

PSHCE Key Stage 1 to 4 2019-2020

# MILTON SCHOOL

# PSHCE

# SCHEME OF WORK

# PSHCE Key Stage 1 to 4 2019-2020

KEY STAGE 1 Class 1			
CLASS 1	FOCUS	CONTENT	OUTCOMES
Autumn 1	Behaviour for Learning	<p>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>Know how they can contribute to the life of the classroom and school.</p>	<p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p>
Autumn 2	Social awareness and Relationships	<p>Know that they are all unique; understand that there has never been and will never be another 'them'</p> <p>Know that they belong to different groups and communities such as family and school</p> <p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>Know about good and not so good feelings, and develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>Know...</p> <p>that families are important for children growing up because they can give love, security and stability</p> <p>Recognise the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to judge whether what they are feeling and how they are</p>
Spring 1	Independence and Self Help	<p>Learn how to make real, informed choices that improve their physical and emotional health.</p> <p>Know what is, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special</p>	<p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>

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		people when they need their help, including dialling 999 in an emergency.	Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
<b>Spring 2</b>	<b>Behaviour for Learning</b>	Recognise and celebrate their strengths and set simple but challenging goals. To recognise that their behaviour can affect other people Learn strategies for identifying and accessing appropriate help and support Resilience (including self-motivation, perseverance and adaptability)	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities
<b>Summer 1</b>	<b>Social awareness and Relationships</b>	Learn ways in which we are the same as all other people; what we have in common with everyone else. To identify and respect the differences and similarities between people Learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	To know... how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<b>Summer 2</b>	<b>Independence and Self Help</b>	Think about themselves and learn from their experiences. Recognise that they share a responsibility for keeping themselves and others safe. Learn about the ways that they can help the people who look after them to more easily protect them. Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	To know... about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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KEY STAGE 2 Class 2			
CLASS 2	FOCUS	CONTENT	OUTCOMES
Autumn 1	Behaviour for Learning	<p>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	
Autumn 2	Social awareness and Relationships	<p>Learn ways in which we are the same as all other people; what we have in common with everyone else. Learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>Develop skills and attributes to build and maintain healthy relationships of all kinds</p>	<p>Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs the conventions of courtesy and manners. practical steps they can take in a range of different contexts to improve or support respectful relationships the conventions of courtesy and manners*</p> <p>the importance of self-respect and how this links to their own happiness†</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p>
Spring 1	Independence and Self Help	<p>Learn how to make real, informed choices that improve their physical and emotional health. Know what is, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Learn rules for keeping physically safe including responsible ICT use and online safety, road safety,</p>	<p>Know...</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>

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		<p>cycle safety and safety in the environment, rail, water and fire safety</p> <p>Know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>
<b>Spring 2</b>	<b>Behaviour for Learning</b>	<p>Recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To recognise that their behaviour can affect other people</p> <p>Learn strategies for identifying and accessing appropriate help and support</p> <p>Resilience (including self-motivation, perseverance and adaptability)</p>	
<b>Summer 1</b>	<b>Social awareness and Relationships</b>	<p>Know that they are all unique; understand that there has never been and will never be another 'them'</p> <p>Know that they belong to different groups and communities such as family and school</p> <p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	<p>Know that families are important for children growing up because they can give love, security and stability</p> <p>Recognise the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>Learn that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<b>Summer 2</b>	<b>Independence and Self Help</b>	<p>Think about themselves and learn from their experiences.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe.</p>	<p>about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</p>

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		Learn about the ways that pupils can help the people who look after them to more easily protect them.	how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or
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KEY STAGE 2 Class 3			
CLASS 3	FOCUS	CONTENT	OUTCOMES
<b>Autumn 1</b>	<b>Behaviour for Learning</b>	<p>Help construct, and agree to follow, group, class and school rules and to understand how these rules help them.</p> <p>To recognise that choices can have good and not so good consequences.</p> <p>Know how they can contribute to the life of the classroom and school.</p>	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p>to recognise that their behaviour can affect other people</p> <p>to recognise what is fair and unfair, kind and unkind, what is right and wrong</p>
<b>Autumn 2</b>	<b>Social awareness and Relationships</b>	<p>Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>Know about good and not so good feelings, and develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p>	<p>To know...</p> <p>that families are important for children growing up because they can give love, security and stability the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p>
<b>Spring 1</b>	<b>Independence and Self Help</b>	<p>Learn how to make real, informed choices that improve their physical and emotional health.</p> <p>Know what is, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>Learn rules for keeping physically safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety</p>	<p>To know...</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>how to judge whether what they are feeling and how they are</p>
<b>Spring 2</b>	<b>Behaviour for Learning</b>	<p>Recognise and celebrate their strengths and set simple but challenging goals.</p> <p>Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.</p>	<p>To know...</p> <p>practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

