Warden Hill PRIMARY SCHOOL

PSHE: Learning Intentions

RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
ME AND MY RELATIONSHIPS						
• Feelings • Getting Help	• Feelings • Getting Help • Classroom Rules	• Feelings/self-regulation • Being a good friend • Bullying and teasing • Our school rules about bullying	• Cooperation • Friendships	• Recognising feelings • Bullying • Assertive skills	• Feelings • Friendship skills, including compromise • Assertive skills	• Cooperation • Assertiveness • Safe/unsafe touches
Talk about similarities and differences.	Describe different feelings and how they can make our bodies feel.	Recognise that people have different ways of expressing their feelings	To know that feelings and emotions help a person cope with difficult times.	To know that feelings can vary by intensity, person and change over time.	To learn characteristics and skills in assertiveness	To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.
Name special people in their lives.	To know some strategies of dealing with 'not so good' feelings.	To identify different ways to respond to the feelings of others.	To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.	To know and understand the qualities of a 'positive, healthy relationship'.	To apply their collaborative skills to friendships and assertiveness.	To practice and use strategies in compromise and negotiation within a collaborative task or activity.
Describe different feelings	To understand how our actions can hurt the feelings of others.	To recognise the differences between bullying, unkind behaviour or teasing.	To recognise which strategies are appropriate for particular situations.	To know when it's appropriate to say no and how.	To learn ways to resolve conflict in an assertive, calm and fair manner.	To consider the types of touch that are safe, legal and that I am comfortable with.

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Identify who can help if they are sad, worried or scared.	To recognise the special qualities in family and friends.	To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.	To listen to and debate ideas and opinions with others with respect and courtesy	To know the strategies and skills needed for collaborative work.	To identify what things make a relationship unhealthy and who to talk to if they needed help.	To name assertive behaviours and recognise peer influence or pressured behaviour.
Identify ways to help others or themselves if they are sad or worried.	To know which special people keep us safe and how.	To recognise a healthy friendship and its qualities.	To recognise why friends may fall out and how to resolve issues.	To recognise bullying or pressured behaviour.	To recognise emotional needs according to circumstance and any risk factors that could affect them.	To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.
VALUING DIFFERENCE						
• Recognising and respecting difference • Being kind and caring	• Recognising, valuing and celebrating difference • Developing tolerance	• Being kind and helping others • Listening Skills	• Recognising and respecting diversity • Being respectful and tolerant	• Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes	• Recognising and celebrating difference (including religions and cultural difference) • Influence and pressure of social media	• Recognising and reflecting on prejudice-based bullying • Understanding bystander behaviour
Be sensitive towards others and celebrate what makes each person unique.	To know the key differences between teasing, being unkind and bullying.	To identify differences and similarities between others.	Recognise that there are many different types of families.	To identify different origins, national, regional, ethnic and religious backgrounds	To describe the benefits of living in a diverse society	To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences

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Recognise that we can have things in common with others.	To recognise that everyone is different and will have different thoughts and ideas.	Recognise and explain how a person's behaviour can affect other people.	Identify the different communities that they belong to	To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	To develop an understanding of discrimination and its injustice, and describe this using examples.	To know that all people are unique but that we have far more in common with each other than what is different about us
Use speaking and listening skills to learn about the lives of their peers.	To celebrate and begin to show empathy for those who are different.	To learn and use different ways to show good listening.	To learn ways of showing respect through language and communication.	To recognise potential consequences of aggressive behaviour	To understand that the information we see online, either text or images, is not always true or accurate;	To understand and explain the term prejudice.
Know the importance of showing care and kindness towards others.	To identify those who are special to them (and their special qualities).	Explain how it feels to be part of a group and left out of a group.	To identify different origins, national, regional, ethnic and religious backgrounds	To define the word respect.	To reflect on the impact social media puts pressure on peoples' life choices.	To define what is meant by the term stereotype
Demonstrate skills in building friendships and cooperation.	To identify ways in which we can show kindness towards others and how that makes them feel.	To recognise and talk about acts of kindness and how they can impact others.	To recognise and explain why bullying can be caused by prejudice.	Understand and identify stereotypes, including those promoted in the media.	To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.	To describe different types of friendships and relationships and their differing positive qualities.
KEEPING MYSELF SAFE						
• Asking for help • Keeping healthy • Staying safe around medicines	• How our feelings can keep us safe • Keeping healthy • Medicine safety	• Safe and unsafe secrets • Appropriate touch • Medicine safety	• Managing risk • Staying safe online • Drugs and their risks	• Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences	• Managing risk, including staying safe online • Norms around use of legal drugs (tobacco, alcohol)	• Staying safe online • Drugs: norms and risks (including the law) • Emotional needs

