 34 – The right to keep safe (sexual abuse), Article 36 – Protection from exploitation.

Stories (for pleasure, interest, discussion, understanding themselves & others)

Titch It's my body.	When I grow up – Tim Minchin	Hair in funny places	Amazing You! Getting smart about your private parts	The Girl's guide to growing up Dr Ranj How to grow up. What's happening to me? (Separate girls' and boys' books)
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Explicit Links to

Online Safety	Safeguarding Education	EDI	British Values
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British Values – Barton Hill Academy

What are British Values?

Fundamental British values are defined by the DfE as:

- (a) Democracy: Respect for democracy and support for participation in the democratic process
- (b) The rule of law: Respect for the basis on which the law is made and applies in England
- (c) Individual liberty: Support and respect for the liberties of all within the law
- (d) Mutual respect and tolerance: Support for equality of opportunity for all and respect and tolerance of different faiths and religious and other beliefs

How do we actively promote British Values

DEMOCRACY:

The first British Value of democracy is actively seen throughout the school year in all year groups. We encourage the respect of democracy through debating and a fair voting system that children are a part of in our school ethos. We explain and inform children where democracy is used throughout the academy such as in voting for school councils and certificates from the children in their year group or when taking part in English debates and conscious alley activities. This right to vote, and respect the vote even if it did not go in your favour is explicit reinforced so children understand what a fair voting system is. This is then related to how democracy is used in the country such as through local and general elections. We use democracy as a way to share our thoughts and feelings on what is happening and by giving children the opportunities to complete questionnaire or have a pupil voice session with staff this shows the future generations how they can be heard in society.

RULE OF LAW:

The rule of law is a value children are taught both in school and in society and how these must be followed in order to create a well-balanced society. It is expressed through different opportunities and why the rule of law is important. When taking part in daily check ins, behaviour in lessons and at leisure times we communicate how the rule of law is important here and what would happen if it was not in place.

Children are taught to have respect for the services, community and public institutions that create and reinforce the law. Visitors from the fire service and the local PM are some of the visitors that come to the school to speak about how laws are created and reinforced within the United Kingdom.

We explain to children how laws are there to protect not only them but the community that they live in and how these laws have to be fair. This is done through looking at countries where human rights are not balanced and more discussions take place to decide what is a fair law.

Note: We explore democracy and rules of law as part of our Barton Hill PSHE curriculum through Jigsaw resources, lead annual House of Parliament visit and explore democracy through history (e.g. legacy of Ancient Greece).

INDIVIDUAL LIBERTY:

We support pupils to develop their self-knowledge, self-esteem and self-confidence. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and how to exercise these safely, for example through our E-Safety, PSHE lessons, and menu choices. Pupils are taught to respect the rights of others and to consider their responsibilities toward other people including taking responsibility for their behaviour. Within school, pupils are actively encouraged to make choices. As a school we educate and provide boundaries for pupils to make choices safely through provision of a safe and secure environment and empowering education.

The Unicef rights of the child are used explicit when discussing a child's liberty and regular Unicef assemblies, themed days and charity events are organised to support this within the academy. The children know that they are duty bearers and that it is their duty to reinforce and promote the rights of children.

Whether it is through choice of challenge, or of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. We welcome freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and challenging stereotyping of others. We implement and actively promote a strong anti-bullying culture and invite visitors into school to support our anti-bullying policy. The children are fully aware of safe adults in school and the different lanyards that adults wear shows them that they are trusted adults within the academy.

MUTUAL RESPECT AND TOLERANCE:

Part of our school ethos and behaviour policy revolves around our core BHA Values and our own academy values which are a focus every half term. Although these values are focused every half term they are talked about throughout the year alongside the main thread. All children, adults and visitors are expected to behave respectfully and we will challenge anybody who displays prejudicial or discriminatory behaviour. Pupils take part in assemblies and class discussions related to what this means and how it is shown. The children will be taught about the protected characteristics in our society and why these are important.

We help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life. This is achieved through enhancing pupils understanding, through the curriculum, of their place in a culturally diverse society and by giving pupils opportunities to experience such diversity. Assemblies and discussions involving identifying and combating discrimination, prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

Summary:

All staff and students at Barton Hill Academy are expected to behave with integrity, tolerance and compassion in their dealings with one another. We provide opportunities for all pupils to understand British Values and intertwine these with their own culture values and how we can work together as a community for the greater good.

Every member of the community has a part to play in respecting the core values and beliefs so as to build a strong, united and democratic school. This involves, pupils, staff, VT Trust visitors etc... Where unfairness is found to exist it will be routed out, and democracy and the rights of individuals will take centre stage.

