



PSHE POLICY STATEMENT & GUIDANCE

September 2014

Policy statement

Personal, Social and Health Education (PSHE), and Citizenship is concerned with providing pupils with the knowledge, skills and understanding to play an effective role in society. It helps them become informed, thoughtful and responsible individuals who are aware of their duties and rights. It also promotes their spiritual, personal, moral, social and cultural development, which enables them to play an active and healthy part in the life of our school, their community (including learning about British values) and the world.

This PSHE guidance document supports the vision and values of the school:

‘Everyone will be given the opportunity to shine.

Our vision is for the best learning for all within a safe, happy and stimulating environment

We aim to encourage the values of respect, creativity, spirituality excellence and independence within a caring Christian ethos where everyone is supported in becoming the best that they can be’.

<p>Legal context:</p>

<p>2002 Education Act</p>

<p>Children Act 2004</p>

<p>Education Act 2006</p>

Please see Appendix C for SRE Policy Statement

Introduction

Personal , Social and Health Education (PSHE) and Citizenship, supported by SEAL (Social and Emotional Aspects of Learning) is the corner stone of the school's ethos and this guidance should be read in conjunction with the mission statement, the school aims and the Teaching and Learning Policy, all of which help to make our school what it is.

P.S.H.E. and Citizenship covers the range of personal and social development that underpins more or less everything that we do in our school. It is the development of skills, qualities, attitudes, knowledge and understanding in relation to self and society.

Some components of P.S.H.E. and Citizenship are knowledge-based and are taught (e.g. Drug Education and Sex and Relationship Education). For these we have specific schedules and policy statements. Other aspects cover our pastoral care system, welfare procedures, discipline structure and our Behaviour Policy.

Collective Worship (assemblies) is part of everyday life and presents opportunities for P.S.H.E. and Citizenship. This includes the opportunity for both spiritual development and personal reflection.

Some aspects of P.S.H.E. and Citizenship are dealt with in specific year groups, as outlined in year group guidance in Appendix A. Each teacher is responsible for the whole child, which includes a supportive approach towards the unique emotional and behavioural needs of individuals.

Advice and support are always available from the SENCO, class teachers and teaching assistants to ensure that we always maintain our inclusive ethos, which includes Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) and Behavioural Emotional Social Difficulty (BESD) of pupils.

Teaching about safety and relationships as part of PSHE contributes to how we approach the safeguarding of pupils. It helps pupils to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

Aims

- to provide sound pastoral care;
- to promote positive attitudes and values;
- to provide equality of opportunities;
- to foster relationships;
- to provide opportunities for awe and wonder;
- to develop spiritual and moral awareness;
- to encourage a healthy lifestyle;
- to value cultural diversity;
- to foster links with parents and the community;
- to develop skills in communicating ideas, opinions and beliefs;
- to support and enhance emotional and mental health wellbeing

Entitlement

All children irrespective of gender, ability, age, ethnicity, cultural background and social circumstances have an equal entitlement to P.S.H.E. and Citizenship at Oakfield. Our pastoral care systems aim to ensure that all children are treated kindly, equally and fairly.

All children are entitled to learning opportunities which:-

- explore values and beliefs, which influence individuals and their relationships with others and the wider world;
- help children to respond to their present lives and prepare them for life beyond Oakfield;
- emphasise practical activities, decision making, learning through experience;
- provide relevant ways in which life skills might be developed;
- develop community links.

Core Themes – to support teaching and learning

1. Health and wellbeing

2. Relationships

3. Living in the wider world - economic wellbeing and being a responsible citizen

1. Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional healthy wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- Managing change – such as puberty, transition and loss
- Understanding parts of the body and how the body changes as you grow
- How to make the right choices about health and wellbeing and to recognise sources of help
- How to respond in an emergency
- How to identify different influences on health and wellbeing

2. Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social, respectful and cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

3. Living in the wider world - economic wellbeing and being a responsible citizen

- Respect for self and others and the importance of responsible behaviours and actions
- Understanding rights and responsibilities as members of families, other groups and as citizens
- Understanding about different groups and communities
- Respecting equality and to be a productive member of a diverse community
- Understanding the importance of and protecting the environment
- Understanding where money comes from, keeping it safe and the importance of managing it effectively
- Understanding how money plays an important part in people's lives
- A basic understanding of enterprise

Opportunities

It is clear that the opportunities for opening up P.S.H.E. and Citizenship issues are almost endless. The following list will act as an aide-memoire:

- parent liaison, partnerships, home/school links
- home/school contracts
- registration, (attendance, lateness)
- appointments (hospital, doctor, dentist etc.)
- Collective Worship
- reflection
- focused SEAL work
- Golden Time, circle time and role play
- story time, news time, showing time (KS1)
- current affairs
- extra-curricular activities
- playtimes and lunchtimes, casual conversations
- discussions and debates (KS2)
- School Council
- Hygiene talks
- cloakroom and toilet issues
- P.E./matches/competitions
- festivals and celebrations
- school trips and visits
- residential journeys and activities weeks

- mediation time and conflict resolution
- R.E.
- pastoral care
- social occasions (school plays, concerts, performances, challenges, competitions, sponsored events)
- messages from stories, hymns, songs
- group activities/paired reading
- teams and teamwork, team match reports
- mufti day
- entertaining visitors
- HT newsletters
- school library
- notices
- questionnaires and surveys

Resources

The child's class teacher and other staff can be the most excellent role model available. We must have high expectations of ourselves, as well as of our children.

