



Curriculum Intent Statement

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. At Brookhurst Primary School, PSHE education enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Year group	Autumn	Spring	Summer			
Nursery	<p>Personal, Social and Emotional Development - 3- and 4-year olds</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Make healthy choices about food, drink, activity and toothbrushing. 					
EYFS	<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> • Feelings • Body Awareness • Early Warning Signs • Telling and Secrets 	<p>PiXL-My Mind</p> <ul style="list-style-type: none"> • Healthy body, healthy mind • Challenge • Resilience • Being Positive • Being Calm 	<p>Police STAR</p> <ul style="list-style-type: none"> • Medicines • Healthy lifestyles • Emotional wellbeing • Responsibilities – asking and telling • Relationships – Getting on and falling out • Risks (Personal safety/road safety) • E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Belonging • Differences • Being Kind • Feelings • Trusted adults 	<p>PiXL- A Mind to be Kind</p> <ul style="list-style-type: none"> • Acts of Kindness • Living without Harming Others • Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> • Respectful Relationships • Mental Wellbeing



	<p>Outcomes: PSED</p> <ul style="list-style-type: none"> -See themselves as a valuable individual. -Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Think about the perspective of others. -Manage their own needs. - Know and talk about the different factors that support their overall health and wellbeing. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Explore what it means to have a healthy body/mind. - Begin to recognise how it feels to have different emotions. -Begin to recognise what they find easy or hard. -Begin to develop confidence and self-awareness. -Begin to understand why it is important to try at tasks. - Work co-operatively with others. -Begin to recognise what being positive looks like. - Start to identify ways of being positive towards someone. -Identify ways to calm down. -Explore what it means to be calm. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Understand what medicines are, why we take them and who gives us them. - Understand why it is important to look after our bodies and begin to know how to keep healthy. - Discuss different feelings and what makes you happy/sad. Begin to think of what can make you feel better when you feel sad. - Understand what to do if need help and who to ask. - Discuss what we like about people, how they make us feel and what makes a good friend. - Understand why we need to be safe, what keeps us safe and places we need to keep safe. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Discuss what it means to belong - Begin to understand difference and uniqueness - Think about what is kind and unkind - Identify our feelings and feelings of others - Think about our safe adults 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Discuss what a group is and what it feels like to belong to a group. - Discuss what kindness is and how it makes us feel. - Discuss the difference between when we give and receive a gift. - Discuss how to speak kindly. - Discuss the difference between being kind and being unkind. - Discuss how to show respect to people and objects. - Reflect on what has been learned. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - 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. - Identify that mental wellbeing is a normal part of daily life, in the same way as physical health. - Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. -Recognise and talk about their own and others' feelings.
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Key Skills:
- Active listening
- Awareness of feelings -
Recognising safe sources of support
- Identify early warning signs

Key Skills:
- Self-reflection
- Developing and maintaining a healthy self-concept
- Resilience
- Making decisions and choices

Key Skills:
- Active listening.
- Recognising safe sources of support.
- Managing risk and personal safety.
- Self-managing feelings.

Key Skills:
- Active listening
- Communicating ideas and views to others
- Resilience

Key Skills:
- Active listening.
- Affirming self and others. -
Communicating ideas and views.
- Empathy

Key Skills:
- Active listening
- Communicating ideas and views to others.
- Developing respect for self and others.
- Awareness of feelings.

