

## Personal, Social, Health, Education (PSHE) Curriculum Objectives 2022-2023

|  | <b>By the end of primary school pupils should know:</b>  |
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| <b>EYFS<br/>Framework /<br/>National<br/>Curriculum<br/>Objectives</b> | <p><b>Families and People Who Care For Me</b></p> <ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy</li> </ul> <p><b>Caring Relationships</b></p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |

**Online Relationships**

- That people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

**Being Safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

**Please note these objectives cover both PSHE and RSE. The progression documents below have been separated into the two subjects.**

# Redwell PSHE LTP 2022-2023

| Skills Matrix (Progression of Skills) |                  |                           |  |  |   |  |  |  |  |
|---------------------------------------|------------------|---------------------------|--|--|---|--|--|--|--|
| Year Group                            |                  |                           | R  | 1  | 2   | 3  | 4  | 5  | 6  |
| <b>Learning Objectives</b>            | <b>Knowledge</b> | <b>Citizenship</b>        | <p><u>Identities &amp; Diversity</u><br/>Who are the people in my class and how are we similar to and different from each other?<br/>Who are the people in my family, and who are the people in other families? What is especially important to my family and me?<br/>What are some of the similarities and differences in the way people live their lives? What is life like in other countries?<br/>How can we value different types of people including what they believe in and how they live their lives?<br/>How do we celebrate what we believe in and how is this different for different people?</p> <p><u>Me &amp; My World</u><br/>Who are the people who help to look after me and my school?<br/>How can I help to look after my school?<br/>How can I help to care for my things at home? Where do I live and what are the different places and features in my neighbourhood?<br/>Who are the people who live and work in my neighbourhood, including people who help me?<br/>How can we look after the local neighbourhood and keep it special for everybody?<br/>What do animals and plants need to live and how can I help to take care of them?<br/>What is money and why do we need it?</p> | <p><u>Working Together</u><br/>What am I and other people good at?<br/>What new skills would I like to develop?<br/>How can I listen well to other people?<br/>How can I work well in a group?</p> <p><u>Rights, Rules and Responsibilities</u><br/>Who looks after me and what are their responsibilities?<br/>Can I listen to other people, share my views and take turns?<br/>Can I take part in discussions and decisions in class?</p> <p><u>Diversity and Communities</u><br/>What makes me 'me', what makes you 'you'?<br/>Do all boys and all girls like the same thing?<br/>What is my family like and how are other families different?<br/>What different groups do we belong to?<br/>What is a stereotype and can I give some examples?<br/>Who helps people in my locality and what help do they need?<br/>What does 'my community' mean and how does it feel to be a part of it?<br/>How do people find out about what is happening in my community?<br/>How do we care for animals and plants?<br/>How can I help look after my school?</p> | <p><u>Rights, Rules and Responsibilities</u><br/>How do rules and conventions help me to feel happy &amp; safe?<br/>How do I take part in making rules?<br/>What jobs and responsibilities do I have in school and at home?</p> <p><u>Working Together</u><br/>Why is it important to take turns?<br/>How can I negotiate to sort out disagreements?<br/>How are my skills useful in a group?<br/>What is a useful evaluation?</p>      | <p><u>Working Together</u><br/>What am I good at and what are others good at?<br/>What new skills would I like to develop?<br/>How well can I listen to other people?<br/>How do I ask open questions?<br/>How can I share my views and opinions effectively?<br/>How can different people contribute to a group task?<br/>How can I persevere and overcome obstacles to my learning?<br/>How can I work well in a group?<br/>What is a useful evaluation?<br/>How do I give constructive feedback and receive it from others?</p> | <p><u>Rights, Rules and Responsibilities</u><br/>What does it mean to be treated and to treat others with respect?<br/>Who are those in positions of authority within our school and communities and how can we show respect?<br/>Why do we need rules and conventions at home and at school?<br/>What part can I play in making and changing rules?<br/>What do we mean by rights and responsibilities?<br/>What are my responsibilities at home and at school?<br/>How do we make democratic decisions in school?<br/>What is a representative and how do we elect them?</p> <p><u>Diversity and Communities</u><br/>What have we got in common and how are we different?<br/>How might others' expectations of girls and boys affect people's feelings and choices?<br/>How are our families the same and how are they different?<br/>Do people who live in my locality have different traditions, cultures and beliefs?<br/>How does valuing diversity benefit everyone?<br/>Why are stereotypes unfair and how can I challenge them?<br/>How do people in my locality benefit from being part of different groups?<br/>What are the roles of people who support others with different needs in my community?<br/>How does the media work in my community?<br/>How can we care for the local environment and what are the benefits?<br/>What do animal's needs, and what are our responsibilities?</p> | <p><u>Rights, Rules and Responsibilities</u><br/>What are the conventions of courtesy &amp; manners and how do these vary?<br/>How does my behaviour online affect others and how can I show respect?<br/>Why is it important to keep my personal information private, especially online?<br/>How can I contribute to making and changing rules in school?<br/>What are the basic rights of children and adults?<br/>Why do we have laws in our country?<br/>How does democracy work in our community and in our country?<br/>What do councils, councillors, parliament and MPs do?<br/>How do I take part in debate, respectfully listening to other people's views?</p> <p><u>Working Together</u><br/>What are my strengths and skills and how are they been by others?<br/>What helps me learn new skills effectively?<br/>What would I like to improve and how can I achieve this?<br/>How could my skills and strengths be used in future employment?<br/>What are some of the jobs that people do?<br/>How can I be a good listener to other people?<br/>How can I share my views effectively and negotiate with others to reach agreement?<br/>How can I persevere and help others to do so?<br/>How can I give, receive and act on sensitive and constructive feedback?</p> | <p><u>Diversity and Communities</u><br/>How do other people's perceptions, views and stereotypes influence my sense of identity?<br/>How do views of gender affect my identity, friendships, behaviour and choices?<br/>What are people's different identities, locally and in the UK?<br/>How can I show respect to those with different lifestyles, beliefs and traditions?<br/>What are the negative effects of stereotyping?<br/>Which wider communities &amp; groups am I part of and how does this benefit me?<br/>What are voluntary organisations and how do they make a difference?<br/>What is the role of the media and how does it influence me and my community?<br/>Who cares for the wider environment and what is my contribution?</p> |
|                                       |                  | <b>Economic Wellbeing</b> |  | <p><u>Financial Capability</u><br/>Where does money come from and where does it go when we 'use it'?<br/>How might I get money and what can I do with it?<br/>How do we pay for things?<br/>What does it mean to have more or less money than you need?<br/>How do I feel about money?<br/>How do my choices affect me, my family, and others?<br/>What is a charity?</p>  | <p><u>Financial Capability</u><br/>What different ways are there to earn and spend money?<br/>What do saving, spending and budgeting mean to me?<br/>How can I decide what to spend my money on and choose the best way to pay?<br/>What might my family have to spend money on?<br/>What is 'value for money'?<br/>How do my feelings about money change?<br/>How do my choices affect my family, the community, the world and me?</p> | <p><u>Financial Capability</u><br/>What different ways are there to gain money?<br/>What sort of things do adults need to pay for?<br/>How can I afford the things I want or need?<br/>How can I make sure I get 'value for money'?<br/>Why don't people get all the money they earn?<br/>How is money used to benefit the community or the wider world?<br/>What is poverty?</p>  |  |  |  |

## Healthy & Safer Lifestyles

My Body and Growing Up  
 How can I look after my body and keep it clean?  
 How am I learning to take care of myself and what do I still need help with?  
 Who are the trusted people who look after me?