Evidence in school

- Back to school – new rules, code of conduct, welcome back assembly
- Half termly assemblies focusing on each British Value
- Weekly celebrations assemblies
- Pupil Voice and questionnaire
- School council vote
- Fire service visit (annually) and mini police termly
- Parliament visit – Year 6 parliament session
- Honouring the Royal Family– celebration of coronation of new King and comparing
- Understanding careers and significant individuals who have fought for rights and liberty
- RE lessons looking at different faiths and communities
- PSHE lessons – focus on values – dreams and goals and having high aspirations – what is a good citizen
- Play leaders – training on resolving conflict
- Being respectful citizens when taking part in trips in the community
- Geography/History lessons – looking at houses of parliament and how Britain has changed for the better

British Values Progression
Year 1 British Values Expectations

Democracy

- *I can express and begin to justify my opinion
- *I can listen and begin to understand others point of view
- *I can work as a team and begin to understand the importance of teamwork
- *I can make choices and understand people may make different choices to me

Rule of Law

- *I know what is right/ wrong and can make right choices
- *I can follow rules and begin to explain why we have rules
- *I can name different communities
- *I know who helps me in school and in the wider community

Individual liberty

- *I am developing an awareness of my own needs, views and feelings
- *I can talk about how I feel
- *I am beginning to be sensitive to and respect the feelings of others
- *I can make decisions

Mutual respect, tolerance and diversity

- *I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds
- *I know that people have things in common but everyone is unique
- *I can identify and respect the similarities and differences between people

Year 2 British Values Expectations

Democracy

- *I can express and justify my opinion
- *I know mine and others' views count
- *I can understand the importance of teamwork
- *I can make choices and begin to understand and respect the democratic process
- *I can ask and answer questions to help me form an opinion

Rule of law

- *I know what is right/ wrong and can apply this in my life
- *I can follow rules
- *I understand the need for rules
- *I know everyone in a community has rights and responsibilities
- *I can say if a rule is fair

Individual liberty

- *I am developing an awareness of my own needs, views and feelings
- *I can talk about how I feel
- *I can be sensitive to and respect the feelings of others
- *I can make decisions and begin to understand the repercussions of my choices
- *I understand I am responsible for my choices and behaviour

Mutual respect, tolerance and diversity

- *I know what mutual respect is
- *I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc.
- *I know that people have things in common but everyone is unique
- *I can identify and respect the similarities and differences between people
- *I understand some cultural ways of life in Great Britain e.g. school age, celebrating birthdays

Year 3 British Values Expectations

Democracy

- *I can start to understand the terms democracy and why it is important
- *I can say what makes a good leader
- *I can take part in a fair vote
- *I can explore different ways to can express my opinions
- *I can take part in a Q & A to help me form an informed decision

Rule of law

- *I can follow and value rules
- *I understand there are different rules in different places
- *I can explore and make rules, learning their value and purpose
- *I know everyone in a community has rights and responsibilities and understand the important of rules in different communities

Individual liberty

- *I know what freedom is
- *I am aware if my own needs, views and feelings
- *I can use encouragement when respecting everyone's differences
- *I can explore ways I am free to be me
- *I can choose words to describe my individual personality
- *I can consider the hopes and dreams we all have

Mutual respect, tolerance and diversity

- *I can describe how to welcome people and practice being welcoming
- *I can think about what different people in Britain are like
- *I can recognise my own strengths
- *I can show respect for other people's differences

Year 4 British Values Expectations

Democracy

- *I can start to understand the terms democracy and why it is important
- *I can write a short speech about my attributes to lead a democracy
- *I can take part in a fair vote and say how a vote was made fair
- *I can explore ways we can express our opinions and campaign for democratic change
- *I can take part in a Q & A and a debate, delivering their desires powerfully through argument, persuasion, fact and opinion

Rule of law

- *I can follow and value rules
- *I can explore and make rules, learning their value and purpose
- *I can think thoughtfully about why rules are needed, explaining this to someone else
- *I can say why a rule is fair
- *I can show respect for the law and the basis on which it is made

Individual liberty

- *I know what freedom is
- *I am aware if my own needs, views and feelings
- *I can use encouragement when respecting everyone's differences
- *I can explore ways I am free to be me
- *I can choose words to describe my individual personality
- *I can consider the hopes and dreams we all have
- *I can celebrate the uniqueness of each individual and the power of being different
- *I understand ways to help others to be free to be themselves

Mutual respect, tolerance and diversity

- *I know what diversity is
- *I can describe how to welcome people and practice being welcoming
- *I can think about what different people in Britain are like
- *I can recognise my own strengths and appreciate strengths in others
- *I can show respect for other people's differences and understand how people's lives may be different

Year 5 British Values Expectations

Democracy

- * I know what democracy is and why it is important
- * I can write and deliver a short speech about ideas to improve life
- * I can take part in a fair vote
- * I can articulate ways our school community is a democracy
- * I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion

Rule of law

- *I can explain what Rule of Law is
- *I can think about why we have the 'Rule of Law'
- *I can explore different rules, learning their value and purpose
- *I can say if there has been an injustice
- *I understand that living under the rule of law protects individuals

Individual liberty

- *I can explore the right to live in freedom and individual liberty
- *I can explore the idea that we need to allow other people to have liberty
- *I understand that individual liberty has to be within the rules
- *I can explore my own individual liberty to be who I want to be (within the rules!)
- *I understand that I have the right to make changes

Mutual respect, tolerance and diversity

- *To understand how all people are equal and different
- *I know what prejudicial or discriminatory behaviour is
- *I can discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations,

