

# **Gainford C. E. Primary School**

## **PSHE Curriculum**

### **Y1-Y6**

*'Together we Love, Learn and Flourish'*

**Our intent is to develop children's understanding of our ever-changing world and of how they can contribute to society and live fulfilling, safe, independent and healthy lives.**

**Implementation is through a three tiered programme of learning that focuses on the importance of respectful relationships – how to establish and maintain these relationships throughout life (*Relationships*). It is through learning about the importance of healthy minds and bodies, how to recognise when we are not well and know what can contribute to this (*Health and Well-being*). By taking part in the Archbishop of York Young Leaders' Awards and the elections we have in school, children will learn about local, national and global society and how we are represented and can take part (*Living in the Wider World*).**

PSHE LTP Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b>	<ul style="list-style-type: none"> <li>Who are my special people and what makes them special?</li> <li>What do my friends do for me?</li> <li>How can I show respect in different situations?</li> <li>What is physical contact?</li> <li>What is my personal data, and how can I keep it safe?</li> </ul>	<ul style="list-style-type: none"> <li>How do my special people show me they care for me, even through difficult times?</li> <li>How did I choose my friends?</li> <li>If I respect others, will they respect me?</li> <li>What do I do if I meet a stranger?</li> <li>How can I find things safely on the internet?</li> </ul>	<ul style="list-style-type: none"> <li>What different relationships do I have in my life?</li> <li>Would I like to feel lonely or sad?</li> <li>How can I respect all people at all times?</li> <li>Should I keep secrets, no matter what?</li> <li>How can I show respect online?</li> </ul>	<ul style="list-style-type: none"> <li>Are everyone's families the same as mine?</li> <li>What makes a good friend?</li> <li>What is bullying, and am I responsible if I see it happening?</li> <li>Do I know you?</li> <li>Are people always who they say they are?</li> </ul>	<ul style="list-style-type: none"> <li>Are all of my relationships good for me?</li> <li>How can I repair a friendship?</li> <li>Can I challenge a stereotype?</li> <li>What are boundaries in my relationships?</li> <li>What shall I do if someone is pressuring me to do something I don't want to do?</li> </ul>	<ul style="list-style-type: none"> <li>What are civil partnerships and marriages?</li> <li>What should I do if a friendship is making me unhappy?</li> <li>How can I respect myself?</li> <li>What can I do if I or someone I know is feeling unsafe?</li> <li>Is everything I see on social media true?</li> </ul>
<b>Health and Well-being</b>	<ul style="list-style-type: none"> <li>How do people use the internet?</li> <li>What are harmful substances?</li> <li>How can I stop germs spreading?</li> <li>What are emotions?</li> <li>How does it feel to be lonely?</li> </ul>	<ul style="list-style-type: none"> <li>How much time should I spend online?</li> <li>Why do we take medicine, and how do we do it safely?</li> <li>What can I do to keep my teeth clean?</li> <li>How do I know if I am happy?</li> <li>Why is teasing people wrong?</li> </ul>	<ul style="list-style-type: none"> <li>Is everything I read on the internet true?</li> <li>What are harmful substances?</li> <li>How can I keep safe in the sun?</li> <li>What is the difference between physical and mental illness?</li> <li>What do I do in my own time that makes me happy?</li> </ul>	<ul style="list-style-type: none"> <li>How can online behaviour affect people in real life?</li> <li>Why is smoking a bad idea?</li> <li>Am I getting enough sleep?</li> <li>How can exercise help my happiness?</li> <li>Who can I speak to if me or my friend feel unhappy?</li> </ul>	<ul style="list-style-type: none"> <li>How can what I see on the internet affect me?</li> <li>Is it bad to drink alcohol?</li> <li>What is mental health?</li> <li>How can I keep my mind and my body well?</li> <li>How intense are my feelings?</li> </ul>	<ul style="list-style-type: none"> <li>What are the rules and laws for being online?</li> <li>What are legal and illegal drugs?</li> <li>What is immunisation and vaccination?</li> <li>What if my emotions don't make sense?</li> </ul>
<b>Living in the Wider World</b>	<ul style="list-style-type: none"> <li>Elections: School council/ House captains</li> <li>Our village community</li> <li>Pocket money</li> <li>What I want to be</li> </ul>	<ul style="list-style-type: none"> <li>Elections: School council/ House captains</li> <li>Archbishop of York Young Leader Awards: local and national community</li> <li>Money</li> <li>What can I be?</li> </ul>	<ul style="list-style-type: none"> <li>Elections: School council/ House captains</li> <li>Archbishop of York Young Leader Awards: local and national community</li> <li>Money</li> <li>What can I be?</li> </ul>	<ul style="list-style-type: none"> <li>Elections: Local and national elections; School council/ House captains</li> <li>Archbishop of York Young Leader Awards: local, national and global community</li> <li>Spend and save</li> <li>What can I be?</li> </ul>	<ul style="list-style-type: none"> <li>Elections: Local and national elections; School council/ House captains</li> <li>Archbishop of York Young Leader Awards: local, national and global community</li> <li>Spend and save</li> <li>What can I be?</li> </ul>	<ul style="list-style-type: none"> <li>Elections: Local and national elections; School council/ House captains</li> <li>Archbishop of York Young Leader Awards: local, national and global community</li> <li>Spend and save</li> <li>What can I be?</li> </ul>