End of KS assessment forms for PSHE are available in Appendix B.

P.S.H.E. and Citizenship resources; pictures, DVDs, books, photographs and reference manuals, including materials to support Drug Education, Health Education, Sex & Relationship Education and Safety, are centrally stored in the KS2 block.

We welcome support and advice from professionals to help with planning certain elements of PSHE and Citizenship. Please contact the PSHE & Citizenship Lead for advice and guidance on who to contact.

This document has been developed using information, advice and guidance from Hampshire County Council and the PSHE Association.

APPENDIX A – Year Group Guidance

Year 1

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes.
Working Well Together	Year 1	Know the school and classroom rules and how they help	Relationships, Risk and Safety, Rights and Responsibilities and Power	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * To recognise that choices have good and not so good consequences * Rules for and ways of keeping emotionally and physically safe * To recognise that they share a responsibility for keeping themselves and others safe
		Co-operate with others in work and play			
		Put their views forward clearly			
		Make simple choices		Relationships (KS1)	<ul style="list-style-type: none"> * To communicate feelings to others * To recognise what is fair/unfair, kind and unkind, right and wrong * To listen to other people, play and work collaboratively
Identify ways of improving/helping in class and their environment	Living in the Wider World (KS1)	<ul style="list-style-type: none"> * How to contribute to the life of the classroom * To help construct, and agree to follow, group and class rules and understand they are there to help * That they have responsibilities to others (turn taking, sharing) 			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Other People are Special Too	Year 1	To know the different groups they belong to Understand that people have needs and show respect by listening to each other	Identity, Relationships, Rights and Responsibilities, Power	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * Recognise that choices have good and not so good consequences * To think about themselves, learn from experiences, recognise and celebrate strengths * About good/unpleasant feelings and feelings of others about the people who look after them
		Recognise worth and make positive statements about others		Relationships (KS1)	<ul style="list-style-type: none"> * To recognise how their behaviour affects others * The difference between secrets and surprises * Listen to others and play and work collaboratively * That peoples' feelings and bodies can be hurt * That there are different types of bullying * How to resist teasing/bullying and where to get help from * To identify their special people, and that they should care for one another
		Understand the effect that bullying can have and know who to talk to about bullying			
		Recognise the ways their own behaviour affects others			
		Consider the value of being and having friends and show a willingness to care for others			Living in the Wider World (KS1)

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Caring for Myself	Year 1	To carry out personal routines Develop skills for maintaining personal hygiene, cleaning teeth, washing hands	A healthy balanced lifestyle, Risk	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * What constitutes a healthy lifestyle including dental hygiene * Know the importance of and how to maintain personal hygiene * Know how some diseases are spread and can be controlled * know that medicines can be harmful if not used properly
		To think about what can go into their bodies and that some substances can be harmful		Relationships (KS1)	<ul style="list-style-type: none"> * Know that people's bodies and feelings can be hurt
		To begin to understand how infections are passed between people			
		To know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines		Living in the Wider World (KS1)	<ul style="list-style-type: none"> * Know that people and other living things have needs and that they have responsibilities to meet them

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Caring for Others	Year 1	Begin to take some responsibility for self and others Begin to recognise the way their choices affect others	Identity, Relationships, Diversity and Equality, Rights and Responsibilities	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * Recognise that choices have good and not so good consequences * To recognise that they share a responsibility for keeping themselves and other safe * Know when to say... Yes, No, I'll ask, I'll tell
		Begin to accept everyone as an individual, respecting their needs, feelings and opinions		Relationships (KS1)	<ul style="list-style-type: none"> * To communicate their feelings to others, to recognise how others show feelings and how to respond * Recognise how their behaviour affects others * To listen to other people, play and work collaboratively * Offer constructive feedback to others * Identify and respect the differences and similarities between people – celebrating cultural diversity and developing an understanding of British values
		Understand the needs of plants and animals		Living in the Wider World (KS1)	<ul style="list-style-type: none"> * Contribute to the life of the classroom * To know that people and other living things have needs and that they have responsibilities to meet them * Know that they belong to various groups and communities * Know what improves and harms their local, natural and built environments and ways some people look after these
		Consider the value of being part of a community and different groups			
		Identify jobs in the classroom/school and know what contribution they make to the life of the class and school			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Keeping Safe	Year 1	To know about keeping safe indoors and outdoors and whose job it is to keep them safe	Relationships, Risk and Safety	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * To know that household products, including medicines can be harmful if not used properly * To know rules for and ways of keeping physically and emotionally safe (e.g. road, online, environment) * To recognise that they share a responsibility for keeping themselves and other safe * Know when to say... Yes, No, I'll ask, I'll tell * To know about people who look after them
		To know places that are safe			
		To be able to follow simple safety rules and instructions		Relationships (KS1)	<ul style="list-style-type: none"> * To communicate their feelings to others, to recognise how others show feelings and how to respond * Recognise how their behaviour affects others * To listen to other people, play and work collaboratively * Offer constructive feedback to others * Identify and respect the differences and similarities between people
		To appreciate the need to take care and have safe actions			
		To care about keeping themselves and others safe		Living in the Wider World (KS1)	<ul style="list-style-type: none"> * To help construct, and agree to follow, group and class rules and understand how these help them * Contribute to the life of the classroom * To know that people and other living things have needs and that they have responsibilities to meet them * Know that they belong to various groups and communities * Know what improves and harms their local, natural and built environments and ways some people look after these
		To know some rules for keeping safe - tablets, medicines, household substances, fire etc			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes	
Looking forward	Year 1	To be able to perform tasks independently	Identity, Relationships	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * To recognise what they like and dislike and how to make informed choices * To recognise and celebrate their strengths and set simple but challenging goals * Know about growing and changing and new opportunities and responsibilities that increasing independence may bring * Know about people who look after them if they are worried or need to attract attention 	
		To value their achievements and talents, making the most of opportunities			Relationships (KS1)	<ul style="list-style-type: none"> * To communicate their feelings to others, to recognise how others show feelings and how to respond * Know the difference between secrets and surprises * To be able to share their opinions on things that matter to them and explain their views with people
		Know their strengths, weaknesses and personal achievements		Living in the Wider World (KS1)		<ul style="list-style-type: none"> * Contribute to the life of the classroom * To know that people and other living things have needs and that they have responsibilities to meet them * Know that they belong to various groups and communities and have the opportunity to enjoy and take part in national days of celebration that support British values
		Identify personal goals				
		Be able to talk about a range of emotions and feelings				
		Know some things that can cause different emotions				