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		<p>To recognise that their behaviour can affect other people</p> <p>Learn strategies for identifying and accessing appropriate help and support</p> <p>Resilience (including self-motivation, perseverance and adaptability)</p>	<p>the importance of self-respect and how this links to their own happiness†</p>
<b>Summer 1</b>	<b>Social awareness and Relationships</b>	<p>Learn ways in which we are the same as all other people; what we have in common with everyone else.</p> <p>To identify and respect the differences and similarities between people</p> <p>Learn about what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)</p> <p>Develop skills and attributes to build and maintain healthy relationships of all kinds</p>	<p>To know...</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>
<b>Summer 2</b>	<b>Independence and Self Help</b>	<p>Think about themselves and learn from their experiences.</p> <p>Recognise that they share a responsibility for keeping themselves and others safe.</p> <p>Learn about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>To know...</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>



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KEY STAGES 2 Class 4			
CLASS 4	FOCUS	CONTENT	OUTCOMES
Autumn 1	Behaviour for Learning	Help construct, and agree to follow, group, class and school rules and to understand how these rules help them. To work collaboratively towards shared goals	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise to recognise that their behaviour can affect other people to recognise what is fair and unfair, kind and unkind, what is right and wrong
Autumn 2	Social awareness and Relationships	How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) Know about good and not so good feelings, and develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings Know that their actions affect themselves and others	To know... how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
Spring 1	Independence and Self Help	Learn rules for keeping physically safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety Learn what positively and negatively affects their physical, mental and emotional health Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. 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'
Spring 2	Behaviour for Learning	Celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring.	To know... where and how to report concerns and get support with issues online the characteristics and mental and physical benefits of an active lifestyle

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		Learn strategies for identifying and accessing appropriate help and support Resilience (including self-motivation, perseverance and adaptability)	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity)
<b>Summer 1</b>	<b>Social awareness and Relationships</b>	Develop skills and attributes to build and maintain healthy relationships of all kinds 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 understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk	To be aware of the similarities, differences and diversity among people of different race, culture, disability, sex, gender identity, age, sexual orientation and the impact of prejudice on individuals and communities. To recognise, clarify and, if necessary, challenge their own core values and how they influence their choices.
<b>Summer 2</b>	<b>Independence and Self Help</b>	Recognise, predict and assess risks in different situations and decide how to get help. Recognise that they share a responsibility for keeping themselves and others safe. Learn about the ways that pupils can help the people who look after them to more easily protect them. Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help To use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong	To know... what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult how to ask for advice or help for themselves or others, and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so where to get advice from e.g. family, school and/or other sources
<b>Units on Puberty could be taught in Autumn 2</b>			

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<b>PUBERTY</b>	
<b>FOCUS</b>	<b>CONTENT</b>
<b>Girls and Boys Can...</b>	<p>Learn:</p> <p>To understand and respect the differences and similarities between people</p> <p>Are able to define difference and similarity</p> <p>Understand that boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that boys do this and girls do that</p> <p>What is Male and Female?</p>
<b>Growing Up</b>	<p>Learn</p> <p>The way they grow and change throughout the human life cycle</p> <p>Can identify changes during the human life cycle</p> <p>Understand that change is ongoing</p>
<b>All Change</b>	<p>Learn</p> <p>About the physical changes associated with puberty</p> <p>Are able to define puberty: the changes that occur sometime between 8-17 that turn children into young adults</p> <p>Know that puberty happens differently for everyone and begins and ends at different times</p> <p>Understand that body changes at puberty are linked to human reproduction</p>
<b>Changing the Way, We Keep Clean</b>	<p>Learn:</p> <p>The impact of puberty on physical hygiene and develop strategies for managing this</p> <p>Can explain how changes at puberty affect body hygiene</p> <p>Can describe how to care for their bodies during puberty</p> <p>Can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p>
<b>Understanding Menstruation and Wet Dreams</b>	<p>Learn about menstruation and wet dreams</p> <p>Can describe menstruation and wet dreams</p> <p>Understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> <p>Know and can explain effective methods for managing menstruation and wet dreams</p>
<b>Changing Feelings and Changing Lives</b>	<p>Learn:</p> <p>How puberty effects emotions and behaviour</p> <p>Strategies for dealing with the changes associated with puberty</p> <p>Are able to describe how feelings and behaviour change during puberty.</p> <p>Understand how changes during puberty can affect relationships with other people</p> <p>Can devise strategies for managing some of these changes</p>