Y1	<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> Feelings Unsafe Feelings and Body Awareness Body Privacy and Secrets Telling/Networks 	<p>PiXL-My Mind</p> <ul style="list-style-type: none"> Being Healthy Feelings & Emotions Support Network Happiness Challenge 	<p>Police STAR</p> <ul style="list-style-type: none"> Healthy lifestyles Personal hygiene Communication and participation Similarities and differences Valuing difference My relationships – getting on and falling out Me in my community E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> Bullying Differences Kindness Feelings Trusted adults 	<p>PiXL- A Mind to be Kind</p> <ul style="list-style-type: none"> Acts of Kindness Living without Harming Others Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> Respectful Relationships Being Safe Sex Education <i>- Where do babies live before they are born?</i> <i>- How do babies grow?</i> <i>- How do babies get out of mummy's tummy?</i> <i>- After birth celebrations</i>
	<p>Outcomes: Feelings and emotions: recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt. Healthy Relationships: secrets and surprises; working together; resolving conflict Growing and changing: Names of main body parts (including external genitalia), rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe.</p>	<p>Outcomes: -Identify what contributes towards being healthy. -Begin to recognise what activities can make you happy. -Become more aware of own feelings and emotions. -Become better able to express different emotions and feelings (role-play) -Identify people in their lives who can support them. - Understand how and what they could do to get help. - Understand what makes them happy and how it feels. - Identify the types of things that make them happy. - Understand what makes something challenging and the feelings associated. - Express what they have achieved.</p>	<p>Outcomes: - Understand why it is important to look after our bodies and begin to know how to keep healthy (recalling EYFS knowledge). - Understand why it is important to brush our teeth and wash our hands. - Discuss what good manners are and how we show them. - Discuss how it feels when you are left out. - Discuss our similarities/ differences. - Begin to understand why it is good to be different. - Discuss who is important to us and why. - Discuss how to be a good friend. - Recognise and discuss what a community is/ who lives in it</p>	<p>Outcomes: - Identify bullying - Celebrate differences, recap what it means to be unique - Continue to think about kind and unkind behaviours - Continue to identify feelings and feelings of others - Identify safe adults in other areas of our lives</p>	<p>Outcomes: - Discuss how it feels to be a part of a group. - Begin to understand how we show kindness. - Begin to discuss the difference between our feelings when giving and receiving. - Begin to recognise how our body language can impact others. - Begin to understand that harm is not always physical. - Discuss regret. Begin to recognise the difference between respectful and disrespectful behaviours. - Reflect on what has been learned.</p>	<p>Outcomes: - The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. - 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. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - Confidence needed to do so. - Understand how babies grow and are born.</p>
	<p>Key Skills: -Self-regulation including managing strong emotions. -Recognising/accessing safe sources of support -Identify early warning signs</p>	<p>Key Skills: -Developing and maintaining a healthy self- concept - Self-reflection</p>	<p>Key Skills: - Active listening. - Recognising safe sources of support. - Self-reflection. - Self-management. - Self-managing feelings</p>	<p>Key Skills - Active listening - Communicating views - Empathy - Resilience -Self managing feelings - Making decisions/choices</p>	<p>Key Skills: -Respect -Empathy -Self-reflection -Resolving conflicts</p>	<p>Key Skills: - Active listening - Developing respect for self and others. - Recognising/accessing safe sources of support.</p>