Healthy Lifestyles  
 What things can I do when I feel good and healthy?  
 What can't I do when I am feeling ill or not so healthy?  
 What can I do to help keep my body healthy?  
 Why are food and drink are good for us?  
 How can I make healthier choices about food? What is exercise is and why is it good for us?  
 Why are rest and sleep good for us?

Keeping Safe  
 What are some situations where I need to think about how to keep myself safer?  
 Do I understand simple safety rules for when I am at home, at school and when I am out and about?  
 What are the clues my body gives me if I am feeling unsafe?  
 Can I say 'No!' if I feel unsafe or unsure about something?  
 Can I ask for help and tell people who care for me if I feel unsafe, worried or upset?  
 Who are the people who help to keep me safe? What goes on to and into my body and who puts it there?  
 Why do people use medicines?  
 What are the safety rules relating to medicines and who helps me with these?

Healthy Lifestyles  
 How can I stay as healthy as possible?  
 What does it feel like to be healthy?  
 What does healthy eating mean and why is it important?  
 Why is it important to be active and what are the opportunities for physical activity?  
 What can help us eat healthy?  
 Why do we need food?

Personal Safety  
 Can I identify different feelings and tell others about how I feel?  
 Can I name my own Early Warning Signs?  
 How do I know which adults and friends I can trust?  
 Who could I talk with if I have a worry or need to ask for help?

Managing Safety and Risk  
 What are risky situations and how might I feel?  
 What is my name, address and phone number and when might I need to give them?  
 What is an emergency and who can help?  
 What makes a place or activity safe for me?  
 What are the benefits and risks for me when walking near the road?  
 What are the benefits and risks for me in the sun?  
 What do I enjoy when I'm near water?  
 What are the risks for me if I am lost?

Drug Education  
 What substances might enter out bodies, how do they get there and what do they do?  
 What are medicines and why and when do some people use them?  
 When and why do people have an injection from a doctor or a nurse?  
 Who is in charge of the medicine that I take?  
 What different things can help me feel better if I feel poorly?  
 How can I keep safe with medicines and substances at home and at school?  
 What is persuasion and how does it feel to be persuaded?

Personal Safety  
 What could I do if a friend or someone in my family is not kind to me?  
 Can I identify private body parts and say 'no' to unwanted touch?

Healthy Lifestyles  
 What does healthy eating and a balanced diet mean?  
 What is an active lifestyle and how does it help me to be healthier?  
 What is mental wellbeing and how is it affected by my physical health?  
 How much sleep do I need and what happens if I don't have enough?  
 How do nutrition and physical activity work together?  
 How can I plan and prepare simple, healthy meals safely?  
 How can I look after my teeth and why is it important?  
 Who is responsible for my lifestyle choices and how are these choices influenced?

Managing Safety and Risk  
 How do I feel in risky situations and how might my body react?  
 Can I make decisions in risky situations and might my friends affect these decisions?  
 When might I meet adults I don't know and how can I respond safely?  
 What actions could I take in an emergency or accident and how can I call the emergency services?  
 What are the benefits of using the roads and being near water and how can I reduce the risks?  
 How is fire risky and how can I reduce the risks?  
 How do I keep myself safe during activities and visits?  
 How can I stop accidents happening at home when I am out?

Drug Education  
 What medical and legal drugs do I know about, and what are their effects?  
 Who uses and misuses legal drugs?  
 Why do some people need medicine and who prescribes it?  
 What are immunisations and have I had any?  
 What are the safety rules for storing medicine and other risky substances?  
 What should I do if I find something risky, like a syringe?  
 What do I understand about how friends and the media persuade and influence me?

Personal Safety  
 How do I recognise my own feelings and communicate them to others?  
 Which school/classroom rules are about helping people to feel safe?  
 What qualities do trusted adults and trusted friends have?  
 Who is on my network of support and how can I ask them for help?  
 What could I do if I feel worried about a friendship or family relationship?  
 What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?  
 How can I decide if a secret is safe or unsafe?  
 How can I keep safe online?

Managing Safety and Risk  
 When might it be good for my mental health for me to take a risk?  
 What are the possible benefits and consequences of taking physical, emotional and social risks?  
 When am I responsible for my own safety as I get older and how can I keep others safer?  
 How can I safely get the attention of a known or unknown adult in an emergency?  
 Can I carry out basic first aid in common situations, including head injuries?  
 What are the benefits of cycling and walking on my own and how can I stay safer?  
 How can being outside support my wellbeing & how do I keep myself safe in the sun?  
 What are the benefits of using public transport and how can I stay safe near railways?  
 How can I prevent accidents at school and at home, now that I can take more responsibility?

Drug Education  
 What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?  
 How does drug use affect the way a body or brain works?  
 How do medicines help people with different illnesses?  
 What immunisations have I had or may I have in future and how do they keep me healthy?  
 What is drug misuse?  
 What are some of the laws about drugs?  
 How can I assess risk, recognise peer influence & respond assertively?  
 When and how should I check information about drugs?

Personal Safety  
 How do I recognise my own feelings and consider how my actions may affect the feelings of others?  
 Can I use my Early Warning Signs to judge how safe I am feeling?  
 How do I judge who's a trusted adult of trusted friend?  
 How can I seek help or advice from someone on my network of support and when should I review my network?  
 How could I report concerns of abuse or neglect?  
 Can I identify appropriate and inappropriate or unsafe physical contact?  
 How do I judge when it is not right to keep a secret and what action could I take?  
 How can I recognise risks online and report concerns?  
 What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

Healthy Lifestyles  
 How does physical activity help me & what might be the risks of not engaging it?  
 What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?  
 What are the different aspects of a healthy lifestyle and how could I become healthier?  
 What are the factors influencing me when I'm making lifestyle choices and how might these change over time?  
 What might be the signs of physical illness and how might I respond?  
 What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?  
 Why are online apps and games age restricted?

