

# PERSONAL, SOCIAL AND HEALTH EDUCATION AT ALBAN CITY SCHOOL

At Alban City School, PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society. Our PSHE curriculum has been built with the aim to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their social, mental and physical development. Children will be able to develop the ability to tackle the moral, social and cultural issues that are part of growing up. Through our discrete lessons, as well as a wider cross-curricular approach to teaching PSHE, children are taught how to keep themselves safe, both physically and emotionally, resulting in the acquisition of knowledge and skills which enables them to access the wider curriculum. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our PSHE programme of learning and wider curriculum will enable children to meet the End of Key Stage Statements as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance 2019. Our PSHE programme is an integral part of our whole school PSHE education provision and is designed to meet the unique needs of pupils, not only through the One Decision Scheme of Work, but through our wider curriculum offer. One Decision uses open ended learning activities which suit the ethos of PSHE in our school. All learning activities used in One Decision allow opportunities for discussion and debate. Open ended learning activities provide an opportunity for children to develop their skills, knowledge and understanding and attitudes.

Our curriculum and wider provision will ensure that children will be equipped to support their decision making in regards to their wellbeing, health and relationships. Children will start their journey with us treating each other with kindness and respect. Our embedded whole school vision to nurture children's spiritual, moral, social and cultural development supports them to foster good relationships between all in line with the protected characteristics under the Equality Act 2010. Our curriculum allows children to build upon their understanding of British Values in an age appropriate way, in order for them to become positive citizens in a forever changing community and ultimately preparing them for life and work in modern Britain. By the end of each key stage, children will have had the opportunities to meet the end of key stage statements in line with the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education. Children will have enhanced knowledge and understanding through our quality links with our multi-cultural community. Through real life experience, external visitors will promote the teaching of different aspects of our PSHE curriculum. Our overarching aims and objectives in supporting our children to become healthy and responsible members of society, enables pupils to develop the ability to collaborate, build upon their emotional security, improve concentration due to a focus on their wellbeing as well as ensuring children are self-reliant with an understanding of self-care and nutrition. We aim for children to end their journey moving onto the next stage of their education with self-confidence and a high sense of self-worth.

	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
--	------------------	-----------	-----------	-----------	-----------	-----------	-----------

## Keeping/staying safe

<p>Show good control and coordination in large and small movements.</p> <p>Move confidently in a range of ways safely negotiating space.</p> <p>Handle equipment and tools effectively.</p>	<p>Understand road safety and develop road sense.</p> <p>What do I need to keep safe from?</p> <p>What may put me or others at risk?</p> <p>Developing understanding of safe and unsafe scenarios.</p> <p>How to ask for help or advice for themselves or others and how to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p>	<p>Who keeps us safe?</p> <p>How to keep self-safe in a range of scenarios.</p> <p>How to respond safely and appropriately to adults they may encounter in all contexts including online.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>How to ask for help or advice for themselves or others and how to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p>	<p>Understanding hazards inside and outside the home.</p> <p>How to react to hazards, understanding warning signs.</p> <p>How to manage risks to physical and emotional health and wellbeing.</p> <p>Ways of keeping physically and emotionally safe.</p> <p>When and why should we call 999?</p> <p>Know what a hoax call is.</p> <p>How to ask for help or advice for themselves or others and how to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p>	<p>What do we need to keep safe from?</p> <p>Identify strategies to keep ourselves and others safe.</p> <p>Identify a risky choice.</p> <p>How to ask for help or advice for themselves or others and how to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p>	<p>Understand potential outcomes of taking risks.</p> <p>What is peer pressure and why do we give into it?</p> <p>Develop strategies to cope with peer pressure.</p> <p>Understand that most friendships have ups and downs and to work through difficulties and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust.</p> <p>How to manage conflict and how to seek help and advice from others if needed.</p> <p>How to ask for help or advice for themselves or others and how to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p>	<p>Bikeability training</p> <p>Keeping safe near water.</p> <p>How to respond in an emergency.</p> <p>How to ask for help or advice for themselves or others and how to keep trying until they are heard.</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so.</p>
---	---	--	---	--	--	---