Y2	<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> • Feelings, Rights and Responsibilities • Unsafe Feelings, Problem Solving • Body Awareness and Personal Space • Networks and using them 	<p>PiXL-My Mind</p> <ul style="list-style-type: none"> • Resilience • Determination • Self-Awareness • Keeping Cool • Being Positive 	<p>Police STAR</p> <ul style="list-style-type: none"> • Drugs and their uses • Keeping healthy • Emotional wellbeing • Dealing with bullying • Getting on and falling out • Personal safety • Road safety • E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Bullying • Similarities/differences • Feelings • Behaviour • Trusted Adults 	<p>PiXL- A Mind to be Kind</p> <ul style="list-style-type: none"> • Acts of Kindness • Living without Harming Others • Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> • Caring Friendships • Mental Wellbeing
	<p>Outcomes: <u>Feelings and emotions:</u> recognise feelings in self; special people; behaviour and how people’s bodies and feelings can be hurt. <u>Healthy Relationships:</u> secrets and surprises; working together; resolving conflict <u>Growing and changing:</u> Names of main body parts (including external genitalia), rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe</p>	<p>Outcomes: -Indicate what they struggle with and how it feels. -Understand why it is important to keep trying when attempting tasks. -Identify what determination is. - Draw or write ways to help overcome difficulties. -Identify skills they are good at. -Develop self-awareness and about feelings. - Recognise how their behaviour affects other people. -Understand how to control anger. -Understand how to be positive themselves and be positive to others. - Recognise positive behaviours.</p>	<p>Outcomes: -Build on EYFS unit on medicines and discuss what drugs are and what they do. Focus on drugs/medicines children already know. - Begin to understand what a balanced diet is and how exercise looks after our physical wellbeing. - Discuss different feelings and what makes you happy/sad. - Know what can make you feel better when you feel sad and how to support someone else when they feel sad. - Begin to understand what bullying is. - Discuss how we feel when we fall out with someone else and why people fall out. - Discuss where/ when we feel safe and who makes us feel safe. - Understand who keeps us safe and how to stay safe in various different situations.</p>	<p>Outcomes: - Recognise examples of bullying/not bullying - Identify and value differences and similarities - Recognise feelings of people who have been bullied - Know how to manage feelings bought about by bullying safely - Use my network of safe adults to talk about bullying</p>	<p>Outcomes: - Discuss how it feels to be a part of a group. - Develop understanding of how we show kindness. - Develop understanding of the difference between our feelings when giving and receiving. - Develop understanding of how to recognise how our body language can impact others. - Develop understanding that harm is not always physical. - Recall what regret is. - Develop understanding of how to recognise the difference between respectful and disrespectful behaviours. - Reflect on what has been learned.</p>	<p>Outcomes: - How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - 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. - Understand that there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>



