

PSHEE

Rosemellin Community Primary School



Spiral Curriculum 2018-2019

PSHEE

Rosemellin Community Primary School



Spiral Curriculum 2017-2018

Year One / Year Two

PSHEE

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Spiral Curriculum 2017-2018

Year Three / Year Four

PSHEE

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Spiral Curriculum 2017-2018

Year Five / Year Six

ROSEMELLIN ~ PSHEE ~ CORE THEMES

CORE THEME 1: HEALTH AND WELL BEING

Pupils should be taught:

- a) What is meant by a healthy lifestyle.
- b) How to maintain physical, mental and emotional health and well being.
- c) How to manage risks to physical and emotional health and well being.
- d) Ways of keeping physically and emotionally safe.
- e) About managing change, including puberty, transition and loss.
- f) How to make informed choices about health and well being and to recognise sources of help with this.
- g) How to respond in an emergency.
- h) To identify different influences on health and well being.

ROSEMELLIN ~ PSHEE ~ CORE THEMES

CORE THEME 2: RELATIONSHIPS

Pupils should be taught:

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

ROSEMELLIN ~ PSHEE ~ CORE THEMES

CORE THEME 3: LIVING IN THE WIDER WORLD - ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN

Pupils should be taught:

- a) About respect for self and others and the importance of responsible behaviours and actions.
- b) About rights and responsibilities as members of families, other groups and ultimately as citizens.
- c) About different groups and communities.
- d) To respect equality and to be a productive member of a diverse community.
- e) About the importance of respecting and protecting the environment.
- f) About where money comes from, keeping it safe and the importance of managing it effectively.
- g) How money plays an important part in people's lives.
- h) A basic understanding of enterprise.

ROSEMELLIN ~ PSHEE ~ AUTUMN TERM ~ YEAR ONE / YEAR TWO

SETTLING IN AND MAKING NEW GOALS

(SEAL Resources: Going for goals / Good to be me)

H3) To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

L1) To know how to contribute to the life of the classroom.

L2) To help construct, and agree to follow, group and class rules and to understand how these rules help them.

L3) To learn that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).

FEELINGS AND BEHAVIOUR

(SEAL Resources: Relationships / Getting on and Falling Out / Say no to Bullying Whole School Topic: Anti Bullying Week)

H4) To learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.

R1) To communicate their feelings to others, to recognise how others show feelings and how to respond.

R7) To offer constructive support and feedback to others.

R8) To identify and respect the differences and similarities between people.

R2) To recognise how their behaviour affects other people.

R4) To recognise what is fair, and unfair, kind and unkind, what is right and wrong.

R11) That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).

R12) To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.

R13) To know that there are different types of teasing and bullying, that these are wrong and unacceptable.

R14) To know how to resist teasing or bullying, if they experience or witness it, whom to go to and how to help.

H14) To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.

ROSEMELLIN ~ PSHEE ~ SPRING TERM ~ YEAR ONE / YEAR TWO

DRUGS AND ALCOHOL EDUCATION

(Resources: Cornwall Healthy Schools Christopher Winter Project)

H11) Learn that household products, including medicines, can be harmful if not used properly.

Y1 Medicines and People Who Help Us

Lesson 1: 'Staying Healthy'

Lesson 2: 'Medicines'

Lesson 3: 'Who gives us medicines?'

Y2 Keeping Safe

Lesson 1 'Risk'

Lesson 2: 'Hazardous Substances'

Lesson 3 'Safety Rules'

OPINIONS, DISCUSSION, NEGOTIATION - BRITISH VALUES

R5) To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

R6) To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation.)

KEEPING PHYSICALLY AND EMOTIONALLY SAFE

(Whole School Topic: E safety Week)

H12) Learn rules for and ways of keeping physically and emotionally safe, including:

safety online,

the responsible use of ICT,

the difference between secrets and surprises and understanding not to keep adults secrets;

road safety,

cycle safety and

safety in the environment (including rail, water and fire safety.)

R3) The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.

R10) To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)

ROSEMELLIN ~ PSHEE ~ SUMMER TERM ~ YEAR ONE / YEAR TWO

RELATIONSHIPS AND SEX EDUCATION

(Resource: Cornwall Healthy Schools Christopher Winter Project)

H6) The importance of and how to maintain personal hygiene.

H7) Learn how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.

H8) Learn about the process of growing from young to old and how peoples needs change.

H10) Learn the names for the main parts of the body (including external genitalia) and the similarities and differences between boys and girls.

Y1 Growing and Caring for Ourselves

Lesson 1: 'Keeping Clean'

Lesson 2: 'Growing and Changing'

Lesson 3: L3 'Families and Care'

Y2 Differences

Lesson 1: 'Boys and Girls'

Lesson 2: 'Male and Female'

Lesson 3: 'Naming the body parts'

TRANSITION

(SEAL Resources: New Beginnings, Changes)

(Whole School Topic: Moving Up. (Includes preparation , 3 transition visits to new class and follow up work)

H5) Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

H9) Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.