<p><b>Keeping/staying healthy</b></p>	<p>Know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and stay safe.</p> <p>Manage their own basic hygiene and personal needs successfully.</p>	<p>How to prevent the spread of germs. E.G, Washing hands.</p> <p>What do we do to keep healthy?</p>	<p>Understand the characteristics of a healthy diet and the risks associated with unhealthy eating.</p> <p>Understand how and why to brush your teeth.</p> <p>The benefits of good oral hygiene.</p>	<p>Know, understand and be able to practise simple safety rules about medicine.</p> <p>Know who we can accept medicine from.</p>	<p>To know what a healthy lifestyle is and to make healthy lifestyle choices. E.G, salts, sugar, saturated fat.</p> <p>Principles of planning and preparing a range of healthy meals.</p>	<p>Understand that cigarettes contain nicotine and that it's a drug.</p> <p>Risks related to smoking.</p> <p>How to manage pressure of smoking.</p>	<p>Facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking.</p> <p>Be able to predict and assess the level of risk in different fun situations.</p>
---------------------------------------	--	--	--	--	---	---	--

## Relationships

<p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise and name a range of feelings.</p> <p>How to be a good friend.</p> <p>Caring about others.</p> <p>How important friendships are in making us feel happy and secure and how people choose and make friends.</p> <p>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> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners</p>	<p>Be able to identify and understand bullying behaviours including cyber bullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Know how to cope with bullying behaviours.</p> <p>Understand that feelings can be shown without words.</p> <p>Expect to be treated with respect and that they should show it towards others.</p> <p>How to recognise who to trust and who not to trust and to judge when a friendship is making them feel unhappy and uncomfortable, managing conflict, how to manage these situation and how to seek help or advice from others if needed.</p> <p>Practical steps they can take in a range of different</p>	<p>Understand the difference between appropriate and inappropriate touch and that each person's body belongs to them.</p> <p>Understand personal boundaries.</p> <p>How can we talk about things that worry us?</p> <p>To know about the concept of privacy and the implications of it. E.G, it's not always right to keep secrets if they relate to being safe.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners</p>	<p>Know that relationships change as we grow.</p> <p>Be able to identify how relationships can be healthy and unhealthy.</p> <p>Learn strategies for asking for help if needed.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice from others if needed.</p> <p>How can we focus on positive attributes in others?</p> <p>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>	<p>Understand what puberty means.</p> <p>Know and understand the changes that boys and girls may go through during puberty.</p> <p>Develop coping strategies to help with the different stages of puberty.</p> <p>Know about menstrual wellbeing including key facts about the menstrual cycle.</p> <p>What makes us different and unique?</p> <p>What makes the community diverse, strategies to overcome barriers and promote diversity and inclusion?</p> <p>What a stereotype is and how stereotypes can be unfair, negative or destructive.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Know and understand the terms conception and reproduction.</p> <p>Understand the function of the male and female reproductive systems.</p> <p>Know about the different stages of pregnancy.</p> <p>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> <p>Know 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.</p> <p>That marriage represents a formal and legally</p>
--	---	--	--	--	--	---

			<p>contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners</p>	<p>The importance of self-respect and how this links to their own happiness.</p>	<p>Families are important for children growing up because they can give love, security and stability.</p> <p>Know and understand that being different is ok.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness.</p>	<p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness.</p>	<p>recognised commitment of two people to each other which is intended to be lifelong.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show</p>
--	--	--	--	--	--	---	---

							<p>due respect to others, including those in positions of authority.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p style="text-align: center;"><b>Being responsible</b></p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>What are you responsible for?</p> <p>How do responsibilities grow and you grow?</p> <p>Importance of preventing accidents.</p> <p>Recognise responsible and irresponsible actions.</p>	<p>Learn a range of skills for coping with unpleasant/uncomfortable emotions.</p> <p>Know how you can help other people.</p> <p>How to recognise and report feelings of being unsafe.</p> <p>Understand the risks of talking to people you don't know very well in the community.</p>	<p>Know why it's wrong to steal.</p> <p>To be able to describe how it might feel if something is borrowed and not returned.</p>	<p>How can we be responsible at home, at school and in the community?</p> <p>Understand the importance of being responsible in a range of situations.</p> <p>Discuss a range of situations when being on time is important.</p> <p>The conventions of courtesy and manners.</p> <p>Know and understand how our judgements and opinions can affect others.</p>	<p>Learn skills of how to speak out when someone is being unkind to us or others.</p> <p>Be able to describe caring and considerate behaviour.</p> <p>Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate and responsible way.</p>	<p>Why is it important to be considerate and maintain a positive reputation?</p> <p>Understand the importance of not stealing.</p> <p>Consider responsible and irresponsible behaviour.</p> <p>Discuss skills and strategies to support positive behaviour.</p> <p>Explain each of the British Values.</p> <p>Create a range of values for your educational setting.</p>