Year 6 British Values Expectations

Democracy

- * I know what democracy is and why it is important
- * I can write and deliver a short about ideas to improve life, taking into account others views
- * I can take part in a fair vote
- * I can articulate ways our school community is a democracy
- * I can take part in a Q & A and a debate, representing different character and delivering their desires powerfully through argument, persuasion, fact and opinion
- *I can explain how explain how democracy has changed over time

Rule of law

- *I can explain what Rule of Law is
- *I can think about why we have the 'Rule of Law'
- *I can explore different rules, learning their value and purpose
- *I can suggest new rules and explain how they will make our school community better
- *I can explain why different places have different rules
- *I can say if there has been an injustice and argue my point appropriately
- *I can understand and appreciate the role of the Police in a democratic society

Individual liberty

- *I can explore the right to live in freedom and individual liberty
- *I can explore ways I can support other people's right to live in freedom and individual liberty

- *I understand that individual liberty has to be within the rules
- *I can explore the UN Children's Rights
- *I can explore my own individual liberty to be who I want to be (within the rules!)
- *I understand that I have the right to make changes and can use my skills to implement change

Mutual respect, tolerance and diversity

- *I know what tolerance is and why it is important
- *To understand how all people are equal and different
- *I can challenge prejudicial or discriminatory behaviour
- *I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations

Online Safety

Safeguarding Education

EDI

Year 1	Content	Delivery	Assessment /evidence
Autumn	<p>How to stay safe online, when and how to use computers appropriately and why using the internet can be positive but must be done safely.</p> <p>Guided reading using bug club appropriately</p> <p>Termly Online safety talk through assembly focus</p> <p>How to report something that isn't right and what I should do if something doesn't seem right or safe online.</p>	<p>Guided reading lessons – Class teacher</p> <p>Computer lessons – Class teacher</p> <p>PSHE lessons – Class teacher</p> <p>Assembly – Computing Lead</p>	<p>Reading/Computing/PSHE termly TT assessment drop</p> <p>Floor books</p> <p>Learning Journeys</p> <p>School displays</p> <p>Purple Mash</p>
Spring	<p>Using the internet safely - To grow in confidence of how to safely use the internet and understanding what I should and shouldn't be doing when accessing the internet.</p> <p>Guided reading – Using bug club independently and safely</p> <p>Termly Online safety talk through assembly focus</p>	<p>Guided reading lessons – Class teacher</p> <p>Computer lessons – Class teacher</p> <p>PSHE lessons – Class teacher</p> <p>Assembly – Computing Lead</p>	<p>Reading/Computing/PSHE termly TT assessment drop</p> <p>Floor books</p> <p>Learning Journeys</p> <p>School displays</p> <p>Purple Mash</p>
Summer	<p>I have an increasing confidence and understanding on being online and how to safely use online devices.</p> <p>Guided Reading Safely using bug club independently</p>	<p>Guided reading lessons – Class teacher</p> <p>Computer lessons – Class teacher</p> <p>PSHE lessons – Class teacher</p>	<p>Reading/Computing/PSHE termly TT assessment drop</p> <p>Floor books</p> <p>Learning Journeys</p> <p>School displays</p>

	<p>Online friendships – I know what is and is not appropriate behaviour online and rules to follow. I know what to do if I feel someone isn't behaving appropriately online.</p> <p>Termly Online safety talk through assembly focus</p>	<p>Assembly – Computing Lead</p>	<p>Purple Mash</p>
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Year 2	Content	Delivery	Assessment /evidence
Autumn	<p>Recognise risks to their wellbeing</p> <p>Logging out of Purple Mash – why saving login details could be a security concern.</p> <p>Logging out of devices across the school – how does this prevent online events.</p> <p>Termly Online safety talk through assembly focus</p> <p>Recognise risks to their wellbeing Understand how to stay safe online, stranger danger, password secrecy, protect personal information, trusted adults and reporting uncomfortable images or incidents</p> <p>Know online risks Stranger danger</p>	<p>Computer lessons – Class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>
Spring	<p>Stranger Danger – how well do you know someone purely from online games etc... - are they trustworthy – how do you know?</p> <p>Termly Online safety talk through assembly focus</p>	<p>Computer lessons – Class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

Summer	Termly Online safety talk through assembly focus		
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Year 3	Content	Delivery	Assessment /evidence
Autumn	<p>What age is appropriate to use online device?</p> <p>What are the ages of games and why are they important?(discussion)</p> <p>How to log on and off safely</p> <p>How to save work</p> <p>How to create a safe profile?</p> <p>To learn about the meaning of age restrictions symbols on digital media and devices.</p> <p>To discuss why PEGI restrictions exist.</p> <p>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p>To consider if what can be read on websites is always true. What is a spoof website? Why do they exist and how to check that the</p>	<p>Guided reading lessons – Class teacher</p> <p>Computer lessons – Class teacher</p> <p>PSHE lessons – Class teacher</p> <p>Assembly – Computing Lead</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

