



Subject: PSHE/RSHE

National curriculum Aims:

- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities lives

Dale Hall school aims

- All pupils will understand the importance of self-respect and how this links to their own happiness.
- All pupils will know 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.
- All pupils will know how to recognise and report feelings of being unsafe or feeling concerns about any adult.
- All pupils will appreciate the diversity of national, regional and ethnic identities in school, in the wider community and world

Year	Self-confidence and self-awareness	Making relationships	Managing feelings and behaviour
Reception	<p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p> <p>They can identify what makes them happy.</p>	<p>To begin to understand the importance of courtesy and manners.</p> <p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

	Health and Well-being	Relationships	Living in the wider world
1	<p>To understand the need for physical activity, rest, healthy eating and dental health . To understand that people and living things have needs and we have a responsibility to meet them</p> <p>To understand how to maintain personal hygiene</p> <p>To understand how household products and medicine can be harmful if not used properly</p> <p>To understand how diseases and illness is spread and how to be responsible for their own and others' health</p> <p>Twinkl Unit- It's my body</p> <p>To make choices about likes and dislikes, physical and emotional health, making the right choices (thinking about self and others)</p> <p>To understand ways in which they are all unique; understand that there has never been and will never be another 'them'</p> <p>To be able to describe good and not so good feelings and simple strategies to manage them</p> <p>To know the difference between secrets and surprises – understanding when it's appropriate to keep a secret</p>	<p>To understand that families are important because they can give love, security and stability.</p> <p>To identify special people around them, what makes them special and how we care for them</p> <p>Twinkl unit VIP's</p> <p>To recognise what is fair or unfair, kind or unkind</p> <p>To understand how their behaviour affects other people</p> <p>To understand the importance of courtesy and manners.</p> <p>To develop skills for playing and working cooperatively, strategies to promote negotiation and conflict resolution</p> <p>Twinkl unit-TEAM</p> <p>To begin to identify and respect differences and similarities, e.g. family, cultural, ethnicity, religion, race, gender, disability, sexual orientation</p> <p>To know what kind of physical contact is uncomfortable and unacceptable. To know how to respond to unsafe touch and who we tell and how we tell them</p> <p>PANTS resources for schools and teachers NSPCC Learning https://youtu.be/_SzbMEVYiyg</p>	<p>To know how to contribute positively to classroom life. To construct shared rules, agreeing to follow them and understanding how these rules help them Twinkl unit TEAM</p> <p>To understand who to go to if they are worried and how to attract attention in a public space.</p> <p>Twinkl unit- Safety first</p> <p>To develop knowledge being responsible for keeping themselves and others safe. When to say yes or no.</p> <p>To understand ways in which we are the same as all other people; what we have in common with everyone else</p>

2	<p>To be able to learn from their experiences, recognising and celebrating strengths and setting challenging goals Twinkl Unit Aim High</p> <p>To develop understanding of feelings associated with moving home, losing toys, pets or friends</p> <p>To understand the process of growing from young to old and how people's needs change To understand as we grow, how our opportunities and responsibilities change and we become more independent. Twinkl Unit- Growing up</p> <p>To understand and develop knowledge of road safety, safety in the environment, e-safety</p> <p>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</p>	<p>To understand that families are important because they can give love, security and stability.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To recognise how they and others express their feelings and how they and others should respond . To confidently share opinions on what matters to them and explain their views in a range of contexts. Twinkl Unit- Be yourself</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>To revisit what kind of physical contact is uncomfortable and unacceptable, how do we respond to unsafe touch and who we tell and how we tell them. PANTS resources for schools and teachers NSPCC Learning https://youtu.be/_SzbMEVYiyg</p> <p>To develop knowledge and understanding how to avoid bullying and/or teasing, how to avoid being a victim and what do we do if we experience or witness it. To explore different types and why they are unacceptable</p> <p>To develop offering constructive support and feedback to others</p> <p>To continue to be able to identify and respect differences and similarities, e.g. family, cultural, ethnicity, religion, race, gender, disability, sexual orientation Twinkl Unit- one world</p>	<p>To understand that they belong to various groups and communities including schools, faiths and wider social groups, e.g. Scouts Twinkl Unit- Diverse Britain</p> <p>To recognise what improves and harms their local environment and ways in which we look after it Twinkl unit- One world</p> <p>To understand where money comes from and the purpose it can be used for and why we manage money, spending and saving it Twinkl Unit- Money matters</p> <p>To explore the wide range of jobs available and challenging gender stereotypes</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>To begin to understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Twinkl Unit- digital wellbeing</p>
---	---	---	--

3	<p>To be able name the main parts of the body , discussing similarities and differences. To identify what positively and negatively affects our physical health and mental wellbeing</p> <p>To recognise opportunities to make choices about food, what might influence these choices and the benefits of eating balanced diet</p> <p>To identify the importance of sleep</p> <p>To understand how following simple hygiene routines can reduce the spread of illness and disease.</p> <p>Twinkl unit- It's my body</p> <p>To recognise their increasing independence and their increased responsibility to keep themselves and others safe</p> <p>Identify what may affect our mental health and emotions</p> <p>To develop understanding of how we recognise and respond to a wider range of feelings in others</p> <p>Twinkl Unit- Think positive</p>	<p>Understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for security and stability. To begin to explore how a relationship may make you feel unhappy</p> <p>To understand that families sometimes look different from your family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>To recognise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. PANTS resources for schools and teachers NSPCC Learning</p> <p>To identify and describe similarities and differences between people's lives. To identify opinions that are different from their own.</p> <p>Twinkl Unit- one world</p>	<p>To begin to understand why different rules and laws are needed in different situations</p> <p>To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To develop knowledge and understanding of how protect their identity online, including passwords, images and addresses</p> <p>To recognise when, how and who to ask for help, including outside organisations</p> <p>Identify where money comes from and explain why it is important to keep track of what we spend. To identify the impact financial decisions can have on our wellbeing.</p> <p>Twinkl unit- Money Matters</p>
---	--	---	--