# **Relationships Education**

## **Y1-Y6**

PSHE LTP Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>(1) Families</b>	<p>Families are important for children growing up as they can give love, security and stability.</p> <p><b>*Explore belonging to different groups, e.g. school, community.</b></p> <p><i>(R9 ) To identify their special people, what makes them special.</i></p> <p><b>Who are my special people and what makes them special?</b></p>	<p>The characteristics of a healthy family life, including in times of difficulty, protection and care for children, the importance of spending time together and sharing in each other's lives.</p> <p><i>(R9) To identify how special people show love and care for one another, even during difficult times.</i></p> <p><b>How do my special people show me they care for me, even during difficult times?</b></p>	<p>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> <p><i>(R4) To recognise different types of relationships including those between acquaintances, friends, relatives and families.</i></p> <p><b>What different relationships do I have in my life?</b></p>	<p>Other families, either in school or in the wider world, sometimes look different to their family but they should respect those differences and know that other children's families are also characterised by love and care.</p> <p><i>(R8) To identify and respect the differences and similarities between people.</i></p> <p><b>Are everyone's families the same as mine?</b></p>	<p>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> <p><i>(R3) To recognise ways in which relationships can be unhealthy and whom to talk to if they need support.</i></p> <p><b>Are all of my relationships good for me?</b></p>	<p>Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long. (Legal age).</p> <p><i>(R5) To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made by to people who love and care for each other.</i></p> <p><b>What are civil partnerships and marriages?</b></p>
<b>(2) Caring Friendships</b>	<p>How important friendships are in making us feel happy and secure.</p> <p><i>(R9 ) To identify their special people, what makes them special.</i></p> <p><b>What do my friends do for me?</b></p>	<p>How people choose friends.</p> <p><i>(R9) To identify their special people, what makes them special.</i></p> <p><b>How did I choose my friends?</b></p>	<p>Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or sad.</p> <p><i>(R13) To recognise different types of teasing and bullying and understand these are wrong and unacceptable.</i></p> <p><b>Would I like to feel lonely or sad?</b></p>	<p>Characteristics of friendships (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties.</p> <p><i>(R2) To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain positive and healthy relationships.</i></p> <p><b>What makes a good friend?</b></p>	<p>Most friendships have ups and downs. These often can be worked out so that the friendship is repaired and even strengthened. Resorting to violence is never right.</p> <p><i>(R12) To develop strategies resolve disputes and conflicts through negotiation and appropriate compromise.</i></p> <p><b>How can I repair a friendship?</b></p>	<p>How to recognise who to trust and not to trust, to judge when a friendship is making them unhappy, managing conflict and how to manage these situations and to seek help or advice from others if needed.</p> <p><i>(R3 )To recognise ways in which relationships can be unhealthy and whom to talk to if they need support.</i></p> <p><b>What shall I do if a friendship is making me unhappy?</b></p>