Year 2

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Who is in Charge?	Year 2	To communicate and co-operate with others	Change and Resilience, Risk, Relationships	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * Know about growing, changing and new opportunities and responsibilities that increasing independence may bring * Know about people who look after them if they are worried or need to attract attention
		To know about shops, services and advertising			
		To know that we have to pay for what we buy		Relationships (KS1)	<ul style="list-style-type: none"> * Know the difference between secrets and surprises * To be able to share their opinions on things that matter to them and explain their views with people * To listen to other people, play and work collaboratively
		To know about their immediate world around them and who in the community can help them			
		To know what improves or harms the local environment and ways of looking after it		Living in the Wider World (KS1)	<ul style="list-style-type: none"> * To know that people and other living things have needs and that they have responsibilities to meet them * Know that they belong to various groups and communities, recognising national days of celebration in support of British values throughout the year * To know what improves and harms their local, natural and built environments and some ways of looking after it * To know about the role money plays in their lives, how to manage their money and keep it safe, know about spending money and what influences those choices
		To respond confidently to new people and situations			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Celebrating and Recognising Differences	Year 2	To be able to express positive statements about themselves and others	Identity, Relationships, Diversity and Equality, Rights and Responsibilities	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * Know about growing, changing and new opportunities and responsibilities that increasing independence may bring * Know about people who look after them if they are worried or need to attract attention.
		Be able to feel good about themselves and recognise different feelings			
		Be able to identify some similarities and differences between people		Relationships (KS1)	<ul style="list-style-type: none"> * To communicate their feelings to others, to recognise how others show feelings and how to respond * Recognise how their behaviour affects others * To listen to other people, play and work collaboratively * Offer constructive feedback to others * Identify and respect the differences and similarities between people
		Know that people have things in common and that's what makes us unique			
		Be able to explore the idea of fairness and question stereotypes			
		Be proud of who they are and know that difference does not mean better or worse			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes	
My Body is Important	Year 2	To value their bodies and monitor what they put into it	Identity, A Healthy and Balanced Lifestyle, Risk	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * Know what constitutes a healthy lifestyle * Know the importance of and how to maintain personal hygiene * Know how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others * Know the names for the main parts of the body (including external genitalia) and the similarities between boys and girls 	
		Understand the need for exercise, rest and to be healthy			Relationships (KS1)	<ul style="list-style-type: none"> * To communicate their feelings to others, to recognise how others show feelings and how to respond * Recognise how their behaviour affects others * To listen to other people, play and work collaboratively * Offer constructive feedback to others * Identify and respect the differences and similarities between people
		To know that some people need drugs in order to lead a normal life		Living in the Wider World (KS1)		<ul style="list-style-type: none"> * To know that people and other living things have needs and that they have responsibilities to meet them
		To know that some drugs can prevent diseases, and that some diseases spread and that some can be controlled by drugs				
		To know the names of some of their body parts				
		To take care of themselves and others and be safe				

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Changing Friendships	Year 2	To understand how to be a good friend and the qualities needed in friendships	Identity, Relationships, A Healthy Balanced Lifestyle Rights and Responsibilities, Change	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * To recognise what they like and dislike, how to make informed choices that improve their physical/emotional health * To think about themselves, learn from their experiences * To know about good and not so good feelings, have a vocabulary to describe their feelings to others and have simple strategies for managing feelings. * Learn about change and loss and the associated feelings
		To know that friendships can change			
		To know how to make new friends and how to deal with losing friendships		Relationships (KS1)	<ul style="list-style-type: none"> * To communicate their feelings to others, to recognise how others show feelings and how to respond * Recognise how their behaviour affects others * To listen to other people, play and work collaboratively * Offer constructive feedback to others * Identify and respect the differences and similarities between people * To know the people's bodies and feelings can be hurt
		To recognise and name feelings associated with change			
		To begin to learn to manage feelings positively and effectively			
		To reflect and learn from experiences			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Taking Charge	Year 2	To develop personal values, recognise what is important to them when making choices	Identity, Relationships, Rights and Responsibilities, Power	Health and Wellbeing (KS1)	<ul style="list-style-type: none"> * To recognise what they like or dislike, how to make real and informed choices, to recognise that choices have good and not so good consequences * To think about themselves, and learn from their experiences
		Understand and recognise that they have choices and choices can be made			
		To learn to consider options and find relevant information		Relationships (KS1)	<ul style="list-style-type: none"> * To listen to other people, play and work cooperatively, including strategies to resolve simple arguments through negotiation * To identify they're special people, know what makes them special and understand how special people should care for one another
		To think about how money can be spent on themselves and others			
		To recognise ways in which their own choices and behaviour affect others including bullying		Living in the Wider World (KS1)	<ul style="list-style-type: none"> * To know about the role money plays in their lives including how to manage their money and keep it safe, choices about spending money and what influences these choices.
		To recognise that their actions have consequences for themselves			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes		
Looking Forward	Year 2	Begin to take responsibility for self and others including peoples' property and the environment	Identity, A Healthy and Balanced Lifestyle, Equality, Rights and Responsibilities, Career	Health and Wellbeing (KS1)	* To think about themselves, learn from their experiences, to recognise and celebrate their strengths and set simple yet challenging goals		
		To begin to understand about trust and reliability					
		To begin to value resources and understand these are limited		Relationships (KS1)	* To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class * To identify and respect the differences and similarities between people, and have the opportunity to enjoy and take part in national days of celebration that support British values		
		To begin to accept everyone as an individual, respecting their needs, opinions and feelings					
		To be able to listen, concentrate and hold the attention of a listener				Living in the Wider World (KS1)	* To know that people and other living things have needs and that they have responsibilities to meet them (including turn taking, borrowing things and sharing)
		To value their achievements, discuss these and set new goals					