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|  | <p style="text-align: center;"><b>Skills</b></p> | <p>I can recognise similarities and differences between me and my classmates.<br/>I can recognise similarities and differences between how different families live their lives.</p> <p>I can identify who looks after me at school.<br/>I can show responsibility and respect towards my things at school and at home.<br/>I can show respect and responsibility towards my local neighbourhood, animals and plants.</p> <p>I can look after and keep my body clean.<br/>I can describe similarities and differences between the appearances of different people.<br/>I can name different external parts of the body.<br/>I can demonstrate the different things that people do to keep their bodies clean.<br/>I can talk about my own hygiene routines.<br/>I can follow good hygiene practices at school.<br/>I can name people in my family and other trusted people who care for and look after me.</p> <p>I can talk about what being healthy means.<br/>I can explain how my body needs sleep exercise and food.<br/>I can recognise the Eatwell plate and which foods belong to each group.<br/>I can say what sort of foods need to go into a lunchbox to make it healthy.<br/>I can explain what happens to my body when I exercise.<br/>I can describe my bedtime routine and talk about why sleep is important.<br/>I can make healthy choices.<br/>I can improve my health.</p> <p>I can describe I time or place when I felt safe.<br/>I understand the need to tell someone in my safety circle if I have a worry.<br/>I can recognise 'yes', 'no' or 'I'm not sure' feelings and places.<br/>I can use my safety eyes and ears to keep myself and others safe.<br/>I can tell someone my full name, address and phone number.<br/>I can use family and doctor words to name private body parts.<br/>I understand that no one should touch my private areas, apart from for health and hygiene reasons.<br/>I can describe what a secret is.<br/>I can identify and demonstrate strategies for keeping safe near a road.</p> | <p>I can follow the classroom rules and behave appropriately.</p> <p>I can listen to others and share my own opinions.<br/>I can take turns.</p> <p>I can discuss my likes and dislikes.<br/>I can ask for help when I need it, from the appropriate person.<br/>I can show responsibility and respect for people, animals and objects.</p> <p>I can identify healthy and unhealthy food.<br/>I can describe how food tastes, looks, smells and feels.<br/>I can make healthy choices.<br/>I can talk about the different food groups in the Eatwell guide.<br/>I can say what it feels like to be healthy.<br/>I can encourage others to make healthy choices.<br/>I can share foods I like and dislike.<br/>I can take part in exercise and activity.<br/>I can say what changes happen to my body and feelings when I am active.</p> <p>I can talk about feelings and worries, and accept support.</p> | <p>I can follow the classroom rules.<br/>I can take part in discussions and decisions in the classroom.<br/>I can take turns.</p> <p>I can show empathy towards others.<br/>I use the correct social skills in group work.</p> <p><b>I can use money appropriately.<br/>I can use money to pay for things.<br/>I can plan simple spending.</b></p> <p>I can identify an emergency and call for help.<br/>I can stop simple accidents from happening by being aware of the world around me.<br/>I can keep myself safe in the sun and near the road/water.<br/>I can ask for help if I am lost.</p> <p>I can use medicine correctly.<br/>I can describe how I feel when I am poorly.<br/>I can point out safety information on packaging.<br/>I can point out risk.</p> <p>I can decline unwanted touch and report this to the correct, trustworthy person.</p> | <p>I can identify what I am good at and contribute these attributes to a group task.<br/>I can define and demonstrate cooperation and collaboration.<br/>I can use different strategies to overcome obstacles to my learning.<br/>I can evaluate my and other peoples work using constructive feedback.</p> <p><b>I can define the terms 'income', 'budgeting', 'saving' and 'spending'. I can describe the terms 'credit' and 'debit'.<br/>I can manage money within a budget.<br/>I can make choices about what to spend money on using information.</b></p> <p>I can describe healthy choices that I make.<br/>I can lead a healthy lifestyle through physical activity.<br/>I can give examples of activities that develop strength, stamina and flexibility.<br/>I can sort foods into their groups on the Eatwell guide.<br/>I can create examples of daily menus which would give someone a good balance of different types of food.<br/>I can plan and prepare a simple healthy meal or snack.<br/>I can say how many hours of sleep I have had.<br/>I can look after my teeth.</p> | <p>I can explain the difference between wants and needs.<br/>I can describe some of the rights in the UN Convention on the Rights of the Child.<br/>I can explain how it feels to be treated with respect.<br/>I can name people of authority in school and the wider community.<br/>I can communicate respectfully with others.<br/>I can take part in making decisions for the class, sharing my opinions.<br/>I can take part in voting.</p> <p>I can describe my identity and talk about aspects that have stayed the same or changed.<br/>I can identify similarities and difference between me and other children.<br/>I can describe a negative consequence of stereotyping.<br/>I can explain how the media affects everyday life.<br/>I can explain positive and negative aspects of where I live.<br/>I can explain the basic responsibilities humans have towards animals.</p> <p>I can describe how my body reacts in risky situations.<br/>I can help someone who is choking.<br/>I can name some people I would ask for help in a risky situation.<br/>I can explain the 'stop, look, listen, think' procedure for crossing a road.<br/>I can keep myself safe near water/ roads.<br/>I can treat a scald or burn.<br/>I can contact the emergency services in an emergency situation.<br/>I can define unintentional and preventable risks.</p> <p>I can name a range of medical and legal recreational drugs.<br/>I can describe the rules for using medicine safely at home and at school.<br/>I can describe some of the effects of cigarettes and share this information with others.<br/>I can list some drinks that contain alcohol.<br/>I can recognise persuasion and manage it effectively.</p> <p>I can recognise my Early Warning Signs that tell me I do not feel safe.<br/>I can explain what makes a good friend and a trusted adult.<br/>I can call 999 if necessary.<br/>I can name the adults on my Network of Support.<br/>I can identify physical contact that I feel comfortable with.<br/>I can name the private parts of the body.</p> | <p>I can explain some rights that adults have and explain why these are important.<br/>I can explain how rules can help prevent problems in school.<br/>I can review the effectiveness of ground rules and suggest relevant changes.<br/>I can communicate appropriately with adults and peers.<br/>I can say what is safe to share online.<br/>I can identify and explain some of the rules and laws we have in our country.<br/>I can create a manifesto for school council elections.<br/>I can explain the role of a local council.<br/>I can research a local issue.<br/>I can take part in a debate.</p> <p>I can accept positive comments from others about my own strengths and skills.<br/>I can find out about a range of jobs.<br/>I can negotiate with others to achieve an agreement.<br/>I can listen to other people's views and opinions.<br/>I can practise the role of the chairperson.<br/>I can break down a long term goal or dream into smaller steps.<br/>I can evaluate my work in a range of subjects.</p> <p>I can describe ways I can help others to stay safe.<br/>I can explain how to identify and reduce risks on a trip.<br/>I can make a 999 emergency call.<br/>I can name people in my network I would go to for help.</p> | <p>I can talk about how my identity might have change over time.<br/>I can talk about how someone might challenge prejudice-based behaviour.<br/>I can present to others positive aspects of my community and possible challenges for people who live there.</p> <p><b>I can make informed choices to get best buys and value for money.<br/>I can plan and budget for a project.<br/>I can keep effective records of spending to help with budgeting.</b></p> <p>I can list a range of medical, legal recreational and illegal drugs.<br/>I can identify times when medicine can be harmful.<br/>I can describe how alcohol enters the bloodstream and a range of possible effects.<br/>I can explain some consequences to breaking the law.</p> <p>I can identify who is in my network of support.<br/>I can ask for help.<br/>I can recall the number for childcare and know how they can help me.<br/>I can say 'no' confidently if I do not want to do something.<br/>I can talk with someone about unsafe or unwanted physical contact, abuse, something that happened online or an unsafe secret if I need to.</p> <p>I can sort foods and meals according to the Eatwell guide and the nutrients they contain.<br/>I can suggest a healthy balanced meal.<br/>I can plan, prepare and cook healthy meals.<br/>I can persuade others that physical activity is beneficial.</p> |
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## Redwell PSHE Intent 2022-2023