	<p>information is accurate a website and explain how they fact checked the information that was presented.</p> <p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</p> <p>Reminder discussions about Google Classroom and why not to share</p> <p>Termly Online safety talk through assembly focus</p> <p>Mental health impact on using a device too much.</p>		
Spring	Termly Online safety talk through assembly focus	<p>Guided reading lessons – Class teacher</p> <p>Computer lessons – Class teacher</p> <p>PSHE lessons – Class teacher</p> <p>Assembly – Computing Lead</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>
Summer	<p>To think about the different methods of communication safely</p> <p>To learn how to use email safely. How is this form of communication something to be concerned about?</p>	<p>Computer lessons – Class teacher</p> <p>Assembly – Computing Lead</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

	Termly Online safety talk through assembly focus		
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Year 4	Content	Delivery	Assessment /evidence
Autumn	<p>Recognise risks to their well being through gaming. What do you need to do to stay safe online in school and at home</p> <p>termly Online safety talk through assembly focus</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p>	<p>Computing lessons – Class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>
Spring	<p>Understand content: illegal, inappropriate, harmful</p> <p>Understand contact: Harmful online interaction</p> <p>Understand conduct: person online behaviour (e.g. indecent images & online bullying)</p> <p>Media literacy & digital resilience</p> <p>Staying safe online</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

	Termly Online safety talk through assembly focus		
Summer	<p>How can we check that sites are safe – what does the keypad lock mean</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

Year 5	Content	Delivery	Assessment /evidence
Autumn	<p>At the start of every lesson rules are explained so children are aware of how to conduct themselves online safely</p> <p>Discussions about how rules on fac to face relationships apply to the rules of online relationships</p> <p>Similarities & differences in online/ physical world & impact of image perception & addiction – can you trust what is shared online</p> <p>Understand content: illegal, inappropriate, harmful – what do you do if you see you hear something not appropriate online</p> <p>Understand contact: Harmful online interaction</p> <p>Understand conduct: person online behaviour (e.g. indecent images & online bullying)</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

Spring	<p>Dangers of online conduct – how do we tackle difficult situations – researching into childline</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>
Summer	<p>My relationship with technology. How online gambling can affect relationships</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

Year 6	Content	Delivery	Assessment /evidence
Autumn	<p>Expectations of behaviour online – how is it different to physical world</p> <p>Sharing and viewing indecent images of children is a criminal offence – what are the repercussions</p> <p>Similarities 7 differences in online/physical world & impact of image perception and addiction</p> <p>Understand content: illegal, inappropriate, harmful online interaction, person behaviour</p> <p>Media literacy and digital resilience - PSHE discussions – inappropriate and appropriate content – what do you share, what you should not share</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p> <p>Third Space sessions</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p> <p>Third Space assessments</p>

	<p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>		
Spring	<p>Cyber bullying – what does this look like? - what do we do to help when we see or hear these situations</p> <p>What are the positive side of Online learning – when does it become a concern</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p> <p>Third Space sessions</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>
Summer	<p>Visual literacy – English – debate should social media be banned – pros and cons</p> <p>Critically consider online friendships & sources of information</p> <p>Expectations of behaviour apply online</p> <p>Third Space tuition – why can we use these sites to help us – how are they different to gaming sites</p> <p>Termly Online safety talk through assembly focus</p>	<p>Third Space Tuition</p> <p>Computing lessons – class teacher</p> <p>Assemblies – whole staff</p> <p>Third Space sessions</p>	<p>Learning journeys</p> <p>Computing TT termly drop in</p> <p>Purple mash</p>