L14) That they belong to various groups and communities such as family and school.

H13) Learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.

R9) To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.

ROSEMELLIN ~ PSHEE ~ CROSS CURRICULAR ~ YEAR ONE / YEAR TWO

HEALTHY LIFESTYLES

Cross Curricular Link: PE / Science / Healthy Schools Agenda

H1) What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

H2) To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

MONEY

Cross Curricular Link: Maths

L6) Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

L7) Learn about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences their choices.

PEOPLE AND ENVIRONMENTS

Cross Curricular Link: Science

L5) What improves and harms their local, natural and built environments and about some of the ways people look after them.

ROSEMELLIN ~ PSHEE ~ AUTUMN TERM ~ YEAR THREE / YEAR FOUR

SETTLING IN AND MAKING NEW GOALS

(SEAL Resources: Going for goals / Good to be me)

H5) To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

H15) Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

R11) To work collaboratively towards shared goals.

FEELINGS AND BEHAVIOUR

(SEAL Resources: Relationships / Getting on and Falling Out / Say no to Bullying Whole School Topic: Anti Bullying Week)

H6) 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.

H7) To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

R1) To recognise and respond appropriately to a wider range of feelings in others.

R2) To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

R7) That their actions affect themselves and others.

L6) To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.

L8) To resolve differences by looking at alternatives, seeing and respecting other's points of view, making decisions and explaining choices.

H14) To recognise when and how 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 to be wrong.

H23) Learn about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

R4) To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.

L9) Learn what being part of a community means, and about the varied institutions that support communities locally and nationally.

L10) To recognise the role of voluntary, community and pressure groups, especially in relation to health and well being.

L11) To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

ROSEMELLIN ~ PSHEE ~ SPRING TERM ~ YEAR THREE / YEAR FOUR

DRUGS AND ALCOHOL EDUCATION

(Resources: Cornwall Healthy Schools Christopher Winter Project)

H17) Learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted...

H16) Learn what is meant by the term 'habit' and why habits can be hard to change.

Y3 Smoking Lesson 1: 'Why people smoke'

Lesson 2: 'Physical effects of smoking'

Lesson 3: 'Smoking and society'

Y4 Alcohol Lesson 1: 'Effects of alcohol'

Lesson 2: 'Alcohol and risk'

Lesson 3 : 'Limits to drinking alcohol'

OPINIONS, DISCUSSION, NEGOTIATION - BRITISH VALUES

R10) 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 to try to see, respect and if necessary constructively challenge their points of view.

R12) 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.

R13) That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability.

L2) Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

KEEPING PHYSICALLY AND EMOTIONALLY SAFE (Whole School Topic: E safety Week)

H9) To differentiate between the terms, 'risk', 'danger' and 'hazard'.

H10) To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

H11) To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

H13) Learn 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.

H21) Learn strategies for keeping physically and emotionally safe including road safety, cycle safety, safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones.)

H22) Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

R8) To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them.)

R9) The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

ROSEMELLIN ~ PSHEE ~ SUMMER TERM ~ YEAR THREE / YEAR FOUR

RELATIONSHIPS AND SEX EDUCATION

(Resource: Cornwall Healthy Schools Christopher Winter Project)

H12) That bacteria and viruses can affect health and that following simple routines can reduce their spread.

H20) Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.

Y4 H18) Learn how their body will, and emotions may, change as they approach and move through puberty.

Y4 H 19) Learn about human reproduction.

Y3 Valuing Difference and Keeping Safe

Lesson 1: 'Differences: Male and Female'

Lesson 2: 'Personal Space'

Lesson 3: 'Family Differences'

Y4 Growing Up

Lesson 1: 'Growing and Changing'

Lesson 2: 'Body Changes and Reproduction'

Lesson 3: 'What is puberty?'

TRANSITION

(SEAL Resources: New Beginnings, Changes)

(Whole School Topic: Moving Up. Includes preparation, 3 transition visits to new class, and follow up work)

H8) Learn about change, including transitions, loss, separation, divorce and bereavement.

ROSEMELLIN ~ PSHEE ~ CROSS CURRICULAR ~ YEAR THREE / YEAR FOUR

HEALTHY LIFESTYLES

Cross Curricular Link: PE / Science / Healthy Schools Agenda

H1) Learn what positively and negatively affects their physical, mental and emotional health (including the media).

H2) How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

H4) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

L17) Explore and critique how the media present information.

L3) Learn to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

L1) To research, discuss and debate topical issues, problems and events concerning health and well being and offer their recommendations to appropriate people.

MONEY

Cross Curricular Link: Maths

L13) Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

L14) To develop an initial understanding of the concepts of 'interest', 'loan', 'debt'.

L16) Learn about enterprise and the skills that can make someone 'enterprising.'