| Key Stage  |                                      | EYFS                                   | Key Stage One                          |   | Key Stage Two                          |   |  |   |
|------------|--------------------------------------|--|--|---|--|---|--|---|
| Year Group |                                      | R                                      | 1                                      | 2   | 3                                      | 4   | 5                                      | 6   |
| Autumn 1   | <b>Topic</b>                         | <b>You've Got a Friend in Me</b>       | <b>My 5 Senses</b>                     | <b>Pirates</b>  | <b>India</b>                           | <b>Africa</b>   | <b>Macbeth and the British Isles</b>   | <b>Woeful Wars</b>  |
|            | <b>PSHE Focus</b>                    | <i>Covered through RSE objectives.</i> | <i>Covered through RSE objectives.</i> | <b>Citizenship</b>  | <i>Covered through RSE objectives.</i> | <b>Healthy and Safer Lifestyles</b>   | <i>Covered through RSE objectives.</i> | <b>Healthy and Safer Lifestyles</b>   |
|            | <b>Knowledge &amp; Understanding</b> |  |  | (Rights, Rules & Responsibilities)<br>How do rules and conventions help me to feel happy & safe?<br>How do I take part in making rules?<br>What jobs and responsibilities do I have in school and at home?<br>How do rules make me feel happy and safe? |  | (Personal Safety)<br>How do I recognise my own feelings and communicate them to others?<br>Which school/classroom rules are about helping people to feel safe?<br>What qualities do trusted adults and trusted friends have?<br>Who is on my network of support and how can I ask them for help?<br>What could I do if I feel worried about a friendship or family relationship?<br>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?<br>How can I decide if a secret is safe or unsafe?<br>How can I keep safe online? |  | (Healthy Lifestyles)<br>How does physical activity help me & what might be the risks of not engaging it?<br>What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?<br>What are the different aspects of a healthy lifestyle and how could I become healthier?<br>What are the factors influencing me when I'm making lifestyle choices and how might these change over time?<br>What might be the signs of physical illness and how might I respond?<br>What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?<br>Why are online apps and games age restricted? |
|            | <b>Skills</b>                        |  |  | I can follow the classroom rules.<br>I can take part in discussions and decisions in the classroom.<br>I can take turns.  |  | I can explain the difference between wants and needs.<br>I can describe some of the rights in the UN Convention on the Rights of the Child.<br>I can explain how it feels to be treated with respect.<br>I can name people of authority in school and the wider community.<br>I can communicate respectfully with others.<br>I can take part in making decisions for the class, sharing my opinions.<br>I can take part in voting.  |  | I can sort foods and meals according to the Eatwell guide and the nutrients they contain.<br>I can suggest a healthy balanced meal.<br>I can plan, prepare and cook healthy meals.<br>I can persuade others that physical activity is beneficial.   |
|            | <b>Key Vocabulary</b>                |  |  | Responsibility, rules, conventions, decisions, voting, democratic, electing,  |  | Early Warning Signs, trusted, Network of Support, physical contact, safe and unsafe touch,  |  | Healthy, nutrients, balances/ unbalanced diet, energy, physical/ mental health, age restriction   |
|            | <b>Assessment</b>                    |  |  | <i>One of my responsibilities at home/ school is...</i><br><i>A class/ school rule I know is...</i><br><i>When people follow the classroom rules I feel...</i><br><i>We can work together by...</i>   |  | What have you learnt about personal safety?   |  | <i>Being healthy means...</i><br><i>Something new I have learned about being healthy is...</i><br><i>Now I have finished this unit, I would like to change my lifestyle by...</i><br><i>In order to stay healthy, I would suggest someone...</i><br><i>Something I could do today is...</i>   |

## Redwell PSHE Intent 2022-2023

| Key Stage     |  | EYFS   | Key Stage One   |  | Key Stage Two                          |   |   |  |
|---------------|--|--|---|--|--|---|---|--|
| Year Group    |  | R  | 1   | 2  | 3                                      | 4   | 5   | 6                                      |
| Autumn 2      | <b>Topic</b>   | <b>How far will I go?</b>  | <b>Explorers</b>  | <b>Victorians</b>  | <b>Stone Age</b>                       | <b>Rainforests</b>  | <b>The Anglo-Saxons</b>   | <b>Magnificent Mountains</b>           |
|               | <b>PSHE Focus</b>  | <b>Healthy and Safer Lifestyles</b>  | <b>Citizenship</b>  | <b>Economic Wellbeing</b>  | <i>Covered through RSE objectives.</i> | <i>Covered through RSE objectives.</i>  | <b>Healthy and Safer Lifestyles</b>   | <i>Covered through RSE objectives.</i> |
|               | <b>Knowledge &amp; Understanding</b>   | <p><b>(Healthy Lifestyles)</b><br/>                     What things can I do when I feel good and healthy?<br/>                     What can't I do when I am feeling ill or not so healthy?<br/>                     What can I do to help keep my body healthy?<br/>                     Why are food and drink are good for us?<br/>                     How can I make healthier choices about food? What is exercise is and why is it good for us?<br/>                     Why are rest and sleep good for us?</p>   | <p><b>(Rights, Rules and Responsibilities)</b><br/>                     Who looks after me and what are their responsibilities?<br/>                     Can I listen to other people, share my views and take turns?<br/>                     Can I take part in discussions and decisions in class?</p> | <p><b>(Financial Capability)</b><br/>                     Where does money come from and where does it go when we 'use it'?<br/>                     How might I get money and what can I do with it?<br/>                     How do we pay for things?<br/>                     What does it mean to have more or less money than you need?<br/>                     How do I feel about money?<br/>                     How do my choices affect me, my family, and others?<br/>                     What is a charity?</p> |  |   | <p><b>(Digital Lifestyles)</b><br/>                     What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR<br/>                     What are the principles for my contact and conduct online, including when I am anonymous? OR<br/>                     How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR<br/>                     How might the media shape my ideas about various issues and how can I challenge or reject these? OR<br/>                     Can I explain some ways in which information and data is shared and used online? OR<br/>                     How can online content impact on me positively or negatively? OR<br/>                     What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS<br/>                     What are some ways of reporting concerns and why is it important to persist in asking? IS<br/>                     Can I identify, flag and report inappropriate content? IS</p> |  |
| <b>Skills</b> | <p>I can talk about what being healthy means.<br/>                     I can explain how my body needs sleep exercise and food.<br/>                     I can recognise the Eatwell plate and which foods belong to each group.<br/>                     I can say what sort of foods need to go into a lunchbox to make it healthy.<br/>                     I can explain what happens to my body when I exercise.<br/>                     I can describe my bedtime routine and talk about why sleep is important.<br/>                     I can make healthy choices.<br/>                     I can improve my health.</p> | <p>I will be able to name some adults in school who look after them and describe their responsibilities<br/>                     I will be able to describe some of the responsibilities they have in the classroom and at home, towards classmates and family<br/>                     I will be able to describe classroom ground rules and explain how they have been involved in making them<br/>                     I understand why we have classroom rules and describe how they make the classroom a better place for everyone<br/>                     I will be able to explain what is meant by voting and be able to name some people who make decisions at school<br/>                     I can share information, opinions and feelings and listen to those of others, as part of a paired and class discussion.</p> | <p>I can use money appropriately.<br/>                     I can use money to pay for things.<br/>                     I can plan simple spending.</p>  |  |  | <p>I can state some reasons why it is important to be careful about what they share online and give some examples of the risks involved<br/>                     I can explain some ways of ensuring an online profile is as safe as possible, and review their own online profiles<br/>                     I know how to create and maintain a safe password<br/>                     I will be able to explain the difference between personal and private information, giving examples, and know that private information should not be shared<br/>                     I can suggest some strategies which they can use if they see or hear something online which makes them feel uncomfortable</p> |   |  |

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|--|-----------------------|--|---|---|---|--|--|--|
|  | <b>Key Vocabulary</b> | Healthy, unhealthy, Eatwell plate, fruit, vegetable, vitamins, physical activity, exercise, routine, | Responsibilities, discussion, decision, views | Money, saving, buy, borrowing, manage, afford, budgeting, spending, charity, poverty,   | Receive, legal, illegal, earning, cheque, credit card, debit card, borrowing, interest, income, expenses, financial commitments, economy, local, national, global, cost |  | Internet, services, media, data, principles, impact, online conduct, sources of information, anonymous, reporting concerns |  |
|  | <b>Assessment</b>     | Children to consider what choices they can make to keep healthy or improve their health.             |   | <i>What is money and how do we use it?<br/>         How can we keep money safe and know what we have spent?<br/>         What is the difference between needs and wants?<br/>         What is a charity and what might it do?</i> | Children to identify what they have learned and complete their own mind maps to show what they understand and know about money.   |  |  |  |