Year 1	Content	Delivery	Assessment /evidence
Autumn	<p>Stranger danger assembly</p> <p>Important characteristics of friendship assembly</p> <p>Making choices of healthy lifestyle assembly</p> <p>Equality assembly (stereotypes and discrimination)</p> <p>Firework Safety assembly</p> <p>Road safety assembly</p> <p>Recognising risks - stranger danger</p> <p>Understanding how to keep ourselves safe in the classroom and elsewhere – who is and who is not a safe person</p> <p>Understanding that the choices I make have consequences and my feelings when I face consequences.</p> <p>Discrimination- developing the understanding that we are similar and different to each other, and being respectful.</p> <p>Bullying (CCA)- exploring and understanding that this is unwanted, unkind or unfair behaviour.</p> <p>Awareness of green lanyards in school Who keeps us safe in school.</p>	<p>Assemblies</p> <p>PSHE Units</p>	<p>Assembly presentations and timetable</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Who are my safe people? – who can I go to if I need help.</p> <p>Logging onto the devices, and understanding not to share information such as passwords</p> <p>Exploring Yoga and mindfulness (Mental Health)</p>	<p>Computing Unit</p> <p>PE unit</p>	<p>Computing saved work, pupil voice and monitoring</p> <p>PE assessment tracker, photographs- learning journeys</p>
Spring	<p>PANTS Assembly</p> <p>E-Safety Day Assembly</p> <p>Road safety - how to behave and be safe crossing roads and walking on pavements</p> <p>Healthy me Jigsaw unit - how to be safe</p> <p>Mental Health- know when there are obstacles and how to identify them, how to face them and overcome them</p> <p>Understanding cleanliness, know how to keep selves clean, healthy-neglect</p> <p>Know that my body is important and how to keep it healthy and safe.</p> <p>OPAL - managing risk in the playground</p>	<p>Assemblies</p> <p>PSHE units</p>	<p>Assembly presentations and timetable</p> <p>PSHE Floor Books, pupil voice and monitoring</p>
Summer	<p>Pride assembly (LGBTQ+)</p> <p>Rule of law assembly</p> <p>I know the importance of the emergency services and how they can help me</p> <p>Identify and understand what a good friend looks like and means to me. (CCA)</p>	<p>Assemblies</p> <p>PSHE Units</p>	<p>Assembly presentations and timetable</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Know how to greet others, and which forms of physical contact are acceptable and unacceptable (CCA, early consent)</p> <p>Know when to ask for help and how to ask for help. (Disclosure opportunities)</p> <p>Know my own qualities as a person and how to praise myself (Mental Health- emotional well-being)</p> <p>Identifying parts of the body and those that are different in boys and girls includes reinforcement of PANTS rule (CCA, SG-Sexual abuse, Early consent)</p>		
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Year 2	Content	Delivery	Assessment /evidence
Autumn	<p>Stranger Danger Assembly</p> <p>Important characteristics of friendship assembly</p> <p>Making choices of healthy lifestyle assembly</p> <p>Equality assembly (stereotypes and discrimination)</p> <p>Firework Safety assembly</p> <p>Road safety assembly</p> <p>'I have seen your willy' assembly</p> <p>OPAL - managing risk in the playground</p> <p>Lanyards in school and their meaning- who keeps us safe.</p> <p>Understanding how to keep ourselves safe in the classroom and elsewhere – who is and who is not a safe person</p>	<p>Assemblies</p> <p>PSHE units</p>	<p>Assembly presentations and assembly timetables</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Gender stereotypes- Understand that sometimes people make assumptions about boys and girls, understanding and respecting how boys and girls are similar and different (Discrimination- CCA)</p> <p>Linking the above to Bullying- exploring and understanding that bullying is sometimes about difference.</p> <p>Identify hopes and fears for the year, how we can help ourselves (Mental Health)</p> <p>Understand information put online leaves a digital footprint</p> <p>Understand how to be safe in the swimming pool</p>	<p>Computing Unit</p> <p>PE Unit</p>	<p>Computing saved work on devices, learning journeys, pupil voice and monitoring</p> <p>Feedback given from swimming teachers</p>
Spring	<p>PANTS Assembly</p> <p>E-Safety Day Assembly</p> <p>Understand working with other people can help me learn and take care of myself. Getting a long and working cooperatively (relationships, early help, disclosure opportunities)</p> <p>Healthy Body Unit- motivated to make healthy lifestyle choices.</p> <p>Exploring what relaxed and stressed means and beginning to develop strategies (Mental Health)</p> <p>Understand what medicines are and how the work in the body- promoting the importance of using them safely. (Substance misuse)</p> <p>Healthy Food unit- includes the importance of food and understanding it is needed for energy. (neglect)</p> <p>Understand that the internet is not just for children so it may be appropriate</p>	<p>Assemblies</p> <p>PSHE Units</p> <p>Computing Unit</p>	<p>Assembly presentation and timetable</p> <p>PSHE Floor book, pupil voice and monitoring</p> <p>Saved work in computing, pupil voice, learning journeys</p>