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<b>Feeling, Thinking and Doing – Changing Relationships</b>	<p>Learn:</p> <ul style="list-style-type: none"><li>Strategies to deal with feelings in the context of relationships</li><li>Are able to identify feelings and understand how they affect behaviour</li><li>Show awareness that feelings change during puberty and these changes can affect our relationships</li><li>Can practise strategies for managing some of these relationships and changes</li><li>Can empathise with other people's feelings in relationships, including parents and carers.</li></ul>
<b>Your Questions Answered</b>	<p>Learn:</p> <ul style="list-style-type: none"><li>To answer each other's questions about puberty with confidence</li><li>To seek support and advice when they need it</li><li>Can answer their own questions about puberty and growing up</li><li>Can use appropriate language to discuss puberty and growing up with confidence</li><li>Can identify sources of information, support and advice for children and young people</li></ul>

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KEY STAGE 3 year 7			
Year 7	FOCUS	CONTENT	OUTCOMES
<b>Autumn 1</b>	<b>Behaviour for Learning</b>  <b>(Relationships)</b>	To be aware of the qualities and behaviours expected to be exhibited in a variety of positive relationships and to further develop the skills of team building. Understand that relationships can cause strong emotions and the importance of family life.	To understand the features of a positive and stable relationship (trust, mutual respect, honesty, equality) and those which are unhealthy (imbalance of power, coercion, control, exploitation, abuse of any kind).
<b>Autumn 2</b>	<b>Social awareness and Relationships</b>  <b>(Relationships)</b>	<p>To further develop communication skills – active listening, negotiation, assertiveness, constructive feedback. Understand that the media portrayal of relationships may not reflect real life and that there are different types of relationships.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>To know...</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>To know...</p> <p>that marriage is a commitment, entered into freely, and how to access support for themselves or others should they feel vulnerable.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>how information and data is shared and used online.</p>
<b>Spring 1</b>	<b>Independence and Self Help</b>  <b>(Health&amp; wellbeing)</b>	To recognise their personal strengths and how this affects self-confidence and self-esteem. To research ways of taking increased responsibility for their physical health and personal hygiene–consolidate KS2 puberty etc. self- harm /eating disorders strategies/help	<p>To Know...</p> <p>The risks and myths of female genital mutilation (FGM), its status as a criminal act and strategies to access a source of support for themselves or peers at risk.</p> <p>key facts about puberty and the changing adolescent body, including physical and emotional changes</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p>

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<b>Spring 2</b>	<b>Behaviour for Learning</b>  <b>(Health &amp; wellbeing)</b>	<p>To recognise that your personal qualities and achievements are evaluated by others and how self-esteem can change with circumstances.</p> <p>The characteristics of mental &amp; emotional health and strategies for managing it.</p> <p>what constitutes a healthy diet (including understanding calories, and other nutritional content)</p> <ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	<p>To be aware that you can choose to reject unhelpful criticism and accept helpful feedback.</p> <p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>the risks associated with an inactive lifestyle (including obesity)</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p>
<b>Summer 1</b>	<b>Social awareness and Relationships</b>  <b>(Wider world)</b>	<p>To be aware of the similarities, differences and diversity among people of different race, culture, disability, sex, gender identity, age, sexual orientation and the impact of prejudice on individuals and communities.</p>	<p>To recognise, clarify and, if necessary, challenge their own core values and how they influence their choices.</p>
<b>Summer 2</b>	<b>Independence and Self Help</b> <b>(Wider world)</b>	<p>the strategies for safely challenging stereotyping, bullying and discrimination when witnessed or experienced. Personal goal setting skills.</p>	<p>Potential tensions between human rights, British law and cultural/religious expectations &amp; practices.</p>
<b>Units on Puberty could be taught in Spring.</b>			