## Redwell PSHE Intent 2022-2023

| Key Stage             |  | EYFS  | Key Stage One   |   | Key Stage Two  |  |  |  |
|-----------------------|--|---|---|---|--|--|--|--|
| Year Group            |  | R   | 1   | 2   | 3  | 4  | 5  | 6  |
| <b>Spring 1</b>       | <b>Topic</b>   | <b>To Infinity and Beyond</b>   | <b>Fire! Fire!</b>  | <b>China</b>  | <b>Extreme Earth: Volcanoes and Earthquakes</b>  | <b>Fantastic Beasts</b>  | <b>Raging Rivers</b>   | <b>Vikings</b>   |
|                       | <b>PSHE Focus</b>  | <b>Healthy and Safer Lifestyles</b>   | <i>Covered through RSE objectives.</i>  | <b>Healthy and Safer Lifestyles</b>   | <b>Citizenship</b>   | <b>Healthy and Safer Lifestyles</b>  | <b>Citizenship</b>   | <b>Healthy and Safer Lifestyles</b>  |
|                       | <b>Knowledge &amp; Understanding</b>   | <p><b>(Keeping Safe)</b><br/>What are some situations where I need to think about how to keep myself safer?<br/>Do I understand simple safety rules for when I am at home, at school and when I am out and about?<br/>What are the clues my body gives me if I am feeling unsafe? Can I say 'No!' if I feel unsafe or unsure about something?<br/>Can I ask for help and tell people who care for me if I feel unsafe, worried or upset?<br/>Who are the people who help to keep me safe? What goes on to and into my body and who puts it there?<br/>Why do people use medicines? What are the safety rules relating to medicines and who helps me with these?</p> |   | <p><b>(Drug Education)</b><br/>What substances might enter out bodies, how do they get there and what do they do?<br/>What are medicines and why and when do some people use them?<br/>When and why do people have an injection from a doctor or a nurse?<br/>Who is in charge of the medicine that I take?<br/>What different things can help me feel better if I feel poorly?<br/>How can I keep safe with medicines and substances at home and at school?<br/>What is persuasion and how does it feel to be persuaded?</p> <p><b>(Personal Safety)</b><br/>What could I do if a friend or someone in my family isn't kind to me?<br/>Can I identify private body parts and say no to unwanted touch?</p> | <p><b>(Working Together)</b><br/>What am I good at and what are others good at?<br/>What new skills would I like to develop?<br/>How well can I listen to other people?<br/>How do I ask open questions?<br/>How can I share my views and opinions effectively?<br/>How can different people contribute to a group task?<br/>How can I persevere and overcome obstacles to my learning?<br/>How can I work well in a group?<br/>What is a useful evaluation?<br/>How do I give constructive feedback and receive it from others?</p> | <p><b>(Managing Safety and Risk)</b><br/>How do I feel in risky situations and how might my body react?<br/>Can I make decisions in risky situations and might my friends affect these decisions?<br/>When might I meet adults I don't know and how can I respond safely?<br/>What actions could I take in an emergency or accident and how can I call the emergency services?<br/>What are the benefits of using the roads and being near water and how can I reduce the risks?<br/>How is fire risky and how can I reduce the risks?<br/>How do I keep myself safe during activities and visits?<br/>How can I stop accidents happening at home when I am out?</p> | <p><b>(Working Together)</b><br/>What are my strengths and skills and how are they been by others?<br/>What helps me learn new skills effectively?<br/>What would I like to improve and how can I achieve this?<br/>How could my skills and strengths be used in future employment?<br/>What are some of the jobs that people do?<br/>How can I be a good listener to other people?<br/>How can I share my views effectively and negotiate with others to reach agreement?<br/>How can I persevere and help others to do so?<br/>How can I give, receive and act on sensitive and constructive feedback?</p> | <p><b>(Personal Safety)</b><br/>How do I recognise my own feelings and consider how my actions may affect the feelings of others?<br/>Can I use my Early Warning Signs to judge how safe I am feeling?<br/>How do I judge who's a trusted adult of trusted friend?<br/>How can I seek help or advice from someone on my network of support and when should I review my network?<br/>How could I report concerns of abuse or neglect?<br/>Can I identify appropriate and inappropriate or unsafe physical contact?<br/>How do I judge when it is not right to keep a secret and what action could I take?<br/>How can I recognise risks online and report concerns?<br/>What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?</p> |
|                       | <b>Skills</b>  | <p>I can describe I time or place when I felt safe.<br/>I understand the need to tell someone in my safety circle if I have a worry.<br/>I can recognise 'yes', 'no' or 'I'm not sure' feelings and places.<br/>I can use my safety eyes and ears to keep myself and others safe.<br/>I can tell someone my full name, address and phone number.<br/>I can use family and doctor words to name private body parts.<br/>I understand that no one should touch my private areas, apart from for health and hygiene reasons.<br/>I can describe what a secret is.<br/>I can identify and demonstrate strategies for keeping safe near a road.</p>                      |   | <p>I can use medicine correctly.<br/>I can describe how I feel when I am poorly.<br/>I can point out safety information on packaging.<br/>I can point out risk.</p>   | <p>I can identify what I am good at and contribute these attributes to a group task.<br/>I can define and demonstrate cooperation and collaboration.<br/>I can use different strategies to overcome obstacles to my learning.<br/>I can evaluate my and other peoples work using constructive feedback.</p>  | <p>I can explain the difference between wants and needs.<br/>I can describe some of the rights in the UN Convention on the Rights of the Child.<br/>I can explain how it feels to be treated with respect.<br/>I can name people of authority in school and the wider community.<br/>I can communicate respectfully with others.<br/>I can take part in making decisions for the class, sharing my opinions.<br/>I can take part in voting.</p>  | <p>I can accept positive comments from others about my own strengths and skills.<br/>I can find out about a range of jobs.<br/>I can negotiate with others to achieve an agreement.<br/>I can listen to other people's views and opinions.<br/>I can practise the role of the chairperson.<br/>I can break down a long term goal or dream into smaller steps.<br/>I can evaluate my work in a range of subjects.</p>   | <p>I can identify who is in my network of support.<br/>I can ask for help.<br/>I can recall the number for child line and know how they can help me.<br/>I can say 'no' confidently if I do not want to do something.<br/>I can talk with someone about unsafe or unwanted physical contact, abuse, something that happened online or an unsafe secret if I need to.</p>   |
| <b>Key Vocabulary</b> | <p>Safety, safety circle, trusted adults, safety ears, safety eyes, safety scenarios, address, telephone number, penis, vagina, vulvas (other body parts). secret, private, sharing, unwell, medicine,</p> |   | <p>Medicines, drugs, legal, recreational, illegal, alcohol, nicotine, caffeine, injection, substances, harmful, persuasion, pressure,</p> | <p>Strengths, skills, success, confidence, opinions, solution, communication, problem solving, feedback</p>   | <p>Risky, social/ emotional/ physical risk, choking, 'stop, look, listen, think', SAFE (spot the dangers, always go with a friend or adult, find and follow the flags, emergency), tide, current, boats, emergency services, unintentional/ preventable accident,</p>  | <p>Abilities, strengths, skills, challenge, achievement, daunting, job, negotiate, obstacles, agreement, chairperson, decision making, influences, barriers, persevere, feedback</p>   | <p>Early Warning Signs, unsafe, personal qualities, network of support, emergency services, emergency, online appropriate behaviour, boundaries, inappropriate, permission-seeking, physical contact, privacy, secret abuse, neglect, abuse</p>  |  |