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Talk about how to keep their bodies healthy and safe.	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.	To explain simple issues of safety and responsibility about medicines and their use.	To identify risk factors in given situations	To define the words danger and risk and explain the difference between the two.	To reflect on risk and the different factors and outcomes that might influence a decision.	To explore the risks and legality of communicating and sharing online.
Name ways to stay safe around medicines.	To recognise emotions and physical feelings associated with feeling unsafe.	To identify situations in which they would feel safe or unsafe	To define the words danger and risk and explain the difference between the two.	To describe the different types of things that may influence a person to take a risk.	To reflect on the consequences of not keeping personal information private and the risks of social media.	To describe and explain how easily images can be spread online.
Know how to stay safe in their home, classroom and outside.	To learn the PANTS rule and which parts of my body are private.	To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation	To define the word 'drug' and understand that nicotine and alcohol are both drugs.	To understand and explain the risks that cigarettes and alcohol can have on a person's body.	To explore categorisation of drugs, the risks associated with medicines.	To explain some of the laws, categories and uses of drugs (both medical and non-medical)
Know age-appropriate ways to stay safe online.	To understand that medicines can sometimes make people feel better when they're ill.	To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret. "	To recognise potential risks associated with browsing online.	To understand that influences can be both positive and negative.	To learn some key facts and information about drugs and medicines.	To understand the definition of an emotional need and how they can be met.
Name adults in their lives and those in their community who keep them safe.	To talk about safety and responsibility around medicines.	To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.	To recognise and describe appropriate behaviour online as well as offline.	To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.	To recognise the features of face to face and online bullying and the strategies that deal with it.	To explore and understand the terms 'conflicting emotions', responsibility and independence.
RIGHTS AND RESPONSIBILITIES						

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• Taking care • Making choices	• Looking after things	• Cooperation and self-regulation	• Skills we need to develop as we grow up • Helping and being helped	• Decisions about spending money • Media influence • Making a difference (different ways of helping others or the environment)	• Decisions about lending, borrowing and spending • Rights and responsibilities relating to my health • Rights and responsibilities	• Earning and saving money • Understanding media bias, including social media • Caring: communities and the environment
Understand that they can make a difference.	To identify ways of taking care of their health.	To identify strategies in cooperation.	To talk about and identify people who help them in school and the community.	To learn about human rights and responsibilities and how they can impact their community.	To identify, write and discuss issues currently in the media concerning health and wellbeing.	To analyse and reflect on bias in the media.
Identify how they can care for their home, school and special people.	To identify how others take care of their environment.	To identify strategies in self-regulation.	To learn differences between 'fact' and 'opinion'	To recognise that they have a part in caring for and supporting their community.	To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.	To discuss methods of saving and considerations for spending money.
Talk about how they can make an impact on the natural world.	To take care of something or someone else.	To name ways to stay safe when using the internet.	To discuss, plan and evaluate ways of helping the environment.	To recognise influences, facts and opinions and doing so in a critical manner.	To identify the responsibilities to my home, community and environment I might have in the future.	To discuss voluntary and pressure groups and their role in making changes to our communities and environments.
Talk about similarities and differences between themselves.	To talk about the importance of looking after money.	To recognise that they have a responsibility to help care for their immediate and broader environment.	To learn about saving, spending and essential purchases.	To identify the impact of bystander behaviour and how they can make a difference to a situation.	To consider what advice to give relating to saving and borrowing money.	To identify or suggest ways that help the environment.