	<p>Key Skills</p> <ul style="list-style-type: none">-Self-regulation including managing strong emotions.-Recognising safe sources of support-Identifying and accessing appropriate help and support-Identify early warning signs	<p>Key Skills:</p> <ul style="list-style-type: none">-Resilience-Self awareness- Affirming self and others- Self-managing feelings	<p>Key Skills:</p> <ul style="list-style-type: none">- Active listening.- Recognising safe sources of support.- Self-reflection.- Self-management.- Self-managing feelings.- Managing risk and personal safety.	<p>Key Skills</p> <ul style="list-style-type: none">- Active listening- Communicating ideas and views to others- Empathy- Managing pressure and stress-Resilience- Making decisions/choices-Negotiation-Perception of how peers show feeling	<p>Key Skills:</p> <ul style="list-style-type: none">-Respect-Empathy-Self-reflection-Resolving conflicts	<p>Key Skills:</p> <ul style="list-style-type: none">- Active listening- Empathy- Resolving conflict- Self-managing feelings- Perception of how peers show feelings.
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Y3

<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> • Feelings, Rights and Responsibilities • Unsafe Feelings • Body Awareness and telling • Networks and using them 	<p>PiXL-My Mind</p> <ul style="list-style-type: none"> • My Mind • Healthy Body, Healthy Mind • Mind Training • Resilience 	<p>Police STAR</p> <ul style="list-style-type: none"> • Healthy lifestyles • Personal hygiene • Communication and participation • Similarities and differences • Valuing difference • Communication and participation • Good to be me • Me in my community • E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Bullying/Non-bullying behaviours • Reactions • Safe/unsafe feelings • Strategies to cope • Trusted adults 	<p>PiXL- A Mind to be Kind</p> <ul style="list-style-type: none"> • Acts of Kindness • Living without Harming Others • Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> • Being Safe • Mental Wellbeing • Sex Education <p>- Who's Who? - Where do babies live before they are born? How do you make a baby? - IVF - How do babies grow? - How are babies born?</p>
<p>Outcomes: Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; resolving conflict Growing and changing: recognising and managing feelings Rights and responsibilities: difference between rights and responsibilities; Keeping safe: rules for safety and how to get help; responsibilities for keeping ourselves and others safe</p>	<p>Outcomes: -Know why it is important to have a healthy mind. - Recognise ways to keep their minds healthy. -Explore the links between a healthy body and a healthy mind. -Explore tips to keep body and mind in check. -Know what the 5 Ways to Wellbeing are and why they are important. -Plan personal actions for each of these areas. - Understand the growth & fixed mindset. -Understand and experience the value of challenge. - Understand why we need to be resilient. -Identify strategies to cope when things get difficult.</p>	<p>Outcomes: - Understand how an unhealthy lifestyle can have a negative impact on our body. - Begin to understand how else to keep our body healthy. - Discuss further (originally covered in Y1) why we need to wash ourselves regularly. - Understand the difference between kind/unkind words. - Discuss how it feels to be left out and how to support someone who is left out. - Discuss similarities/differences (Y1 recall of knowledge) - Discuss why it is important to celebrate our differences. - Understand communication is important and different ways we communicate. - Recognise what makes you unique. -Understand community (Y1 recall) and who lives in your community. -Discuss what makes you proud of your community.</p>	<p>Outcomes: - Identify the differences between bullying/nonbullying behaviour - Explore how to act positively in instances of bullying - Recognise safe and unsafe feelings of being bullied and a witness to it - Develop ways to manage a bullying situation - Use my network effectively to manage instances of bullying behaviour -Understand ways in which bullying behaviour can be safely managed</p>	<p>Outcomes: - Discuss how it feels to be a part of a group. - Begin to recognise acts of kindness. - Discuss what kindness looks like to you. - Begin to understand why people are kind. - Begin to understand how to show kindness through body language. - Continue to develop understanding of how we show kindness. - Discuss the impact of regret. - Begin to recognise how a group can have a wider impact. - Begin to understand how to discuss differences. - Begin to understand how to establish if a behaviour is respectful or not. - Reflect on what has been learned.</p>	<p>Outcomes: - What sorts of boundaries are appropriate in friendships with peers and others. - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - How to report concerns or abuse, and the vocabulary and confidence needed to do so. - That there is a normal range of emotions that all humans experience in relation to different experiences and situations. -How to recognise and talk about their emotions. -Where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. - Understand how a baby is made, how they grow and how they are born.</p>