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<p><b>(3)</b></p> <p><b>Respectful Relationships</b></p> <p>Christian values, courtesy and manners are identified and promoted. They are celebrated throughout the school.</p>	<p>Practical steps that can be taken in a range of contexts to improve or support respectful relationships.</p> <p><i>(R8 )To identify and respect the differences and similarities between people.</i></p> <p><b>How can I show respect in different situations?</b></p>	<p>In school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect to others, including those in position of authority.</p> <p><i>(L3) That people and other living things have rights and that everyone has responsibilities to protect those rights.</i></p> <p><b>If I respect others, will they respect me?</b></p>	<p>The importance of respecting others, even when they are different from them (physically, in character, personality or background, different beliefs).</p> <p><i>(R10) To listen and respond respectfully to a wide range of people, to feel confident to raise concerns, to recognise and care about other people’s feelings and if necessary constructively challenge others’ points of view.</i></p> <p><b>How can I respect all people at all times?</b></p>	<p>Different types of bullying, the impact of bullying, responsibilities of bystanders (reporting to an adult) and how to get help.</p> <p><i>(R14) To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help).</i></p> <p><b>What is bullying and am I responsible if I see it happening?</b></p>	<p>What a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p><i>(R16) To recognise and challenge stereotypes.</i></p> <p><b>Can I challenge a stereotype?</b></p>	<p>The importance of self-respect and how this links to their own happiness. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><i>(R21) To understand personal boundaries; to identify what they are willing to share with their most special people; friends/classmates and others; and that we all have rights to privacy.</i></p> <p><b>How can I respect myself?</b></p>
<p><b>(4)</b></p> <p><b>Being Safe</b></p>	<p>That each person’s body belongs to them and the difference between appropriate and inappropriate or unsafe physical, and other contact. <i>(Not keeping any secrets that make them uncomfortable or afraid).</i></p> <p><i>(R10) To judge what kind of physical contact is acceptable, comfortable or unacceptable and uncomfortable and how to respond.</i></p> <p><b>What is physical contact?</b></p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts) whom they do not know. – <i>Stranger danger</i></p> <p><i>(H15) To recognise that they share a responsibility for keeping themselves and others safe, when to say “Yes... No..... I’ll ask... I’ll tell”.</i></p> <p><b>What do I do if I meet a stranger?</b></p>	<p>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.</p> <p><i>(R9) The concept of keeping something confidential or secret, when they should or should not agree to this and when it’s right to break confidence or share a secret.</i></p> <p><b>Should I always keep a secret, no matter what?</b></p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><i>(H14) To recognise when they need help and to develop the skills to ask for help.</i></p> <p><b>Do I know you?</b></p>	<p>Boundaries that are appropriate in friendships with peers and others (including in digital context).</p> <p><i>(R21) To understand personal boundaries; to identify what they are willing to share with their special people and others. Rights to privacy.</i> <i>(H25) How to manage requests for images of themselves or others, what is appropriate to ask for or share, who to talk to if they feel uncomfortable.</i></p> <p><b>What are boundaries in my relationships?</b></p>	<p>How to recognise and report feelings of being unsafe or feeling bad about any adult. How to report concerns or abuse and the vocabulary and confidence needed to do so.</p> <p><i>(H23) About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</i></p> <p><b>What can I do if me or someone I know feel unsafe?</b></p>