## Feelings and emotions

<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs.</p>	<p>Understand a range of emotions and how they make us feel physically and mentally.</p> <p>That there is a normal range of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions using a varied vocabulary.</p> <p>Learn a range of skills for coping with unpleasant/uncomfortable emotions.</p>	<p>Learn a range of skills for coping with unpleasant/uncomfortable emotions.</p> <p>Be able to recognise and name emotions and their physical effects.</p> <p>Understand that feelings can be communicated with and without words.</p> <p>That there is a normal range of emotions that all humans experience in relation to different experiences and situations.</p>	<p>Be able to recognise and name emotions and their physical effects when dealing with grief.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation and voluntary activity of mental wellbeing and happiness.</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>How do feelings and emotions drive us to behave in different ways?</p> <p>Understand how we can support others who feel lonely, jealous or upset.</p> <p>Learn a range of skills for coping with unpleasant/uncomfortable emotions caused by jealousy.</p>	<p>Learn more about healthy and unhealthy anger.</p> <p>Understand it is natural to feel angry but how it is expressed is important too.</p> <p>How to debate.</p>	<p>Recognise thought, feelings and emotions and understand the differences between those which make us feel good and those that feel not so good.</p> <p>Understand how we can recognise worry and support self or others who may be worried.</p> <p>Consider a range of scenarios and for each consider what emotions each child is feeling and what they could do to make them feel better.</p>
---	---	---	---	---	--	---

## Computer Safety

<p>Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Understand how online activity can affect others.</p> <p>Be able to recognise negative aspects of using technology.</p> <p>Awareness of computer safety rules.</p>	<p>Understand how your online actions can affect others.</p> <p>Know the risks of sharing images without permission.</p> <p>Understand the difference between safe and risky choices online.</p> <p>Be able to identify possible dangers and consequences of talking to strangers online.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>Be able to identify possible dangers and consequences of talking to strangers online.</p> <p>That people sometimes behave differently online including by pretending to be someone they are not.</p> <p>Know how to keep safe in online chatrooms.</p> <p>Design rules for online technology use.</p> <p>Understand the benefits of rationing time spent online and the impact online content has on theirs and others wellbeing.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>What are the positives and negatives of using computers and being online?</p> <p>Be able to identify cyber bullying and its consequences.</p> <p>Be able to develop coping strategies to use if we or someone we know is being bullied online.</p> <p>Know how to ask for help.</p> <p>That the same principles apply to online relationships as to face to face relationships, including the importance for respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of</p>	<p>Understand the consequences of potential outcomes for sharing images online.</p> <p>Be able to create a set of rules to follow when sharing images online.</p> <p>Know that there are rules and laws about sharing images online.</p> <p>How to overcome pressures to share online.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</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.</p> <p>Know how information and data is used and shared online.</p>	<p>Understand the potential dangers of talking to people online.</p> <p>Understand that fake online profiles exist and people may not always be who they say they are.</p> <p>To be a discerning consumer of information online including that information is ranked, selected and targeted.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</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.</p>
--	---	---	--	--	---	---

					information including awareness of the risks associated with people they have never met.		
--	--	--	--	--	--	--	--

## Money matters

	<p>What is money?</p> <p>Why do we need money?</p> <p>How can we use money?</p> <p>How can we get money?</p>	<p>Understand different ways we can receive money.</p> <p>Know how to keep money safe.</p> <p>Understand the importance of saving money.</p>		<p>Where does money come from to pay for all the services that keep us healthy, safe and educated?</p> <p>What is tax?</p> <p>What is VAT?</p>	<p>Understand the basics of saving money, be able to identify how you can help at home.</p> <p>Understand how to budget for items you would like to buy.</p> <p>Basic understanding of enterprise.</p>	<p>Understand the impact of spending money without permission.</p> <p>Recognise how to be responsible and respectful while using online games and apps.</p> <p>How can we help the family save money?</p>
--	--	--	--	--	--	---