	<p>Key Skills:</p> <ul style="list-style-type: none"> -Self-regulation including managing strong emotions. -Recognising safe sources of support -Identifying and accessing appropriate help and support -Identify early warning signs 	<p>Key Skills:</p> <ul style="list-style-type: none"> -Awareness of own needs - Making decisions and choices -Resilience -Self-management 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening. - Recognising safe sources of support. - Self-reflection. - Self-management. - Self-managing feelings. - Communicating ideas and views to others. - Empathy. 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening - Communicating ideas and views to others - Empathy - Managing pressure and stress - Managing risk and personal safety - Resilience - Making decisions/choices - Negotiation - Recalling and applying knowledge and skills 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Affirming self and others -Analysing and evaluating situations -Communicating ideas and views -Drawing conclusions -Empathy -Respect -Self-reflection 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening - Self-managing feelings - Perception of how peers show feelings. - Resolving conflict. - Recognising/accessing safe sources of support.
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Y4	<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> • Rights, Responsibilities a Feelings • Safe and Unsafe Feelings Problem Solving • Exploring theme 2 Secrets • Networks&using them 	<p>PiXL- My Mind</p> <ul style="list-style-type: none"> • Determination • Emotions • Mental Health • Positivity • Self-Awareness 	<p>Police STAR</p> <ul style="list-style-type: none"> • Drugs and their uses • Keeping healthy • Emotional wellbeing • Dealing with bullying • Getting on/falling out • Managing change • Relationships • Personal safety • Road safety • E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Define Bullying • Outcome of reactions • Feelings • Identifying Bullying • Responding appropriately 	<p>PiXL- A Mind to be Kind</p> <ul style="list-style-type: none"> • Acts of Kindness • Living without Harming Others • Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> • Caring Friendships • Respectful Relationships • Being Safe • Changing Adolescent Body
	<p>Outcomes: Feelings and emotions: Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares Healthy relationships: recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; resolving conflict Growing and changing: recognising and managing feelings Rights and responsibilities: difference between rights and responsibilities; Keeping safe: rules for safety and how to get help; responsibilities for keeping ourselves/others safe.</p>	<p>Outcomes: -Know what grit and determination are. -Understand how we can build grit and determination. -Know how to deal with and manage emotions. - Recognise the importance of keeping our mental health in check. -Discuss different ways to cope with good days and bad days. -Recognise positive qualities about ourselves. -Understand the meaning of self-awareness. -Know how to make positive changes.</p>	<p>Outcomes: - Building on Y2 unit on drugs, explain in appropriate language what drugs are and the difference between legal and illegal drugs. - Understand why it is important to look after our bodies (recall Y1 knowledge), consider different ways we can keep healthy including not just our physical health but also our emotional health. - Understand how a balanced diet can support our physical and emotional health. - Reflect on what makes you feel happy/sad, how to support yourself and others if they are upset. - Be able to offer advice to people who are not getting on. - Understand what bullying is and why people bully. - Discuss what makes a good friend. - Develop ideas for promoting positive friendships. - Reflect on what changes you have experienced and what you will experience in the future. - How to manage change. -Recognise EWS (link to PB) and know what to do. - Understand how to keep safe when outside, on or near a road.</p>	<p>Outcomes: - Able to clearly define what bullying is - Recap how to act effectively in instances of bullying. - Examine the outcomes of acting/not acting effectively - Empathise with people who have been bullied in order to help them cope - Be able to effectively identify bullying and begin to manage it safely - Recognise and respond effectively to different types of bullying - Discuss why bullying behaviour is unacceptable</p>	<p>Outcomes: - Discuss how it feels to be a part of a group. - Continue to recognise acts of kindness. - Discuss what kindness looks like to you and recognise the differences between how this looks to others. - Develop understanding of different reasons why people are kind. - Recognise how kindness in body language can look different to different people. - Discuss different ways people show kindness. - Discuss impact of regret. - Recognise how a group can have a wider impact. - Understand how to politely discuss differences. - Develop understanding how to establish if a behaviour is respectful or not. - Reflect on what has been learned.</p>	<p>Outcomes: - The characteristics of friendships. - That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. - The importance of respecting others, even when they are very different from them or make different choices or preferences or beliefs. - Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. - Know 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 & appropriately to adults they may encounter they do not know. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - Know key facts about puberty.</p>