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Demonstrate building relationships with friends.	To learn what to do when someone is injured.	To learn about saving and spending money.	To consider how money is earned and the different factors affecting this.	To define terms related to finance and explain how society is supported by the income of others.	To define financial terms and explain how others have financial responsibility for the community.	To define 'democracy' and explain how laws are made.
BEING MY BEST						
• Making healthy choices • Being persistent	• Keeping healthy • Growth Mindset	• Looking after my body • Growth Mindset	• Keeping myself healthy • Celebrating and developing my skills	• Having choices and making decisions about my health • Taking care of my environment	• Growing independence and taking responsibility • Media awareness and safety	• Managing risk • Aspirations and goal setting
Feel resilient and confident in their learning.	To recognise how a healthy variety of food can make us feel great.	Explain the stages of the learning line showing an understanding of the learning process	To recognise how different food groups work in our body.	To identify how they and their friends are unique.	To describe the four main internal systems of the human body.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.
Name and discuss different types of feelings and emotions.	Recognise that learning a new skill requires practice and the opportunity to fail, safely		To explain how some infectious illnesses are spread from one person to another.	To recognise that we all make different choices because we are unique.	To understand the actual norms around smoking and the reasons for common misperceptions of these.	To define aspirations and goals.
Learn and use strategies or skills in approaching challenges.		To understand the importance of good hand and dental hygiene.	To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.	To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.	To identify the skills and qualities that make us successful and achieve our best.	To recognise that we will meet challenges on the way to achieving our goals.

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Understand that they can make healthy choices.	To identify strategies to resolve conflict.	To recognise what the body needs to have energy and stay well.	To identify my achievements and skills to work on.	To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)	To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.	To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
Name and recognise how healthy choices can keep us well.	To give and receive praise	To identify parts of the body that process food and create energy.	To explain how skills are developed.		To consider the different responsibilities that they and others have for their health and wellbeing.	To understand risks related to growing up and explain the need to be aware of these.
GROWING AND CHANGING						
• Life cycles • Girls and boys	• Getting help • Becoming independent • Body parts	• Being supportive • Dealing with loss • Life cycles	• Keeping safe • Relationships	• Managing difficult feelings • Relationships including marriage • Body changes during puberty	• Managing difficult feelings • Getting help • Managing change	• Self esteem • Keeping safe • Body Image
Understand that there are changes in nature and humans.	To think of what babies need to stay happy and healthy.	To give positive feedback to someone.	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	To identify the different emotional reactions to different types of change and discuss.	To describe the intensity of different feelings and strategies to build resilience.	To identify types of emotional responses and some strategies for coping with change.
Name the different stages in childhood and growing up.	To identify the changes they have made since they were a baby.	To recognise the range of feelings associated with loss and to discuss things people can do to feel better.	To identify the different types of relationships people have and their different purposes and qualities.	To understand how the onset of puberty can have emotional as well as physical impact.	To understand the different types of feelings and emotions associated with puberty.	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.

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Understand that babies are made by a man and a woman.	To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.	To identify the different stages of growth and what people are able to do at these different stages.	To identify what makes a positive relationship and what makes a negative relationship.	To learn what happens to a woman's or a man's body during puberty and that this is linked to reproduction.	To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.
Use the correct vocabulary when naming the different parts of the body.	To identify some internal organs and systems and those body parts which are private.	To identify the human private parts/genitalia and explain that they are used to make a baby.		To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.	To identify the different types of products someone might use during puberty or menstruation.	To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.
Know how to keep themselves safe.	To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	To explain who can see someone's private part, what consent means and how to protect privacy.		To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	To explain how people might feel at times of change and loss. To consider strategies when coping with this.	To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.