Summer	<p>Pride assembly (LGBTQ+)</p> <p>Rule of law assembly</p> <p>I can recognise a healthy relationship and an unhealthy one within family- protect us and love us (Abuse)</p> <p>I understand that there are different forms of physical contact - some are acceptable and some are not (Abuse)</p> <p>To understand some things can cause conflict with my friends – demonstrate how to use positive problem-solving technique (CCA)</p> <p>Understand that sometimes it is good to keep a secret and sometimes it is not good. Know who to talk to about this. (Abuse, disclosure opportunities)</p>	<p>Assemblies</p> <p>PSHE Units</p>	<p>Assembly presentations and timetable</p> <p>PSHE Floor books, pupil voice and monitoring</p>
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Year 3	Content	Delivery	Assessment /evidence
Autumn	<p>Stranger danger assembly</p> <p>Important characteristics of friendship assembly</p> <p>Making choices of healthy lifestyle assembly</p> <p>Equality assembly (stereotypes and discrimination)</p> <p>Firework Safety assembly</p> <p>Road safety assembly</p> <p>'I have seen your willy' assembly</p> <p>Fire safety talk with the fire brigade</p> <p>Recognise my worth and can identify positive things about myself. (Mental Health, SEMH)</p>	<p>Assemblies</p> <p>Fire service to visit school</p> <p>PSHE units</p>	<p>Assembly presentations and assembly timetable</p> <p>Books, TT Learning journeys</p> <p>Learning journeys, newsletters, pupil voice, evaluation from fire service</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Know how to face new challenges, make responsible choices, and ask for help if needed (disclosure opportunities)</p> <p>Understand my actions affect myself and others, and to care about other people's feelings (CCA)</p> <p>How to determine that sources of information are trust worthy - if a relationship is a positive one (Relationships, CCA)</p> <p>To understand that differences and conflicts sometimes happen among family members (E.H, Abuse)</p> <p>To know it means to witness bullying, understanding that they can make the situation better or worse by what they choose to do (CCA, Mental Health)</p> <p>Recognise that some words are used in a hurtful way, when they affect someone's feelings and what the consequences are (CCA-Verbal)</p> <p>Understand the meaning of age restriction symbols on digital media, to know where to turn for help if they see inappropriate content from others.</p> <p>Know what makes a safe password and understand the consequences of giving your password away.</p> <p>OPAL - managing risk in the playground</p>	<p>Computing unit</p>	<p>Saved work in computing, learning journeys and pupil voice</p>
<p>Spring</p>	<p>PANTS Assembly</p> <p>E-Safety Day Assembly</p> <p>Critically consider online friendships consider the validity of sources of information</p> <p>To recognise obstacles which might hinder my achievement and can take steps to overcome them (Mental Health)</p>	<p>Assemblies</p> <p>PSHE Units</p>	<p>Assembly presentation and timetable</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>To tell you my knowledge and attitude towards drugs.</p> <p>Identify things, people and places that I need to keep safe from. Know some strategies for keeping myself safe, who to go to for help. (Abuse, CCA, Serious Youth Violence)</p> <p>To understand how complex my body is and how important it is to take care of it. (Neglect)</p> <p>Know how to use emails safely</p>	Computing units	Saved work on devices, pupil voice and learning journeys
Summer	<p>Pride assembly (LGBTQ+)</p> <p>Rule of law assembly</p> <p>Similarities and differences in the real world and the virtual world How to stay safe in both environments</p> <p>Identify and put into practice some of the skills to develop friendships (CCA, Relationships)</p> <p>Know and use some strategies for keeping myself safe online.</p> <p>Understand how my needs and rights are shared by children around the world and to identify how our lives may be different.</p> <p>To start to recognise stereotypical ideas I might have about parenting and family roles. (Stereotyping- gender)</p>	<p>Assemblies</p> <p>PSHE units</p>	<p>Assembly presentations and timetable</p> <p>PSHE floor books, pupil voice and monitoring</p>

Year 4	Content	Delivery	Assessment /evidence
Autumn	<p>Stranger danger assembly</p> <p>Important characteristics of friendship assembly</p> <p>Making choices of healthy lifestyle assembly</p> <p>Equality assembly (stereotypes and discrimination)</p>	Assemblies	Assembly presentations and timetable

	<p>Firework Safety assembly</p> <p>Road safety assembly</p> <p>'I have seen your willy' assembly</p> <p>Being a member of the school community</p> <p>Bullying and reporting bullying - PHSE What to do when we know that something feels wrong (Community behaviour, CCA)</p> <p>Understand my rights and responsibilities.</p> <p>Understand my actions have rewards and consequences (Behaviour, CCA)</p> <p>Understand how democracy and having a voice benefits the community (Behaviour, community)</p> <p>Understand what influences people to make assumptions (Stereotypes, online safety- social media, fake news)</p> <p>Recognise risks to their wellbeing and mental health</p> <p>Understand how to protect themselves from online identity theft</p> <p>Identify positives and negatives influences of technology on health and environment</p> <p>Cadbury trip - behaving in a safe manner when outside of school - stranger danger etc</p> <p>OPAL - managing risk in the playground</p>	<p>PSHE Units</p> <p>Computing units</p> <p>Trip outside of school</p>	<p>PSHE floor books, pupil voice and monitoring</p> <p>Saved work on devices, pupil voice</p> <p>Risk assessment, review and learning journey</p>
Spring	<p>PANTS Assembly</p> <p>E-Safety Day Assembly</p> <p>Understand hopes and dreams sometimes don't come true and this can hurt, to know reflecting on happy and positive experiences can help me overcome disappointment (Mental Health)</p>	<p>Assemblies</p> <p>PSHE units</p>	<p>Assembly presentations and timetable</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most (Relationships, Mental Health)</p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. (Substance misuse)</p> <p>Understand the facts about alcohol and its effects on health, and also some of the reasons some people drink alcohol. (Substance misuse)</p> <p>Recognise when people are putting me under pressure and can explain ways to resist this when I want (CCA, DVA, Mental Health)</p>		
Summer	<p>Pride assembly (LGBTQ+)</p> <p>Rule of law assembly</p> <p>Science - electricity - keeping safe with conductors and insulators - avoiding electric shocks</p> <p>Recognise situations which can cause jealousy in relationships (Mental Health, CCA, DVA)</p> <p>To tell you about someone I know I no longer see through (*This is aimed at through grief/separation, be prepared for disclosure opportunities leading to sharing of abuse including witnessing DVA)</p> <p>Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older (LGBTQ+, consent, relationships, DVA)</p> <p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. (Laws around this understanding- age, consent, relationships, abuse)</p>	<p>Assemblies</p> <p>Science unit on electricity</p> <p>PSHE Units</p>	<p>Assembly presentation and timetable</p> <p>Science books- book looks, pupil voice</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Supporting each other and rallying support- considering different opportunities to encourage and support my peers to support people here and abroad to meet their aspirations. (Relationships, CCA, Mental Health)</p> <p>Gain a greater understanding of the impact that sharing digital content can have.</p> <p>OPAL - managing risk in the playground</p>	Computing Units	Saved work on devices, pupil voice and Learning journeys
Spring	<p>PANTS Assembly</p> <p>E-Safety Day Assembly</p> <p>Health risks of tobacco and how it affects organs within the body, and to understand that I am an age to make an informed decision about whether I choose or not choose to smoke, and know how to resist pressure (substance misuse, legal age, consent, CCA)</p> <p>Health risks of alcohol and how it affects organs within the body, and to understand that I am an age to make an informed decision about whether I choose or not choose to smoke, and know how to resist pressure (substance misuse, legal age, consent, CCA)</p> <p>Body image- social media and celebrity culture promotes certain body types which might not always be from a positive perspective (online safety- fake news, mental health)</p> <p>My relationship with food- food can play different roles in people's lives and can explain how people can develop eating problems (mental health)</p> <p>To develop water safety skills and an understanding of personal survival</p>	<p>Assemblies</p> <p>PSHE Units</p> <p>PE Unit</p>	<p>Assembly presentations and timetable</p> <p>PSHE floor books, pupil voice and monitoring</p> <p>Feedback form swimming teachers, assessments</p>
Summer	<p>Pride assembly (LGBTQ+)</p> <p>Rule of law assembly</p>	Assemblies	Assembly presentations and timetable