	<p>Key Skills:</p> <ul style="list-style-type: none"> -Self-regulation including managing strong emotions. -Recognising safe sources of support -Identifying and accessing appropriate help and support -Identify early warning signs 	<p>Key Skills:</p> <ul style="list-style-type: none"> -Self-regulation including managing strong emotions. -Self-awareness -Making decisions and choices 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening. - Recognising safe sources of support. - Self-management. - Self-managing feelings. - Communicating ideas and views to others. - Empathy. - Managing risk and personal safety. - Perception of how peers show feeling. 	<p>Key Skills</p> <ul style="list-style-type: none"> - Active listening - Analysing and evaluating situations - Communicating ideas and views to others - Empathy - Managing pressure and stress - Managing risk and personal safety - Resilience - Making decisions/choices - Negotiation - Recalling and applying knowledge and skills - Perception of how peers show feeling 	<p>Key Skills:</p> <ul style="list-style-type: none"> -Empathy -Respect -Resilience -Resolving conflicts -Self-reflection 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening - Developing respect for self and others. - Empathy - Recognising safe sources of support. -Identify early warning signs - Recalling, understanding and applying knowledge and skills.
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Y5	<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> • Rights, Responsibilities and Feelings • Safe Feelings, Fun to Feel Scared and Early Warning Signs • Secrets and Networks • Using Networks 	<p>PiXL- My Mind</p> <ul style="list-style-type: none"> • Self-management • Game Plan • Coping Strategies • Self-control • Support Network 	<p>Police STAR</p> <ul style="list-style-type: none"> • Healthy lifestyles • Personal hygiene • Self-awareness • Similarities and differences • Valuing differences • Changing emotions and responsibilities • Good to be me • Me in my community • E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Bullying • Identify direct/indirect bullying • Recognise how bullies behave • Understand reasons why • Strategies to manage 	<p>PiXL- A Mind to be Kind</p> <ul style="list-style-type: none"> • Acts of Kindness • Living without Harming Others • Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> • Respectful Relationships • Changing Adolescent Body
	<p>Outcomes:</p> <p>Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p>Healthy relationships: how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p> <p>Growing and changing: recognising and managing feelings</p> <p>Keeping safe: rules for safety and how to get help; responsibilities for keeping safe</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> -Understand self-management -Understand why self-management is important to keep our minds healthy. -Understand what having a 'Game Plan' means. -Identify why plans in life are important. -Understand and prepare coping mechanisms and strategies for different situations. -Identify effective and appropriate calming down strategies. - Recognise and describe times when we are overwhelmed by emotions. -Understand why a support network is important. -Know who to talk to about different kinds of problems. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Discuss if there can be a perfect healthy lifestyle. - Understand how a poor diet can impact on our bodies/minds - Understand why it is important to keep our bodies clean, what happens when we sweat and how to be healthier as we grow/ take ownership of our health. - Recognise feelings and how they can be impacted by those around us. - Understand that our actions can impact those around us. - Recognise similarities/ differences in our friendships and relationships (builds on Y3 knowledge). - Celebrate and value differences. - Discuss what responsibility is and how your responsibilities change as you get older. - Recognise that our emotions will change and how to manage this. - Reflect on what makes us unique and celebrate our differences. - Understand our community. - Recognise how to improve issues in our community - Understand what lies in a successful community. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Explain clearly what bullying is/is not with examples - Identify specific instances of bullying - Begin to think about their impact - Recognise and explain the ways in which one person (or group of people) can have power over another. - Recognise reasons why people resort to bullying. - Begin to understand how to safely support children to make positive choices - Safely deploy a range of strategies to manage feelings in instances of bullying behaviours. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - Discuss how it feels to be a part of a group. - Develop various acts of kindness that would be suitable for different people. - Recognise that not all acts of kindness are suitable for everyone. - Recognise different views on kindness. - Understand and identify different reasons why people are kind. - Explain the importance of body language in showing empathy. - Discuss the impact of regret. - Recognise how a group can have a wider impact. - Understand how to take part in polite discussions to settle differences of opinion. - Recognise if a behaviour is respectful or not. - Reflect on what has been learned. 	<p>Outcomes:</p> <ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.