Year 3

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Settling In	Year 3	To enjoy school	Identity, Relationships, Rights and Responsibilities	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know about change, including transitions (between key stages and schools) * To know how to make informed choices * To recognise when and how to ask for help * Understand about school rules, health and safety, know where and how to get help
		To know the rules, and understand any expectations			
		To know where to get help in school		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise and respond appropriately to a wider range of feelings in others * To listen and respond respectfully to a wide range of people, to recognise and care about other people's feelings
		To recognise what is special about themselves, their abilities and interests			
		To be able to cooperate, share and take turns		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Focus on Feelings	Year 3	To develop the language of feelings	Identity, Relationships	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Learn what positively and negatively affects their physical, mental and emotional health * To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
		To recognise feelings in different situations			
		To be able to express feelings in different ways		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise and respond appropriately to a wider range of feelings in others * To recognise what constitutes a positive healthy relationship * Know that their actions affect themselves and others
		To recognise the impact of feelings on others		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To see and respect others' points of view <ul style="list-style-type: none"> • caring for others and celebrating cultural diversity and developing and understanding of British values throughout the school year

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes	
Making Friends	Year 3	To think about being a friend	Identity, Relationships, Rights and Responsibilities	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Learn what positively and negatively affects their mental, physical and emotional health * To know how to make informed choices * To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them 	
		To know what makes each other happy, sad and cross			Relationships (KS2)	<ul style="list-style-type: none"> * To recognise and respond appropriately to a wider range of feelings in others * To listen and respond respectfully to a wide range of people, to recognise and care about other people's feelings * To develop the skills to develop and maintain positive and healthy relationships * To know that their actions affect themselves and others * Develop strategies to resolve disputes and conflict through negotiation, compromise to support themselves and others
		To know what helps and hinders friendships		Living in the Wider World (KS2)		<ul style="list-style-type: none"> * To realise the consequences of aggressive behaviours * To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
		Consider ways of resolving differences				
		To be able to initiate friendships				

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Keeping Safe in School	Year 3	To know about bullying, why it happens and the affects it has on people	Relationships, Risk, Rights and Responsibilities, A healthy and balanced Lifestyle	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Learn what positively and negatively affects their mental, physical and emotional health * To know how to make informed choices * To deepen their understanding of good and not so good feelings, to extend vocabulary to enable them to explain both the range and intensity of their feelings to others * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them * Have an understanding of risk by recognising, predicting and assessing different situations and how to manage them * Know about people who are responsible for helping them stay healthy and safe and ways they can help these people
		To think about how to deal with bullying and how to stop it happening			
		To consider how they contribute to making the school environment a safe place		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise what constitutes a positive and healthy lifestyle * To know their actions affect themselves and others * To develop strategies to resolve disputes and conflict through negotiation and compromise
		To know the school safety rules relating to medicines, alcohol, solvents and illegal drugs			
		To know that discarded needles and syringes can be dangerous		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To know that there are different kinds of responsibilities at home, and in the community

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
In Someone else's Shoes	Year 3	To be able to recognise their own and someone else's feelings	Relationships, Relationships, Equality, Rights and Responsibilities	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To deepen their understanding of good and not so good feelings, to extend vocabulary to enable them to explain both the range and intensity of their feelings to others * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions to overcome them
		To recognise the views of their peers, parents, teachers and people of different faiths and cultures			
		Understand that there are many social groups in society in terms of culture, religion and age etc.		Relationships (KS2)	<ul style="list-style-type: none"> * To know their actions affect themselves and others * To develop strategies to resolve disputes and conflict through negotiation and compromise * To listen and respond to a wide range of people, to recognise and care about people's feelings * To know that differences and similarities between people arise from a number of factors, family, culture, ethnic, racial, religion, age, sex and disability * To realise the nature and consequences of discrimination, teasing, aggression, towards all minority groups
		To know that people live their lives in different ways and that different cultures may have different life patterns			
		To respect other people's feelings, decisions, rights and bodies		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To realise the consequences of anti - social and aggressive behaviours such as discrimination and bullying on individuals and communities * To think about the lives of people living in other places, and people with different values and customs, celebrating cultural diversity and British values