4	<p>To identify their strengths and achievements, areas for improvement and set high aspirations and goals Twinkl unit- Aiming high</p> <p>To develop strategies for keeping safe: road safety, safety in the environment, e-safety. To differentiate and discuss the differences between the terms Risk, Danger and Hazards. Twinkl Unit- Safety first</p> <p>To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. To explore how they are going to make things right after mistakes have been made; Twinkl Unit- be yourself</p> <p>To explore loss, separation, divorce and bereavement</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>To be able to identify the characteristics of a healthy family life, including in times of difficulty. To understand the importance of families spending time together and sharing each other's lives.</p> <p>To continue to understand that families may vary in set up and that they should respect those differences. Families are characterised by love and care.</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and begin to know how to seek help or advice from others if needed.To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise; giving constructive feedback and support Twinkl unit- VIP's</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</p> <p>To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To identify and recognise the consequences of teasing, bullying and aggressive behaviours</p>	<p>To recognise that there are different types of responsibilities, rights and duties at home, school and the community towards the environment</p> <p>To find alternatives to resolve disputes and differences, seeing and respecting others' points of view and making decisions and explaining choices Twinkl unit- TEAM</p> <p>To understand the risks of communicating online and to understand that people sometimes behave differently online, including by pretending to be someone they are not. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Twinkl unit- Digital wellbeing</p>
---	--	---	--

5	<p>To recognise that choices can have positive, neutral and negative consequences and begin to understand the concept of a 'balanced lifestyle'</p> <p>To recognise that they might feel conflicting emotions and when they need to listen to their emotions or overcome them. To develop confidence in making sensible choices, building resilience and understanding peer pressure risks in their local environment, including drugs and alcohol Twinkl unit- Think positive</p> <p>To begin to develop a understanding of how their body will change as they approach and move through puberty Twinkl Unit-Growing up LKS2</p> <p>To develop knowledge of how animals reproduce (taught through Science)</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>To be able to identify the characteristics of a healthy family life, including in times of difficulty. To understand the importance of families spending time together and sharing each other's lives.</p> <p>To be aware of different types of relationships, including those between friends, families, civil partnerships and marriage. To recognise if relationships are making them feel unhappy or unsafe, and begin to know how to seek help or advice from others if needed.</p> <p>To develop strategies to resolve disputes and conflicts through negotiation and appropriate compromise; giving constructive feedback and support. To understand the concept of compromise. To listen and respond respectfully to a wide range of people, to care about their feelings and if necessary challenge their points of view Twinkl unit- TEAM</p> <p>To identify ways of showing respect to people of all faiths and ethnicities. To recognise the consequences of discrimination, use of prejudice- based language to minority groups, know how to respond to this and ask for help Twinkl Unit- Diverse Britain</p> <p>To be aware of different types of abuse (neglect, emotional, physical, sexual and bullying) and how to respond and get help</p>	<p>To understand the possible routes to different careers and be able to set goals towards these aspirations To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. Twinkl Unit- Aiming High</p> <p>To understand why rules and laws that protect themselves and others are made and enforced and how to take part in making and changing rules. To explore democracy and human rights Twinkl unit- Diverse Britain</p> <p>To understand the role that money plays in their own and others' lives, including how to manage money and be a critical consumer. To understand what enterprise means and the skills that make someone 'enterprising' Twinkl Unit- Money matters</p> <p>To develop knowledge of responsible use of mobile phones: safe keeping and safe user habits (time limits, use of passcodes)</p> <p>To understand how information and data is shared and used online. To understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
---	--	---	--

6	<p>To deepen their understanding of positive and negative feelings, extending their vocabulary whilst explaining both the range and intensity of feelings they have. To identify how to communicate feelings in different situations Twinkl unit- be yourself</p> <p>To prepare for change- transition from Y6 to Y7</p> <p>To recognise that pressure to behave in an unhealthy or risky way can come from a variety of sources and using basic techniques to resist pressure. To recognise and manage the idea of 'Dares' Twinkl unit- VIP's</p> <p>To deepen their understanding of term habit and why it is hard to change. To explore commonly available substances and drug (legal and illegal) and realising that they can damage immediate and future health Twinkl unit- it's my body</p> <p>To further develop understanding of how their body will change as they approach and move through puberty. To identify the correct terms for gender specific physical features. To develop an age appropriate understanding of how humans reproduce Twinkl unit- Growing up UKS2</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>To understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. To be able to identify the characteristics of a healthy relationship. (including family life, including in times of difficulty including possible break up of family units) To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>To deepen their understanding of the concept of keeping something 'confidential' or 'secret', when we should or shouldn't agree to this and when it is right to 'break a confidence' or 'share a secret' Twinkl unit- VIP's</p> <p>To develop skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, homophobia, biphobia and transphobia</p> <p>To recognise the signs of online bullying and knowing how or who to seek support from</p> <p>To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</p>	<p>To realise the consequences of anti- social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>To develop an initial understanding of the following concepts; save, loan, interest, debt and tax</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p> <p>To explore and critique how the media present information (eg fake news). To confidently understand how information and data is shared and used online. To develop understanding of how to manage requests for images of themselves or others; what is and is not appropriate to ask to share; who to talk to if they feel uncomfortable or are concerned by such a request. To identify how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Twinkl unit- digital wellbeing</p>
---	---	---	---