	<p>Key Skills:</p> <ul style="list-style-type: none"> -Self-regulation including managing strong emotions. -Recognising safe sources of support -Identifying/ accessing appropriate support - Identify early warning signs 	<p>Key Skills:</p> <ul style="list-style-type: none"> -Self-management -Self-awareness -Identifying/ accessing appropriate support - Analysing and evaluating situations 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening. - Self-management. - Self-managing feelings. - Empathy. - Perception of how peers show feeling. - Affirming self and others. - Making decisions and choices. 	<p>Key Skills</p> <ul style="list-style-type: none"> - Active listening - Analysing and evaluating situations - Communicating ideas and views to others - Empathy - Managing risk and personal safety - Resilience - Self-managing feelings - Making decisions/choices - Negotiation - Recalling and applying knowledge and skills 	<p>Key Skills:</p> <ul style="list-style-type: none"> -Empathy -Respect -Resilience -Resolving conflicts -Self-reflection 	<p>Key Skills:</p> <ul style="list-style-type: none"> - Active listening - Developing respect for self and others. - Empathy - Tolerance and respect. - Recalling, understanding and applying knowledge and skills.
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Y6	<p>Taking Care- Preventative Education</p> <ul style="list-style-type: none"> • Rights, Responsibilities, Feelings • Safe Feelings, Fun to Feel Scared and Early Warning Signs • Secrets and Networks • Using Networks 	<p>PiXL- My Mind</p> <ul style="list-style-type: none"> • Focus • Aspirations • Life Journey • Motivation • Challenge 	<p>Police STAR</p> <ul style="list-style-type: none"> • Drugs • Alcohol /Smoking • Personality types • Hate crime • Peer pressure • Policing • E-safety 	<p>Say No to Bullying</p> <ul style="list-style-type: none"> • Rumours • Identify direct/indirect bullying • Challenging bullying behaviour • Making positive choices • Strategies to stay safe 	<p>PiXL-A Mind to be Kind</p> <ul style="list-style-type: none"> • Acts of Kindness • Living without Harming Others • Respect 	<p>RSE- My Feelings, Friends and Family</p> <ul style="list-style-type: none"> • Respectful Relationships • Being Safe • Changing Adolescent Body • Sex Education <p>- Where do we learn about sex from? - What is sex? - Sex words.</p>
	<p>Outcomes: Feeling and emotions: recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares Healthy relationships: how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation Growing and changing: recognising and managing feelings Keeping safe: rules for safety and how to get help; responsibilities for keeping safe</p>	<p>Outcomes: -Know why we need to focus on our mental and physical healthy. - Identify techniques which will help us focus. - Explore and identify a dream and ambition. - Know the importance of role models and inspiration. -Know how to deal with the ups and downs of life. -Identify what you want to get out of life. - Understand how motivation can impact our health. -Develop strategies to stay motivated. -Understand what makes something challenging and the feelings associated. -Express what they have achieved.</p>	<p>Outcomes: - Understand about respect for the self and others and the importance of responsible behaviours and actions. - Identify different influences on health and wellbeing. - Understand how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts. - Understand the importance of respecting equality and diversity (including in all sorts of relationships). - Recognise risky or negative relationships including all forms of bullying and abuse. - Know how to respond to risky or negative relationships and ask for help. - Understand how to respond in an emergency. - Understand the rights and responsibilities of a citizen.</p>	<p>Outcomes: - Empathise with the effects of name calling and rumour spreading - Explain the difference between direct and indirect bullying - Develop strategies to recognize the ways in which one person can hold power over another - Be able to safely challenge these instances - Safely support children to make positive choices through empathy with their situation. - Consolidate and refine strategies to safely manage instances of bullying behaviour ensuring everyone remains safe.</p>	<p>Outcomes: - Confidently recall the 3 main strands of 'A Mind to be Kind'. - Confidently recall what is meant by kindness. - Confidently recall the difference between giving and receiving kindness. - Confidently recall the meaning of harm. - Confidently recall that harm can be physical or mental. - Confidently recall how we can live without harming others. - Confidently recall what is meant by respect and how we show it. - Confidently recall how we earn respect. - Reflect on what has been learned.</p>	<p>Outcomes: - The importance of respecting others, even when they are very different from them or have different preferences or beliefs. - The importance of self-respect and how this links to their own happiness. - What sorts of boundaries are appropriate in friendships with peers and others. - Understanding the concept of privacy and the implications of it for both children and adults. - Knowing the importance of permission-seeking and giving in relationships with friends, peers and adults. - Key facts about puberty and the changing adolescent body, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle. - Understand what sex means. - Identify words used to describe sex or sexual body parts. - Identify and address common misconceptions.</p>



	<p>Key Skills:</p> <ul style="list-style-type: none">-Self-regulation including managing strong emotions.-Recognising safe sources of support-Identifying/accessing appropriate support -Identify early warning signs	<p>Key Skills:</p> <ul style="list-style-type: none">-Resilience-Making decisions and choices-Self awareness-Setting challenging goals for self	<p>Key Skills:</p> <ul style="list-style-type: none">- Affirming self and others.- Analysing and evaluating situations.- Managing pressure and stress.- Recalling and applying knowledge and skills.- Recognising need for peer approval.- Making decisions and choices.	<p>Key Skills:</p> <ul style="list-style-type: none">- Active listening- Analysing and evaluating situations- Empathy- Self-management- Self-reflection- Managing stress- Managing risk and personal safety- ResilienceSelf-managing feelings- Resolving conflicts- Perception of how peers show feeling	<p>Key Skills:</p> <ul style="list-style-type: none">-Empathy-Respect-Resilience-Resolving conflicts-Self-reflection	<p>Key Skills:</p> <ul style="list-style-type: none">- Active listening- Self-reflection- Developing respect for self and others.-Tolerance and understanding- Recalling and applying knowledge and skills.
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