	<p>Loud mouth Theatre workshop- 'Under the Radar' (SYV, knife crime, county lines)</p> <p>Safety online communities- belonging to an online community can have both positive and negative consequences (Online safety, prevent, abuse)</p> <p>Online gaming- can become unhelpful and unsafe, and we should know when to stop (online safety, mental health)</p> <p>Conception- Sexual intercourse can lead to conception and that is how babies are usually made (law, consent)</p> <p>Age of consent- becoming a teenager brings lots of growing responsibilities such as age of consent</p> <p>Substance misuse</p>	<p>Live face to face theatre company come into school- Loud mouth 'educating and training through theatre'</p> <p>PSHE Units</p>	<p>Learning journey and pupil voice</p> <p>PSHE floor books, pupil voice and monitoring</p>
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Year 6	Content	Delivery	Assessment /evidence
Autumn	<p>Stranger danger assembly</p> <p>Important characteristics of friendship assembly</p> <p>Making choices of healthy lifestyle assembly</p> <p>Equality assembly (stereotypes and discrimination)</p> <p>Firework Safety assembly</p> <p>Road safety assembly</p> <p>'I have seen your willy' assembly</p> <p>New roles in school – prefects – discussion about what would need to be reported to teachers and what they can deal with themselves</p> <p>Making school community a better place (CCA, behaviour)</p>	<p>Assemblies</p> <p>Prefect meetings – Deputy Head</p> <p>PSHE Units</p>	<p>Assembly presentations and timetable</p> <p>Learning journey, roles evident around school- environment walk during play and lunch times</p> <p>PSHE floor books, pupil voice and monitoring</p>

	<p>Understand how an individual's behaviour can impact a group (Behaviour, CCA)</p> <p>Identify benefits and risks of giving personal information online</p> <p>To be aware appropriate and inappropriate texts, photographs and videos, and the impact of sharing these online.</p> <p>OPAL - managing risk in the playground</p>	Computing Units	Saved work on devices, pupil voice and learning journeys
Spring	<p>PANTS Assembly</p> <p>E-Safety Day Assembly</p> <p>Understand the importance of making a healthy choice- being balanced for my physical and emotional health is important (Mental health)</p> <p>Understand ways that someone is being that someone is being exploited, understand why I should keep myself and others safe. (CCA, CCE, SYV, PREVENT)</p> <p>Know how to keep calm and deal with difficult situations- includes if people don't feel good about themselves they may misuse substances or join a gang so they</p>	<p>Assemblies</p> <p>PSHE Units</p>	<p>Assembly presentations, Learning journey</p> <p>PSHE Floor books, pupil voice, monitoring</p>

	<p>feel part of something (Mental health, substance misuse, CCE, PREVENT)</p> <p>Class reading – Pig Heart Boy – how are adults trying to safeguard their child? Is this the right solution?</p>	Class Novel – Class teacher	
Summer	<p>Pride assembly (LGBTQ+)</p> <p>Rule of law assembly</p> <p>Loud mouth Theatre workshop- 'My friend fancies you!' (CCA, consent)</p> <p>Loud mouth Theatre workshop- 'Under the Radar' (SYV, knife crime, county lines)</p> <p>Understand what mental health is, know how to care for my mental health</p> <p>Recognise how people try to take control (CCA, DVA, abuse)</p> <p>Discuss and identify when things are safe or unsafe, and real or fake online.</p> <p>Understand what it means to have a boyfriend or a girlfriend- it is vital that you do not do something that you do not want to do (DVA)</p> <p>To be aware of the importance of positive self-esteem and what I can do to develop it- for example, once something has been sent online, texted or posted on social media it can NEVER be taken back. (mental health, online safety, CCE)</p> <p>Understand that Northfield is a socially deprived area.</p> <p>To develop water safety skills and an understanding of personal survival</p>	<p>Assemblies</p> <p>Live face to face theatre company come into school- Loud mouth 'educating and training through theatre</p> <p>PSHE Units</p> <p>Geography Unit</p> <p>PE Unit</p>	<p>Assembly presentations and timetable</p> <p>Learning journey, pupil voice, pupils and staff evaluations</p> <p>PSHE Floor books, pupil voice and monitoring</p> <p>Geography books, knowledge trees, pupil voice</p> <p>Feedback from swimming teachers, assessments</p>