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|  | <b>Assessment</b> | Discussion throughout term. |  | <p><i>One thing I learned about looking after my body/ using medicines safety, keeping myself safe is...</i></p> <p><i>One thing I need to learn more about is...</i></p> | <p><i>I am good at...<br/>___ is good at...</i></p> <p><i>A new skill I have learned is....<br/>I found it easy/difficult to learn my new skills because...<br/>In this unit, I have learned...</i></p> <p>Children to draw a picture of someone who is good at working together and label it with the characteristics.</p> | <p><i>In an emergency I would...<br/>In a risky situation my friends might...</i></p> <p>Children to create a mind map with 'risk' in the middle. Each child to imagine their family is going on an outing and write down 3 reminders of safety rules for an adult and one for themselves. <i>Next time I go to the ___ remember ___.</i></p> | <p><i>I found it useful when we...<br/>I have learned that...<br/>In the future I will...</i></p> <p>Children to imagine a new child is joining their class. They will need support to know how to work together. Children to summarise learning.</p> | <p>Children to write something that have learnt about personal safety on a sticky note. Two headings – 'actions I can take to help me feel safe' and 'assessing how safe something feels'.</p> |
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## Redwell PSHE Intent 2022-2023

| Key Stage       |                                      | EYFS   | Key Stage One  |  | Key Stage Two   |   |   |  |
|-----------------|--------------------------------------|--|--|--|---|---|---|--|
| Year Group      |                                      | R  | 1  | 2  | 3   | 4   | 5   | 6  |
| <b>Spring 2</b> | <b>Topic</b>                         | <b>The Land Before Time</b>  | <b>How does our food grow?</b>   | <b>Arctic/Antarctic</b>  | <b>Robots</b>   | <b>Tudors</b>   | <b>Ancient Greeks</b>   | <b>Frozen Kingdoms</b>   |
|                 | <b>PSHE Focus</b>                    | <b>Citizenship</b>   | <b>Healthy and Safer Lifestyles</b>  | <b>Healthy and Safer Lifestyles</b>  | <b>Healthy and Safer Lifestyles</b>   | <b>Citizenship</b>  | <b>Healthy and Safer Lifestyles</b>   | <b>Citizenship</b>   |
|                 | <b>Knowledge &amp; Understanding</b> | <p><b>(Me &amp; My World)</b><br/>Who are the people who help to look after me and my school?<br/>How can I help to look after my school?<br/>How can I help to care for my things at home? Where do I live and what are the different places and features in my neighbourhood?<br/>Who are the people who live and work in my neighbourhood, including people who help me?<br/>How can we look after the local neighbourhood and keep it special for everybody?<br/>What do animals and plants need to live and how can I help to take care of them?<br/>What is money and why do we need it?</p> | <p><b>(Healthy Lifestyles)</b><br/>How can I stay as healthy as possible?<br/>What does it feel like to be healthy?<br/>What does healthy eating mean and why is it important?<br/>Why is it important to be active and what are the opportunities for physical activity?<br/>What can help us eat healthy?<br/>Why do we need food?</p> | <p><b>(Managing Safety and Risks)</b><br/>What are risky situations and how might I feel?<br/>What is my name, address and phone number and when might I need to give them?<br/>What is an emergency and who can help?<br/>What makes a place or activity safe for me?<br/>What are the benefits and risks for me when walking near the road?<br/>What are the benefits and risks for me in the sun?<br/>What do I enjoy when I'm near water?<br/>What are the risks for me if I am lost?<br/>How can I help to stop simple accidents from happening and how can I help if there is an accident?</p> | <p><b>(Digital Lifestyles)</b><br/>How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR<br/>How does my own and others' online identity affect my decisions about communicating online? OR<br/>How might people with similar likes &amp; interests get together online? OR<br/>Can I explain the difference between "liking" and "trusting" someone online? OR<br/>What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR<br/>When looking at online content, what is the difference between opinions, beliefs and facts? OR<br/>Why is it important to ration the time we spend using technology and/or online? ISH<br/>How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH<br/>Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH</p> | <p><b>(Rights, Rules &amp; Responsibilities)</b><br/>What does it mean to be treated and to treat others with respect?<br/>Who are those in positions of authority within our school and communities and how can we show respect?<br/>Why do we need rules and conventions at home and at school?<br/>What part can I play in making and changing rules?<br/>What do we mean by rights and responsibilities?<br/>What are my responsibilities at home and at school?<br/>How do we make democratic decisions in school?<br/>What is a representative and how do we elect them?</p> <p><b>(Diversity and Communities)</b><br/>What have we got in common and how are we different? RR<br/>How might others' expectations of girls and boys affect people's feelings and choices? RR<br/>How are our families the same and how are they different? FP<br/>Do people who live in my locality have different traditions, cultures and beliefs? RR<br/>How does valuing diversity benefit everyone? RR<br/>Why are stereotypes unfair and how can I challenge them? RR<br/>How do people in my locality benefit from being part of different groups? MW<br/>What are the roles of people who support others with different needs in my community? MW<br/>How does the media work in my community? MW<br/>How can we care for the local environment and what are the benefits?<br/>What do animals need, and what are our responsibilities?</p> | <p><b>(Managing Safety and Risks)</b><br/>When might it be good for my mental health for me to take a risk?<br/>What are the possible benefits and consequences of taking physical, emotional and social risks?<br/>When am I responsible for my own safety as I get older and how can I keep others safer?<br/>How can I safely get the attention of a known or unknown adult in an emergency?<br/>Can I carry out basic first aid in common situations, including head injuries?<br/>What are the benefits of cycling and walking on my own and how can I stay safer?<br/>How can being outside support my wellbeing &amp; how do I keep myself safe in the sun?<br/>What are the benefits of using public transport and how can I stay safe near railways?<br/>How can I prevent accidents at school and at home, now that I can take more responsibility?</p> | <p><b>(Diversity and Communities)</b><br/>How do other people's perceptions, views and stereotypes influence my sense of identity?<br/>How do views of gender affect my identity, friendships, behaviour and choices?<br/>What are people's different identities, locally and in the UK?<br/>How can I show respect to those with different lifestyles, beliefs and traditions?<br/>What are the negative effects of stereotyping?<br/>Which wider communities &amp; groups am I part of and how does this benefit me?<br/>What are voluntary organisations and how do they make a difference?<br/>What is the role of the media and how does it influence me and my community?<br/>Who cares for the wider environment and what is my contribution?</p> |