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
People and their Work	Year 3	To know the range of jobs and work roles carried out by people they know and what they like and dislike	Identity, Rights and Responsibilities, Career	Health and Wellbeing (KS2)	* To recognise opportunities to make their own choices
		To identify ways in which different types of work are similar or different to each other		Relationships (KS2)	* To recognise what constitutes a positive, healthy relationship * To be aware of different types of relationships
		To explore and compare how adults feel about their work			
		To understand how work involves a variety of different tasks, undertaken by people with different roles		Living in the Wider World (KS2)	* Learn about the role money plays in their own and others' lives * Learn about enterprise and the skills that make someone "enterprising"

Year 4

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Feeling Good	Year 4	To appreciate home and school values	Identity, Relationships, Rights and Responsibilities	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices * To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations
		To make "I can" statements about their interests and feelings			
		To express positive things about themselves and others		Relationships (KS2)	<ul style="list-style-type: none"> * Know that their actions affect themselves and others * To recognise and respond appropriately to a wider range of feelings in others * Learn the concept of keeping something confidential or secret, when we should or should not agree to this and when it's right to "break a confidence" or "share a secret"
		To recognise and be sensitive to the needs and the feelings of others			
		To clarify what is important to them			
		To form reasoned opinions			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Keeping Healthy	Year 4	To accept responsibility for personal cleanliness	A healthy and Balanced Lifestyle, Risk, Diversity	Health and Wellbeing (KS2)	* To recognise opportunities to make their own choices about food, what might influence their choices, and the benefits of eating a balanced diet * To differentiate between the terms "risk", "danger" and "hazard" * To recognise that bacteria and virus can affect health and that following simple routines can reduce the spread * To resist pressure to do something dangerous or unhealthy or they believe is wrong * Recognise that some drugs are prescription and legal and some are illegal
		Know that bacteria and viruses can affect health and that transmission may be reduced when simple routines are adopted			Relationships (KS2)
		To know about different cultural practices in health and hygiene		Living in the Wider World (KS2)	
		Understand the important and beneficial role in which drugs have played in society			
		Know some of the options open to them in developing a healthy lifestyle now and in the future			
		Know about the positive effects of exercise			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Changes in Families	Year 4	To develop understanding of different types of relationships and families	Relationships, Rights and Responsibilities, A Healthy and Balanced Lifestyle	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Know what positively and negatively affects their physical, mental and emotional health * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them * Know about change, including transitions, loss, separation, divorce and bereavement * To recognise their increasing independence brings increased responsibilities to keep themselves and others safe * Know about people who are responsible for helping them stay safe and ways that they can help these people
		To understand what families are, and what the members expect from each other		Relationships (KS2)	<ul style="list-style-type: none"> * Recognise what constitutes a positive healthy relationship and the skills needed to maintain this * Be aware of the different types of relationship, including these between family, friends, civil partnerships and marriage * The concept of keeping something confidential or secret when we should/should not, when it's right to share * That similarities and difference arise from a number of factors such as family, cultural and religion – undertaking events throughout the year that celebrate cultural diversity including improving understanding of British values
		To know the changes that take place in human life			
		To develop skills needed for relationships, such as listening, supporting, showing care		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * Know why and how rules and laws that protect themselves and others are made and enforced * Know that there are different kinds of responsibilities at home and in school

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Ups and Downs in Relationships	Year 4	To know there are many different patterns of friendship	Relationships, Risk, Rights and Responsibilities, A Healthy and Balanced Lifestyle	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices * To deepen their understanding of good and not so good feelings * To recognise when and how to ask for help * Have strategies for keeping physically and emotionally safe * Know about people who are responsible for helping them stay healthy and safe and ways they can help these people
		To understand the meaning of friendship and loyalty			Relationships (KS2)
		To be able to be honest		Living in the Wider World (KS2)	
		To know where to get help in school and through helplines when facing problems			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Keeping Safe Outside of School	Year 4	To identify hazards from substances at home and school	Relationships, A Healthy Balanced Lifestyle, Risk, Rights and Responsibilities	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To make informed choices (including recognising that choices can be positive, neutral or negative) * To differentiate between the terms: "risk, danger, hazard" * To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage these responsibly * Learn that pressure to behave in an unacceptable, risky or unhealthy way can come from a variety of sources * Know which, why and how commonly available substances and drugs could damage their immediate and future health and safety, that some are legal, some are restricted and some are legal to own, use and supply to others
		To know about the range of legal drugs encountered in everyday life including prescribed drugs, tea, coffee and tobacco			
		To have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse		Relationships (KS2)	<ul style="list-style-type: none"> * To know the concept of keeping something confidential or secret, when we should or should not agree to this and when is it right to break a confidence or share a secret * Feel confident to raise their own concerns
		To think about the risks and hazards in the environment and where to go for help		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To know why and how rules and laws that protect themselves and others are made and enforced * To know there are different types of responsibilities
		To understand that it is wrong for children to be bullied or abused by other children or adults			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Looking Ahead	Year 4	To look forward to new situations	Identity, A Healthy and Balanced Lifestyle, Rights and Responsibilities, Career	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices and begin to understand the concept of a balanced lifestyle * To recognise opportunities to make their own choices * To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations and goals
		To assess positive things about themselves and set personal goals			
		To record information about current events and choices they will make in the future		Relationships (KS2)	<ul style="list-style-type: none"> * To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns * To work collaboratively towards shared goals
		To have realistic aspirations when target setting			
		To think about financial implications of future needs and wants		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To know about the role money plays in their own and others' lives, including how to manage their money * Develop an understanding of the concepts of "interest", "loan", "debt" and "tax" * Learn about enterprise and the skills that make someone "enterprising"