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<p><b>(5)</b> <b>Online Relationships</b></p>	<p>How information and data is shared online. SMART online rules (personal data –name, address, school).</p> <p><i>(H12) Rules for ways of keeping physically and emotionally safe including responsible use ICT and online safety.</i></p> <p><b>What is my personal data, and how can I keep it safe?</b></p>	<p>The rules and principles for keeping safe online Searching for images safely, SMART online rules, passwords/parent permission.</p> <p><i>(H12) Rules for ways of keeping physically and emotionally safe including responsible use ICT and online safety.</i></p> <p><b>How can I find things I need safely on the internet?</b></p>	<p>That the same principles apply to online relationships as face to face relationships, including the importance of respect for others – even when they are anonymous.</p> <p><i>(R2/12) To recognise what constitutes a positive, healthy relationship and develop skills to form and maintain them. (consequences of cyber-bullying).</i></p> <p><b>How can I be respect people online?</b></p>	<p>That people sometimes behave differently online, including by pretending to be someone they're not. (Recognising risks/ harmful content and how to report)</p> <p><i>(H4) To recognise how images in the media (and online) do not always reflect reality.</i></p> <p><b>Are people always who they say they are?</b></p>	<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Pressure to behave in unacceptable/risky ways from friends/media)</p> <p><i>(H13) How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of online sources, including people they know and the media.</i></p> <p><b>What shall I do if someone is pressuring me to do something I don't want to do?</b></p>	<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (Social Media)</p> <p><i>(L18) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; being careful what they forward to others.</i></p> <p><b>Is everything I see on social media true?</b></p>

**Mental Health  
and Well-Being  
Y1-Y6**

PSHE LTP Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>(6)</b></p> <p><b>Internet Safety and Harms Digital Lit/ ICT Learning</b></p>	<p>For most people, the internet is an integral part of life and has many benefits.</p> <p><i>How do people use the internet?</i></p>	<p>Benefits of rationing time spent online, the risks of excessive time spend on devices (positive and negative effects on mental wellbeing).</p> <p><i>How much time should I spend online?</i></p>	<p>How to be discerning of consumer information, including that from search engines is ranked, selected and targeted.</p> <p><i>Is everything I read online true?</i></p>	<p>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.</p> <p><i>How can online behaviour affect people in real life?</i></p>	<p><i>For most people, the internet is an integral part of life and has many benefits.</i></p> <p>What the internet can also be a negative place where online abuse, trolling, bullying, harassment can take place – negatively affecting mental health.</p> <p><i>How can what I see on the internet affect me?</i></p>	<p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p><i>What are the rules and laws for being online?</i></p>
<p><b>(7)</b></p> <p><b>Drugs Alcohol and Tobacco</b></p>	<p>The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking.</p> <p><i>(H11) That household products, including medicines, can be harmful if not used properly.</i></p> <p><i>What are harmful substances?</i></p>	<p>The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking.</p> <p><i>(H11) That household products, including medicines, can be harmful if not used properly.</i></p> <p><i>Why do we take medicine and how do we do it safely?</i></p>	<p>The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking.</p> <p><i>(H11) That household products, including medicines, can be harmful if not used properly.</i></p> <p><i>What are harmful substances?</i></p>	<p>The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking.</p> <p><i>(H17) which, why and how, commonly available substances and drugs (in alcohol, tobacco and energy drinks) can damage their immediate health and safety; that some are restricted and illegal to own, use and give to others.</i></p> <p><i>Why is smoking a bad idea?</i></p>	<p>The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking.</p> <p><i>(H17) which, why and how, commonly available substances and drugs (in alcohol, tobacco and energy drinks) can damage their immediate health and safety; that some are restricted and illegal to own, use and give to others.</i></p> <p><i>Is it bad to drink alcohol?</i></p>	<p>The facts about legal and illegal substances and associated risks including smoking, alcohol use and drug-taking.</p> <p><i>(H17) which, why and how, commonly available substances and drugs (in alcohol, tobacco and energy drinks) can damage their immediate health and safety; that some are restricted and illegal to own, use and give to others.</i></p> <p><i>What are legal and illegal drugs?</i></p>