Year 1	Content	Delivery	Assessment /evidence
Autumn	<p>What makes us different and the same - how difference makes us unique Celebrating what is different about us - celebrating what we have in common.</p> <p>Looking at difference in wealth - in history , who and who could not afford certain toys.</p> <p>In science looking at how we are all mammals - we are equal in this way even though we may have differences - we should all be treated equally.</p> <p>In music - looking at lyrics of when people have struggled and found life hard.</p> <p>Blackk History Month – what is BHM?</p> <p>American Themed lunch – looking at food difference in different countries - diversity</p>	<p>PHSE lesson</p> <p>Themed session</p> <p>History lesson</p> <p>Science lesson</p> <p>Music lessons</p> <p>Equality assembly – autumn 1</p>	Books , TT Learning journeys
Spring	<p>In history - in 1970's the increase of women going to work and insisting upon equal pay.</p> <p>Chinese New Year – celebration of cultural food – whole school themed day dinner</p>	<p>History lessons</p> <p>All staff</p>	Books , TT learning journeys
Summer	<p>Promoting fair and equal opportunities - understanding that not everyone in life has the same opportunities. Looking at how we can encourage and promote equality.</p>	PHSE lessons	Books , TT , Learning journeys

Year 2	Content	Delivery	Assessment /evidence
Autumn	<p>Looking at how the Bible stories that show kindness and explore how Christians behave towards other people. Is it always possible to be kind to everyone all of the time.</p> <p>American Themed lunch – looking at food difference in different countries - diversity</p> <p>Black history month</p>	<p>RE lessons</p> <p>Whole school focus</p>	Books, TT Learning journeys
Spring	<p>To understand how important it is for Jewish people to do what God asks them to do.</p> <p>Chinese New Year – celebration of cultural food – whole school themed day dinner</p>	RE lessons	Books, TT Learning journeys
Summer			

Year 3	Content	Delivery	Assessment /evidence
Autumn	<p>Promote equality of opportunity – that difference is a positive thing Difference makes us unique Celebrating what is different and what we share in common.</p> <p>American Themed lunch – looking at food difference in different countries - diversity</p> <p>Hindus include everyone and encourage everyone to join in with their celebrations and festivals.</p> <p>PHSE - being me and having positive relationships.</p> <p>Reading Young , Gifted and Black as a class within Black history month.</p>		
Spring	Family differences within PHSE		

	Chinese New Year – celebration of cultural food – whole school themed day dinner		
Summer	To be respectful of other peoples faiths and beliefs		

Year 4	Content	Delivery	Assessment /evidence
Autumn	Promote equality of opportunity Difference is positive - we are all unique What do we have in common ? Equity V Equality assembly Spanish - respect and love of learning a language English - Maya Angelou poetry - black history and women's rights PE - dance - samba and carnival American Themed lunch – looking at food difference in different countries - diversity		
Spring	History - what Vikings believed and how that compares to modern day beliefs Chinese New Year – celebration of cultural food – whole school themed day dinner		
Summer	Sexual orientation within PHSE and SRE		

Year 5	Content	Delivery	Assessment /evidence
Autumn	Promote equality of opportunity - difference is positive Studying African culture and heritage - the Benin kingdom The controversy of the history of the slave trade		

	<p>Different cultures - heightened awareness of racism and the negative impact it has upon society</p> <p>Black History Month</p> <p>American Themed lunch – looking at food difference in different countries - diversity</p>		
Spring	Chinese New Year – celebration of cultural food – whole school themed day dinner		
Summer			

Year 6	Content	Delivery	Assessment /evidence
Autumn	<p>Age , disability , gender reassignment</p> <p>WW1 history lesson debate – why were women not allowed to go to war? Did they not offer the skills needed – was this gender equality?</p> <p>Victorian Britain – gap between rich and poor – why were people treated differently – how did the lives of rich children differ to the poorest in society?</p> <p>Victorian inventors/authors – why did some women pretend to be male in order to get their work noticed?</p> <p>Guided Reading – Black History Month</p> <p>American Themed lunch – looking at food difference in different countries – diversity</p> <p>Pride Month – What does Pride mean? - Why are certain protected characteristics discriminated against? Is tis fair?</p>	<p>History – class teacher</p> <p>PSHE lessons – class teacher</p> <p>Guided reading – class teacher</p> <p>Assemblies</p>	<p>TT termly data drop history</p> <p>History books</p>
Spring	World War topic – were women treated equally when the war was over based on their contribution to support the troops?	History – class teacher	<p>History books</p> <p>TT termly data drop</p>

	Chinese New Year – celebration of cultural food – whole school themed day dinner		
Summer			