Year 5

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Who Decides	Year 5	To describe what is important to them and put themselves into someone else's shoes	Identity, Relationships, A Healthy and Balanced Lifestyle, Diversity and Equality, Rights and Responsibilities, Power	Health and Wellbeing (KS2)	* To know how to make informed choices, including recognising that choices can have a positive, neutral or negative impact * To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others * To recognise how images in the media do not always reflect reality and can affect how people feel about themselves * Know what positively and negatively affects their physical, mental and emotional health, including the media
		To be able to form and express opinions			Relationships (KS2)
		To recognise that actions have consequences for themselves and others		Living in the Wider World (KS2)	
		To challenge the opinions and actions of others and challenge stereotypes			
		To value the diversity of lifestyles			
		To know how advertising can influence them			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes	
Risks and Pressures	Year 5	To develop a positive approach and self-motivation towards personal safety and risk taking	Identity, Relationships, A Healthy and Balanced Lifestyle, Risk, Power	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To recognise opportunities to make their own choices about food, what might influence their choices, and the benefits of eating a balanced diet * To differentiate between the terms "risk", "danger" and "hazard" * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them * To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage these responsibly * Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media 	
		To exercise basic techniques for resisting pressure from friends, particularly in relation to smoking			<ul style="list-style-type: none"> * To recognise when to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe is wrong * Know which, why and how, commonly available substances and drugs could damage their health and safety, know that some are legal, some restricted and some illegal to own, use and supply to others 	
		Learn to be assertive, especially in the face of pressure from others - saying "No".			Relationships (KS2)	<ul style="list-style-type: none"> * To develop skills to maintain a positive and healthy relationships * Know that their actions affect themselves and others * To recognise and manage "dares"
		To explore attitudes about different drugs and the people that use or misuse them			Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people * Know why and how laws and rules protect themselves and others are enforced
		To identify decisions that they may need to make				

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
We're all Different	Year 5	To know that differences between people are caused by different genes and environments	Identity, Relationships, Rights and Responsibilities, A Healthy and Balanced Lifestyle, Risk, Power	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Know what positively and negatively affects their physical, mental and emotional health * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or others
		To know that people's responses to ideas and events may be determined by age, religion or culture			
		To know and value that people live their lives in different ways and cultures may have different life patterns		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise and respond appropriately to a wider range of feelings in others * To be aware of the different types of relationship * To listen and respond respectfully to a wide range of people, recognise and care about other peoples' feelings * That similarities between people arise from a number of factors * To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours
		To contrast work in different cultures and at different times			
		To demonstrate and promote tolerance, understanding, respect and acceptance of difference		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities * To resolve differences by looking at alternatives, seeing and respecting others' points of view * To think about the lives of people living in other places, and people with different values and customs within the UK and beyond
		To understand that bullying is an unacceptable response to difference			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
It's my Body	Year 5	To be able to discuss and choose the healthy options in relation to food exercise and rest	Identity, Relationships, Risk, Rights and Responsibilities, A Healthy and Balanced Lifestyle, Change	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know what positively and negatively affects their physical, mental and emotion health * To make informed choices and begin to understand the concept of a balanced lifestyle * To recognise opportunities to make their own choices about food * To deepen their understanding of good and not so good feelings and explain the intensity of their feelings to others * To know how their body will change as they approach and move through puberty * Know about human reproduction including conception * Know strategies for physical and emotional safety
		To know that body changes are a preparation for sexual maturity			<ul style="list-style-type: none"> * Know about people who are responsible for helping them stay healthy and safe and ways these people can help
		To know how to cope with periods in school			
		To be able to discuss and ask questions about changing bodily needs		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise what constitutes a positive, healthy relationship * To know that their actions affect themselves and others
		To know how changes at puberty affect the body in relation to hygiene		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To research, discuss and debate topical issues, problems and events related to health and wellbeing

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Being Involved in my Community	Year 5	To value opportunities for new experiences in and out of school, including opportunities to meet other adults other than teachers	Identity, Relationships, Risk, Rights and Responsibilities, Change, Power	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To make informed choices * To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals * To recognise their increasing independence brings increased responsibility for themselves and others * Know strategies for keeping physically and emotionally safe, including safety in the environment
		To take a constructive interest in their local community and begin to take on a wider sense of social responsibility			
		To contribute to a discussion and put their views forward clearly and appropriately		Relationships (KS2)	<ul style="list-style-type: none"> * To know that their action affect themselves and others * To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other peoples' feelings and try to see, respect and if necessary constructively challenge their points of view * To work collaboratively towards shared goals * To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
		To appreciate the aesthetic qualities of their surroundings			
		To understand how they and others can cause changes for better or worse, both in their immediate surroundings and wider community			
		To know what they are good at and how it can help a group perform a task			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes	
Looking at the World	Year 5	To research information and identify relevant issues	Relationships, Risk, Rights and Responsibilities, Change, Power, Career	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices and begin to understand the concept of a balanced lifestyle * To recognise opportunities to make their own choices * To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations and goals * To recognise their increasing independence brings increased responsibilities 	
		To know about public provision, locally and nationally and know it isn't free			Relationships (KS2)	<ul style="list-style-type: none"> * To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings * To work collaboratively towards shared goals * That their actions affect themselves and others * To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
		To know the variety of communities which they belong to: family, school, local, national, European, Worldwide and the interdependence of individuals, groups and communities		Living in the Wider World (KS2)		<ul style="list-style-type: none"> * To know about the role money plays in their own and others' lives, including how to manage their money * Develop an understanding of the concepts of "interest", "loan", "debt" and "tax" * To research, discuss and debate topical issues, problems and events concerning health and wellbeing * To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices * That resources are allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment * To recognise the role of voluntary, community and pressure groups * To know what being part of a community means
		To show a willingness to move on a personal position after considering new information or perspectives				
		To know the benefits and costs of personal spending decisions on themselves, the local community, local economy and people in other parts of the world				
To use different modes of communication to express personal and group views about social and environmental issues						