PSHE LTP Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>(8)</b></p> <p><b>Health and Prevention</b></p>	<p>Personal hygiene and germs including bacteria, viruses and how they are spread. The importance of handwashing.</p> <p><i>(H6) The importance of, and how to, maintain personal hygiene.</i></p> <p><b>How can I stop germs spreading?</b></p>	<p>Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p><i>(H1) what constitutes, and how to maintain, a healthy lifestyle (incidental health).</i></p> <p><b>What can I do to keep my teeth clean?</b></p>	<p>Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p><i>(H1/H2) What positively and negatively affects physical health, how to make informed choices.</i></p> <p><b>How can I keep my skin safe from the sun?</b></p>	<p>The importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.</p> <p><i>(H2) How to make informed choices, recognising that choices can have positive, neutral and negative consequences. 'Balanced lifestyle'</i></p> <p><b>Am I getting enough sleep?</b></p>	<p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p><b>How can I spot illness?</b></p>	<p>The facts and science relating to immunisation and vaccination.</p> <p><b>What are immunisations and vaccinations?</b></p>
<p><b>Physical Health and Fitness and Healthy Eating</b></p>	<p><i>Covered in:</i>  <b>Science</b>  <b>PE and Active lifestyle encouragement daily</b>  <b>Forest Schools</b></p>	<p><i>Covered in:</i>  <b>Science</b>  <b>PE and Active lifestyle encouragement daily</b>  <b>Forest Schools</b></p>	<p><i>Covered in:</i>  <b>Science</b>  <b>PE and Active lifestyle encouragement daily</b>  <b>Forest Schools</b></p>	<p><i>Covered in:</i>  <b>Science</b>  <b>PE and Active lifestyle encouragement daily</b>  <b>Forest Schools</b></p>	<p><i>Covered in:</i>  <b>Science</b>  <b>PE and Active lifestyle encouragement daily</b>  <b>Forest Schools</b></p>	<p><i>Covered in:</i>  <b>Science</b>  <b>PE and Active lifestyle encouragement daily</b>  <b>Forest Schools</b></p>

PSHE LTP Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>(9)</b></p> <p><b>Mental Wellbeing</b></p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear) and scale emotions that all humans experience in relation to different experiences/situations.</p> <p><i>(H4) Good and not good feelings, a vocabulary to describe feelings to others and develop strategies for managing feelings.</i></p> <p><b>What are emotions?</b></p>	<p>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> <p><i>(R1) To communicate their feelings to others, to recognise how others show feelings and how to respond.</i></p> <p><b>How do I know if I am happy?</b></p>	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p><i>(H2) How to make informed choices (in recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.'</i></p> <p><b>What is the difference between physical health and mental health?</b></p>	<p>The benefits of physical exercise, time outdoors on mental wellbeing and happiness.</p> <p><i>(L10) To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</i></p> <p><b>How can exercise help my happiness?</b></p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear) and scale emotions that all humans experience in relation to different experiences/situations.</p> <p><i>(H6) To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</i></p> <p><b>How intense are my feelings?</b></p>	<p>How to judge what they are feeling and how they are.</p> <p><i>(H7) To recognise that they may experience conflicting emotions and when they need to listen to or overcome these.</i></p> <p><b>What if my emotions don't make sense?</b></p>
<p><b>(10)</b></p> <p><b>Mental Wellbeing</b></p>	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><i>(H4) Good and not good feelings, a vocabulary to describe feelings to others and develop strategies for managing feelings.</i></p> <p><b>How does it feel to be lonely?</b></p>	<p>That bullying has a negative and often lasting impact on mental wellbeing.</p> <p><i>(R13) To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.</i></p> <p><b>Why is teasing people wrong?</b></p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><i>(H1) What positively and negatively affects their physical, mental and emotional health?</i></p> <p><b>What do I do in my own time that makes me happy ?</b></p>	<p>Where and how to seek support (triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else mental health.</p> <p><i>(H14/2 )To recognise when they need help, develop skills to ask for help and whom to seek support from.</i></p> <p><b>Who can I speak to if me or someone I know feel unhappy?</b></p>	<p>It is common for people to experience ill mental health. For many people who do, the problems can be resolved with the right support, especially if accessed early enough.</p> <p><i>(H14/23) To recognise when they need help, develop skills to ask for help and whom to seek support from.</i></p> <p><b>Is it common for people to be ill mentally?</b></p>	<p>The benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><i>(L10) To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</i></p> <p><b>How would I feel if I helped in the community?</b></p>