PEOPLE AND ENVIRONMENTS

Cross Curricular Link: Science / Geography

L7) Learn that there are different kinds of responsibilities , rights and duties at home, at school, in the community and towards the environment.

L12) To think about the lives of people living in other places, and people with different values and customs.

L15) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

ROSEMELLIN ~ PSHEE ~ AUTUMN TERM ~ YEAR FIVE / YEAR SIX

SETTLING IN AND MAKING NEW GOALS

(SEAL Resources: Going for goals / Good to be me)

H5) To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

H15) Know school rules about health and safety, basic emergency aid procedures, where and how to get help.

R11) To work collaboratively towards shared goals.

FEELINGS AND BEHAVIOUR

(SEAL Resources: Relationships / Getting on and Falling Out / Say no to Bullying Whole School Topic: Anti Bullying Week)

H6) 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.

H7) To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.

R1) To recognise and respond appropriately to a wider range of feelings in others.

R2) To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

R7) To learn that their actions affect themselves and others.

R14) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help.

R16) To recognise and challenge stereotypes.

L6) To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.

L8) To resolve differences by looking at alternatives, seeing and respecting other's points of view, making decisions and explaining choices.

H14) To recognise when and how 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 to be wrong.

H23) Learn about people who are responsible for helping them stay healthy and safe and ways that they can help these people.

R4) To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.

R5) That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.

L9) Learn what being part of a community means, and about the varied institutions that support communities locally and nationally.

L10) To recognise the role of voluntary, community and pressure groups, especially in relation to health and well being.

L11) To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

ROSEMELLIN ~ PSHEE ~ SPRING TERM ~ YEAR FIVE/ YEAR SIX

DRUGS AND ALCOHOL EDUCATION

(Resources: Cornwall Healthy Schools Christopher Winter Project)

H17) Learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.

Y5 Legal and Illegal Drugs. Lesson 1: 'Legal and Illegal Drugs'

Lesson 2: 'Attitudes to drugs'

Lesson 3: 'Peer pressure'

Y6 Preventing Early Use. Lesson 1: 'Cannabis'

Lesson 2: 'Volatile Substance Abuse and Getting Help'

Lesson 3: 'Help, Advice and Support'

OPINIONS, DISCUSSION, NEGOTIATION - BRITISH VALUES

R10) 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 to try to see, respect and if necessary constructively challenge their points of view.

R12) 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.

R13) Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability.

L2) Learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

KEEPING PHYSICALLY AND EMOTIONALLY SAFE (Whole School: E safety Week)

H9) To differentiate between the terms, 'risk', 'danger' and 'hazard'.

H10) To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

H11) To recognise their increasing independence brings increased responsibility to keep themselves and others safe.

H13) Learn 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.

H21) Learn strategies for keeping physically and emotionally safe including road safety, cycle safety, safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones.)

H22) Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

R3) To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

R8) To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.

R9) The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

ROSEMELLIN ~ PSHEE ~ SUMMER TERM ~ YEAR FIVE / YEAR SIX

RELATIONSHIPS AND SEX EDUCATION

(Resource: Cornwall Healthy Schools Christopher Winter Project)

H12) Learn that bacteria and viruses can affect health and that following simple routines can reduce their spread.

H20) Learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.

R8) To judge what kind of physical contact is acceptable or unacceptable and how to respond.

H18) Learn how their body will, and emotions may, change as they approach and move through puberty.

H19) Learn about human reproduction.

Y5 Puberty Lesson 1: 'Talking About Puberty'

Lesson 2: 'Male and Female Changes'

Lesson 3: 'Puberty and Hygiene'

Y6 Puberty and Reproduction Lesson 1: 'Puberty and Reproduction'

Lesson 2: 'Relationships and Reproduction'

Lesson 3: 'Conception and Pregnancy'

TRANSITION

(SEAL Resources: New Beginnings, Changes)

(Whole School Topic: Moving Up. Includes preparation, 3 transition visits to new class, and follow up work)

H8) Learn about change, including transitions, loss, separation, divorce and bereavement.

ROSEMELLIN ~ PSHEE ~ CROSS CURRICULAR ~ YEAR FIVE / YEAR SIX

HEALTHY LIFESTYLES

Cross Curricular Link: PE / Science / Healthy Schools Agenda

H1) Learn what positively and negatively affects their physical, mental and emotional health (including the media).

H2) How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

H4) To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

L17) Explore and critique how the media present information.

H3) Learn to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.

L1) To research, discuss and debate topical issues, problems and events concerning health and well being and offer their recommendations to appropriate people.

MONEY

Cross Curricular Link: Maths

L13) Learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

L14) To develop an initial understanding of the concepts of 'interest', 'loan', 'debt'.

L16) Learn about enterprise and the skills that can make someone 'enterprising.'

PEOPLE AND ENVIRONMENTS

Cross Curricular Link: Science / Geography

L7) Learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

L12) To think about the lives of people living in other places, and people with different values and customs.

L15) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.