Year 6

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Managing Conflict	Year 6	To be able to talk about their feelings	Identity, Relationships, A Healthy Balanced Lifestyle, Risk, Rights and Responsibilities, Power	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices * To know what positively and negatively affects their physical, mental and emotion health * To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others * To recognise that they may experience conflicting emotions * Know strategies for keeping physically and emotionally safe
		To read and express non-verbal messages			
		To recognise that one's actions have consequences for themselves and others			
		To manage a range of emotions such as excitement, joy, anger		Relationships (KS2)	<ul style="list-style-type: none"> * Know that their actions affect themselves and others * To recognise and respond appropriately to a wider range of feelings in others * To develop skills to maintain healthy relationships * To listen and respond respectfully to a wide range of people * To work collaboratively towards shared goals * To develop strategies to resolve disputes and conflicts * To realise the nature and consequences of discrimination, teasing and bullying * To recognise and challenge stereotypes
		To develop strategies to avoid conflict in situations, including bullying			
		To negotiate and resolve conflict peacefully			
		To resolve problems and conflicts democratically using discussion			
		To recognise stereotyping in the media and the impact the media reinforcing equal opportunities			
		To develop a sense of fair play in their dealings with peers and others			
	Living in the Wider World (KS2)	<ul style="list-style-type: none"> * Know that there are different types of responsibilities, rights and duties at home, at school, in the community, * To research, discuss and debate topical issues, events and problems that reflect current affairs issues in the world * To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination * To resolve differences by looking at alternatives, seeing and respecting others' points of view * To explore and critique how the media present information 			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
The World of Work	Year 6	To interview adults to find out about job roles and responsibilities	Identity, Relationships, A Healthy and Balanced Lifestyle, Rights and Responsibilities, Career	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Know what positively and negatively affects their physical, mental and emotional health * To make informed choices * To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations and goals
		To know that certain skills can be used for different tasks			
		To know the range of knowledge, skills and personal qualities required for different types of work		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise and care about other peoples' feelings and to try and see and respect their points of view * To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge their points of view
		To respect other people's work and career choices			
		To understand what affects mental health and the balance between work, leisure and positive relationships		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To research, discuss and debate topical issues, problems and events * To know there are different kinds of responsibilities, rights and duties at home, school and in the community * Know about enterprise and the skills to make someone "enterprising"
		To act confidently			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes	
Taking Responsibility for my own Actions	Year 6	To be able to express positive things about themselves	Identity, Relationships, Rights and Responsibilities, A Healthy and Balanced Lifestyle, Risk, Power	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * Know what positively and negatively affects their physical, mental and emotional health * To make informed choices and begin to understand the concept of a balanced lifestyle * To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or others * To differentiate between risk, hazard, danger * To deepen their understanding of risk by recognising, predicting and assessing risks in different situations * Know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know * To recognise when and how to ask for help, use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, anxious or that they believe is wrong 	
		Understand that the pressure to take harmful or illegal substances may come from people they know			<ul style="list-style-type: none"> * Know which, why and how commonly available substances and drugs could damage their health * Have strategies for physical and emotional safety * Know about people who are responsible for helping them stay healthy 	
		To recognise that some role models for young people take drugs e.g. in sport and explore feelings about them			Relationships (KS2)	<ul style="list-style-type: none"> * To recognise and manage dares * To recognise and respond appropriately to a wider range of feelings in others * Know that their actions affect themselves and others
		To know that some substances are illegal and have some understanding of their effects and risks			Living in the Wider World (KS2)	<ul style="list-style-type: none"> * Know why and how rules and laws that protect themselves and others are made and enforced * Know that there are different kinds of responsibilities at home, in school and in the community, taking opportunities to celebrate cultural diversity and British values
		To take responsibility for their bodies and behaviour				
		Choose the right decision making approach in a real or simulated situation, including being assertive				
		To recognise the need to ask for support sometimes, know who to ask and how to find out more				