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|  | <b>Skills</b>         | <p>I can identify who looks after me at school.</p> <p>I can show responsibility and respect towards my things at school and at home.</p> <p>I can show respect and responsibility towards my local neighbourhood, animals and plants.</p> | <p>I can identify healthy and unhealthy food.</p> <p>I can describe how food tastes, looks, smells and feels.</p> <p>I can make healthy choices.</p> <p>I can talk about the different food groups in the Eatwell guide.</p> <p>I can say what it feels like to be healthy.</p> <p>I can encourage others to make healthy choices.</p> <p>I can share foods I like and dislike.</p> <p>I can take part in exercise and activity.</p> <p>I can say what changes happen to my body and feelings when I am active.</p> | <p>I can identify an emergency and call for help.</p> <p>I can stop simple accidents from happening by being aware of the world around me.</p> <p>I can keep myself safe in the sun and near the road/water.</p> <p>I can ask for help if I am lost.</p> | <p>I can describe some risky situations they might face and say what they can do to feel as safe as possible</p> <p>I can describe their current online activity and identify the risks involved in their own use of technology</p> <p>I can recognise when they feel uncomfortable when they see or hear something online, and know how to access help</p> <p>I know, understand and be able to apply the SMART rules for keeping safe online</p> <p>I can communicate rules and strategies for keeping safe online to others</p> | <p>I can explain the difference between wants and needs.</p> <p>I can describe some of the rights in the UN Convention on the Rights of the Child.</p> <p>I can explain how it feels to be treated with respect.</p> <p>I can name people of authority in school and the wider community.</p> <p>I can communicate respectfully with others.</p> <p>I can take part in making decisions for the class, sharing my opinions.</p> <p>I can take part in voting.</p> <p>I will be able to recognise aspects of their identity and understand how other people can influence their perception of themselves</p> <p>I will be able to describe the ethnic make-up of their community and different groups that live in Britain</p> <p>I can recognise the negative effects of stereotyping and prejudice</p> <p>I know about how they and others, including volunteers, contribute to the community</p> <p>I understand about the role of the media and its possible influences</p> <p>I understand some ways of caring for the environment and the contribution they can make.</p> | <p>I can describe ways I can help others to stay safe.</p> <p>I can explain how to identify and reduce risks on a trip.</p> <p>I can make a 999 emergency call.</p> <p>I can name people in my network I would go to for help.</p>   | <p>I can talk about how my identity might have change over time.</p> <p>I can talk about how someone might challenge prejudice-based behaviour.</p> <p>I can present to others positive aspects of my community and possible challenges for people who live there.</p> |
|  | <b>Key Vocabulary</b> | Respect, care, responsibility, neighbourhood, help, money  | Healthy, unhealthy, taste, smell, touch, look, Eatwell plate, active  | Emergency, accident, safe, sun, road, water, help, lost  | Risk, network, support, SMART, advice, profile, identity   | Wants, needs, respect, authority, community, decisions, voting, Community, diversity, tradition, cultures, beliefs, stereotypes, environment   | Safety, risk, emergency, network of support  | Identity, change, prejudice behaviour, community, positivity, challenge  |
|  | <b>Assessment</b>     | Discussion throughout topic.   | <p>What does it mean to be healthy?</p> <p>What makes somebody healthy?</p> <p><i>I have learnt that to be healthy I could...; in the future I will choose to... so that I can be healthy.</i></p>  |  |  | <p><i>One of my rights is... and one of my responsibilities is...</i></p> <p><i>A school/ class rule I know is... and we have this rule because...</i></p> <p>Children could prepare a presentation explaining how other children can have a say in school decisions and explaining the role of a school council representative.</p>   | <p><i>In a risky situation, I would...</i></p> <p>Children to create a comic strip which shows someone following a safe procedure in a risky situation.</p> <p>Children could make a 'credit card' to contain useful reminders about questions to ask yourself in a risky situation, including talking to a trusted adult.</p> | <p>Recap ideas from the unit.</p> <p>Children to create a presentation about an aspect of their learning, and to share it with the class.</p>  |

## Redwell PSHE Intent 2022-2023

| Key Stage       |                                      | EYFS  | Key Stage One  |  | Key Stage Two   |  |   |   |
|-----------------|--------------------------------------|---|--|--|---|--|---|---|
| Year Group      |                                      | R   | 1  | 2  | 3   | 4                                      | 5   | 6   |
| <b>Summer 1</b> | <b>Topic</b>                         | <b>Rumble in the Jungle</b>   | <b>Toy Story</b>   | <b>Castles</b>   | <b>Chocolate</b>  | <b>Romans</b>                          | <b>Space</b>  | <b>The Windrush</b>   |
|                 | <b>PSHE Focus</b>                    | <b>Healthy and Safer Lifestyles</b>   | <b>Healthy and Safer Lifestyles</b>  | <b>Healthy and Safer Lifestyles</b>  | <b>Healthy and Safer Lifestyles</b>   | <i>Covered through RSE objectives.</i> | <b>Citizenship</b>  | <b>Economic Wellbeing</b>   |
|                 | <b>Knowledge &amp; Understanding</b> | <p><b>(My Body and Growing Up)</b><br/>How can I look after my body and keep it clean?<br/>How am I learning to take care of myself and what do I still need help with?<br/>Who are the trusted people who look after me?</p> | <p><b>(Personal Safety)</b><br/>Can I identify different feelings and tell others how I feel?<br/>How do I know which adults and friends I can trust?<br/>Who can I talk with if I have a worry or need to ask for help?<br/>What could I do if I feel worried about a secret?<br/>What could I do if something worries or upsets me when I am online?</p> | <p><b>(Digital Lifestyles)</b><br/>What are some examples of ways in which I use technology and the internet and what are the benefits? OR<br/>What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR<br/>What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR<br/>What sort of information might I choose to put online and what do I need to consider before I do so? OR<br/>When might I need to report something and how would I do this? OR<br/>What sort of rules can help to keep us safer and healthier when using technology? IS<br/>Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS</p> | <p><b>(Healthy Lifestyles)</b><br/>What does healthy eating and a balanced diet mean?<br/>What is an active lifestyle and how does it help me to be healthier?<br/>What is mental wellbeing and how is it affected by my physical health?<br/>How much sleep do I need and what happens if I don't have enough?<br/>How do nutrition and physical activity work together?<br/>How can I plan and prepare simple, healthy meals safely?<br/>How can I look after my teeth and why is it important?<br/>Who is responsible for my lifestyle choices and how are these choices influenced?</p> |  | <p><b>(Rights, Rules and Responsibilities)</b><br/>What are the conventions of courtesy &amp; manners and how do these vary?<br/>How does my behaviour online affect others and how can I show respect?<br/>Why is it important to keep my personal information private, especially online?<br/>How can I contribute to making and changing rules in school?<br/>What are the basic rights of children and adults?<br/>Why do we have laws in our country?<br/>How does democracy work in our community and in our country?<br/>What do councils, councillors, parliament and MPs do?<br/>How do I take part in debate, respectfully listening to other people's views?</p> | <p><b>(Financial Capability)</b><br/>What different ways are there to gain money?<br/>What sort of things do adults need to pay for?<br/>How can I afford the things I want or need?<br/>How can I make sure I get 'value for money'?<br/>Why don't people get all the money they earn?<br/>How is money used to benefit the community or the wider world?<br/>What is poverty?</p> |