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Changing Relationships	Year 6	To think about making new relationships as they get older	Identity, Relationships, Risk, Rights and Responsibilities, A Healthy and Balanced Lifestyle, Change, Power	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices * To deepen their understanding of good and not so good feelings , to extend their vocabulary to enable them to explain both the range and intensity of their feelings * Know what positively and negatively affects their physical, mental and emotional health * To recognise opportunities to make their own choices * Know about change, including transitions * Know about people who are responsible for helping them stay healthy and safe
		To understand about parenthood			
		To know about human sexuality and that it is expressed in different ways, understand what it means and have some words to describe it		Relationships (KS2)	<ul style="list-style-type: none"> * To recognise what constitutes a positive, healthy relationship and develop skills to maintain this * To be aware of the different types of relationship, including between friends and families, civil partnerships and marriage * To judge what kind of physical contact is acceptable or unacceptable and how to respond * Know that similarities and differences between people arise from a number of factors including family, sex and sexual orientation
		To appreciate different ways of loving and its importance to a range of relationships			
		To know ways of coping with difficult emotions, fears and worries		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To know why and how rules and laws protect themselves and others are made and enforced * To know there are different kinds of responsibilities at home, school and in the community * To think about people living in other places, and people with different values and customs
		To decide who has access to their bodies			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Rights, Respect and Responsibilities	Year 6	To know their individual rights and responsibilities at home, school and community	Identity, Relationships, Risk, Rights and Responsibilities, Change	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To make informed choices (including recognising that choices can be positive, neutral or negative) * To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage these responsibly, including their local environment
		To gain simple knowledge about the law and understand that rules and the law are designed to protect			
		To demonstrate that their reasoning is informed and considered			
		To use varied and appropriate language to express their ideas			
		To appreciate the positive impact of human beings on plants, animals and the environment		Living in the Wider World (KS2)	<ul style="list-style-type: none"> * To know why and how rules and laws that protect themselves and others are made and enforced , why different rules are needed in different situations * To know there are different types of responsibilities, rights and duties at home, school, in the community and towards the environment * To think about people living in different places and celebrate cultural diversity and take part in in national days of celebration that support British values and enhance understating of global diversity * Know about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer * To develop an initial understanding of the concepts of "interest, loans, debt and tax" (Contribution of VAT) * Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
		To think about decisions that need to be made about the scarce resources, evaluating information about priorities in spending			
		To be able to manage money, budgeting and accounting			

	Year Group	Objectives	PSHE Association Overarching Concepts	Core Theme	Opportunities to Learn - Guidance notes
Transition and managing Change	Year 6	To understand about the nature of change	Identity, A Healthy and Balanced Lifestyle, Power, Career	Health and Wellbeing (KS2)	<ul style="list-style-type: none"> * To know how to make informed choices and begin to understand the concept of a balanced lifestyle * To recognise opportunities to make their own choices * To reflect on and celebrate their achievements, identify strengths, areas for improvement, set high aspirations and goals * Know what positively and negatively affects their physical, emotional and mental health * Know about change, including transitions * To recognise their increasing independence brings increased responsibility to keep themselves and others safe
		To look forward and cope with transition of secondary school			
		To review personal experiences as a basis for setting new targets		Relationships (KS2)	<ul style="list-style-type: none"> * To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns * To work collaboratively towards shared goals * The concept of "keeping something confidential or secret" , when we should or should not agree to this and when it's right to break a secret or confidence
		To develop simple vocabulary for describing personal effectiveness and setting personal goals			
		To know what affects positive mental health			
		To present themselves confidently and positively			

Appendix B – End of KS Assessments

PSHE end-of-key-stage statements – Key Stage 1

This grid is a tool for teachers to use to record pupil progress and/or record/check where they are enabling the statements to be commented on in their programmes of study.

Children can:	Name of child																			
identify and name some feelings																				
express some of their positive qualities																				
demonstrate that they can manage some feelings in a positive and effective way																				
begin to share their views and opinions																				
set themselves simple goals																				
make simple choices about some aspects of their health and well-being																				
know what keeps them healthy																				
explain ways of keeping clean																				
name the main parts of the body																				
talk about the harmful aspects of some household products and medicines																				

describe ways of keeping safe in familiar situations																				
explain that people grow from young to old																				
recognise that bullying is wrong																				
list some ways to get help in dealing with it																				
recognise the effect of their behaviour on other people																				
co-operate with others																				
identify and respect differences and similarities between people																				
explain different ways that family and friends should care for one another																				

PSHE end-of-key-stage statements – Key Stage 2

This grid is a tool for teachers to use to record pupil progress and/or record/check where they are enabling the statements to be commented on in their programmes of study.

Children can:	Name of child																			
demonstrate that they recognise their own worth and that of others																				
express their views confidently																				
listen to and show respect for the views of others																				
identify positive ways to face new challenges																				
discuss some of the bodily and emotional changes at puberty																				
demonstrate some ways of dealing with the above changes in a positive way																				
talk about a range of jobs																				
explain how they will develop skills to work in the future																				
demonstrate how to look after and save money																				

make choices about how to develop healthy lifestyles																				
identify some factors that affect emotional health and well-being																				
make judgements and decisions																				
list some ways of resisting negative peer pressure around issues affecting their health and well-being																				
list the commonly available substances and drugs that are legal and illegal																				
describe some of the effects and risks of the above substances and drugs																				
identify and explain how to manage the risks in different familiar situations																				
explain how their actions have consequences for themselves and others																				
describe the nature and consequences of bullying																				
express ways of responding to bullying																				
identify different types of relationships																				
show ways to maintain good relationships																				
respond to, or challenge, negative behaviours such as stereotyping and aggression																				
describe some of the different beliefs and values in society																				
demonstrate respect and tolerance towards people different from themselves.																				

Appendix C – SRE Policy Statement

SRE Policy Statement September 2014

At Oakfield Primary School we are committed to ensuring that the pupils in our care have the information, education, guidance, support and services they need to develop relationships based on respect for self and others.

Positive relationships and sexual health are central to the emotional health and wellbeing of children. We provide opportunities to raise awareness of the changes that their body goes through.

SRE will be delivered to all pupils as appropriate through the core values of our PSHE curriculum.

Legal context:

2002 Education Act

Children Act 2004

Education Act 2006