|  |  |  |   |   |  |  |  |  |
|--|--|--|---|---|--|--|--|--|
|  | <p style="text-align: center;"><b>Skills</b></p>         | <p>I can look after and keep my body clean.<br/>I can describe similarities and differences between the appearances of different people.<br/>I can name different external parts of the body.<br/>I can demonstrate the different things that people do to keep their bodies clean.<br/>I can talk about my own hygiene routines.<br/>I can follow good hygiene practices at school.<br/>I can name people in my family and other trusted people who care for and look after me.</p> | <p>I will be able to identify different feelings and tell others how they feel!<br/>I will be able to name their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe<br/>I know who they could talk with if they have a worry or need to ask for help<br/>I will be able to identify private parts of the body and say 'no' to unwanted touch<br/>I know what to do if a friend or family member isn't kind to them or if they are worried about something that happens online.</p> | <p>I will be able to say what it means to stay safe online and why it is important.<br/>I will be able to review their online identity, image and nickname.<br/>I will be able to publish their online identity.<br/>I can begin to know what to do if they see something inappropriate online.</p> | <p>I can describe healthy choices that I make.<br/>I can lead a healthy lifestyle through physical activity.<br/>I can give examples of activities that develop strength, stamina and flexibility.<br/>I can sort foods into their groups on the Eatwell guide.<br/>I can create examples of daily menus which would give someone a good balance of different types of food.<br/>I can plan and prepare a simple healthy meal or snack.<br/>I can say how many hours of sleep I have had.<br/>I can look after my teeth.</p> |  | <p>I can explain some rights that adults have and explain why these are important.<br/>I can explain how rules can help prevent problems in school.<br/>I can review the effectiveness of ground rules and suggest relevant changes.<br/>I can communicate appropriately with adults and peers.<br/>I can say what is safe to share online.<br/>I can identify and explain some of the rules and laws we have in our country.<br/>I can create a manifesto for school council elections.<br/>I can explain the role of a local council.<br/>I can research a local issue.<br/>I can take part in a debate.</p> | <p>I have a broad view of what money is, including history, trade and currencies<br/>I understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community<br/>I know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture<br/>I understand how our choices can have an impact on the local and wider communities<br/>I understand that managing money is complex and may involve risk but there are people who can help<br/>I have a broad view of what we mean by poverty and know something of its links with trade and charities<br/>I understand that feelings around money can be complex, difficult and changeable<br/>I will be able to manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget.</p> |
|  | <p style="text-align: center;"><b>Key Vocabulary</b></p> | <p>Clean, appearance, body, hygiene, trust</p>   | <p>Illness, disease, hygiene, trust, worry</p>  | <p>Internet, technology, benefits, identity, online, report, content, contact</p>   | <p>Healthy, unhealthy, physical activity, strength, stamina, flexibility, exercise, Eatwell guide</p>  |  | <p>Rights, responsibility, ground rules, respect, authority, courtesy, manners, communication, safeguarding, influence, manifesto, election, council, parliament, debate</p>   | <p>Poverty, gain, afford, community, value for money, earn, benefit</p>  |
|  | <p style="text-align: center;"><b>Assessment</b></p>     | <p>Discussion throughout topic.</p>  |   | <p>Children to create a 'Keep Safer in School' poster to display in the classroom.<br/>Sentence starters to reflect topics they have covered (eg. to keep safer near the road you could...)</p>   | <p><i>In this unit I have learned...</i><br/>Create a mind map as a class of all key messages from this unit.</p>  |  | <p>Children to write to their chosen minister (education, children, schools, families) and explain what they have learnt during this unit. Make suggestions to how they think the minister can improve life for children in the UK.<br/><br/>Children could create a leaflet explaining rights, rules and responsibilities.</p>  |  |

## Redwell PSHE Intent 2022-2023

| Key Stage         |                                      | EYFS  | Key Stage One   |  | Key Stage Two                         |  |  |  |
|-------------------|--------------------------------------|---|---|--|---------------------------------------|--|--|--|
| Year Group        |                                      | R   | 1   | 2                                      | 3                                     | 4  | 5  | 6  |
| <b>Summer 2</b>   | <b>Topic</b>                         | <b>Once upon a time</b>   | <b>What a Wonderful World (Gambia)</b>  | <b>Madagascar</b>                      | <b>Ancient Egypt</b>                  | <b>Urban life and Diversity</b>  | <b>Endangered Earth</b>  | <b>Mayans</b>  |
|                   | <b>PSHE Focus</b>                    | <b>Citizenship</b>  | <b>Citizenship</b>  | <i>Covered through RSE objectives.</i> | <i>Covered through RSE objectives</i> | <b>Healthy and Safer Lifestyles</b>  | <i>Covered through RSE objectives.</i>   | <b>Healthy and Safer Lifestyles</b>  |
|                   | <b>Knowledge &amp; Understanding</b> | <p><b>(Identities &amp; Diversity)</b><br/>Who are the people in my class and how are we similar to and different from each other?<br/>Who are the people in my family, and who are the people in other families? What is especially important to my family and me?<br/>What are some of the similarities and differences in the way people live their lives? What is life like in other countries?<br/>How can we value different types of people including what they believe in and how they live their lives?<br/>How do we celebrate what we believe in and how is this different for different people?</p> | <p><b>(Diversity and Communities)</b><br/>What makes me 'me', what makes you 'you'?<br/>Do all boys and all girls like the same thing?<br/>What is my family like and how are other families different?<br/>What different groups do we belong to?<br/>What is a stereotype and can I give some examples?<br/>Who helps people in my locality and what help do they need?<br/>What does 'my community' mean and how does it feel to be a part of it?<br/>How do people find out about what is happening in my community?<br/>How do we care for animals and plants?<br/>How can I help look after my school?</p> <p><b>(Working Together)</b><br/>What am I and other people good at?<br/>What new skills would I like to develop?<br/>How can I listen well to other people?<br/>How can I work well in a group?</p> |  |                                       | <p><b>(Drug Education)</b><br/>What medical and legal drugs do I know about, and what are their effects?<br/>Who uses and misuses legal drugs?<br/>Why do some people need medicine and who prescribes it?<br/>What are immunisations and have I had any?<br/>What are the safety rules for storing medicine and other risky substances?<br/>What should I do if I find something risky, like a syringe?<br/>What do I understand about how friends and the media persuade and influence me?</p> |  | <p><b>(Drug Education)</b><br/>What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?<br/>How does drug use affect the way a body or brain works?<br/>How do medicines help people with different illnesses?<br/>What immunisations have I had or may I have in future and how do they keep me healthy?<br/>What is drug misuse?<br/>What are some of the laws about drugs?<br/>How can I assess risk, recognise peer influence &amp; respond assertively?<br/>When and how should I check information about drugs?</p> |
|                   | <b>Skills</b>                        | <p>I can recognise similarities and differences between me and my classmates.<br/>I can recognise similarities and differences between how different families lives their lives.</p>  | <p>I can discuss my likes and dislikes.<br/>I can ask for help when I need it, from the appropriate person.<br/>I can show responsibility and respect for people, animals and objects.<br/>I can talk about feelings and worries, and accept support.</p>   |  |                                       | <p>I can name a range of medical and legal recreational drugs.<br/>I can describe the rules for using medicine safely at home and at school.<br/>I can describe some of the effects of cigarettes and share this information with others.<br/>I can list some drinks that contain alcohol.<br/>I can recognise persuasion and manage it effectively.</p>   |  | <p>I can list a range of medical, legal recreational and illegal drugs.<br/>I can identify times when medicine can be harmful.<br/>I can describe how alcohol enters the bloodstream and a range of possible effects.<br/>I can explain some consequences to breaking the law.</p>   |
|                   | <b>Key Vocabulary</b>                | Similarities, differences, family, respect  | Emotions, physical feelings, Early Warning Signs, safety, Network of Support, privacy, secret   |  |                                       |  | Medical drugs, legal drugs, bloodstream, medicine, infection, storage, cigarettes, alcohol, nicotine, syringe, harmful, persuasion |  |
| <b>Assessment</b> | Discussion throughout topic.         | Read 'My Body! What I say goes!' to recap learning.<br>Ask children in circle time to say one thing they have found out about keeping themselves safe.  |   |  |                                       | <p><i>Two things I learned about medicines are...</i><br/><i>Two things I learned about keeping myself safe are...</i><br/><i>Two things I learned about cigarettes/ alcohol are...</i><br/><i>Two things I learned about managing persuasion are...</i></p>   |  | <p><i>Something new I learned about cigarettes/ alcohol/ keeping myself safe with solvents is...</i><br/><i>Three reasons why some people use drugs are...</i><br/><i>Three things I learned about drugs and the law are...</i><br/><i>Three things I learned about managing influence from friends/ media are...</i></p>  |