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KEY STAGE 3 Year 8			
Year 8	FOCUS	CONTENT	OUTCOMES
<b>Autumn 1</b>	<b>Behaviour for Learning</b>  <b>(Relationships)</b>	Understand the responsibilities of parents, carers and children in families. The importance of friendship, beginning to consider love and sexual relationships in this context. Expectations of having a girl/boyfriend. Contraceptive use in healthy relationships. Portrayal of sex in the media.	To acknowledge & respect the right not to have intimate relationships until ready and the benefits of delaying sexual activity. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
<b>Autumn 2</b>	<b>Social awareness and Relationships</b>  <b>(Relationships)</b>	How to manage or deal with the breakdown of a relationship and the effects of change including loss, separation, divorce and bereavement. To consider different levels of intimacy and their consequences. Unprotected sex and unintended pregnancy.	Laws of consent – legal age/ definition and responsibility that consent has been given. That consent is given freely and if withdrawn to respect the decision.
<b>Spring 1</b>	<b>Independence and Self Help</b>  <b>(Health&amp; wellbeing)</b>	The benefits of exercise and importance of sleep, what influences their choice of exercise & eating a balanced diet. Ways of recognising and reducing risk and strategies for getting help in emergency or risky situations.	To know... the characteristics and mental and physical benefits of an active lifestyle the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise the risks associated with an inactive lifestyle (including obesity) what constitutes a healthy diet (including understanding calories, and other nutritional content) the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

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<b>Spring 2</b>	<b>Behaviour for Learning</b>  <b>(Health&amp; wellbeing)</b>	STIs, use of contraception and barrier methods. Importance of maintaining a balance between work, leisure and exercise looking at healthy diet. How the media portrays young people, body image and how identity can be affected.	Personal rights to make choices relating to lifestyle resulting in a positive sense of self.
<b>Summer 1</b>	<b>Social awareness and Relationships</b>  <b>(Wider world)</b>	To know that everyone has a 'career' which is their pathway through life from education to employment, self-employment and/or voluntary work Know about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace	To recognise that they have the same rights to opportunities in learning& work as everyone; to recognise and challenge stereotypes/family/cultural expectations that may be limiting aspirations. what constitutes sexual harassment and sexual violence and why these are always unacceptable
<b>Summer 2</b>	<b>Independence and Self Help</b> <b>(Wider world)</b>	Recognise their preferred style of learning, strengths, skills & qualities and their value in future employability.	The primacy of human rights, how to safely access sources of support if rights being undermined or ignored.



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		Key Stage 3 Year 9	
	FOCUS	CONTENT	OUTCOMES
<b>Autumn 1</b>	<b>Behaviour for Learning</b>  <b>(Relationships)</b>	To understand... the terms associated with sex, gender, identity & sexual orientation. To recognise bullying in all its forms. To understand the pressure that the need for peer approval can generate – purchasing tobacco/alcohol/drugs. The difference between friendship groups & gangs. How the media portrays young people; to recognise its possible impact on body image and health issues	To understand the terms ‘habit’, ‘dependence’, and ‘addiction’ and the laws relating to the carrying of offensive weapons & strategies for managing peer pressure. Factual info about legal/illegal substances including alcohol and laws relating to the supply, use & misuse of them.  To recognise and manage feelings about, and influences in, their body image including the media’s portrayal of idealized and artificial body shapes
<b>Autumn 2</b>	<b>Social awareness and Relationships</b>  <b>(Relationships)</b>	To be aware of the difference between assigned / biological sex, gender identity & sexual orientation and the unacceptability of sexist, homophobic, racist, disablist language, the need to challenge it and how to do so.	To know... clarify and, if necessary, challenge their own core values and how they influence their choices. how to talk about their emotions accurately and sensitively, using appropriate vocabulary how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness  To understand their right to privacy, responsible use of ICT and data management and e-safety. that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing how to consider the effect of their online actions on others and know how to recognise and display respectful

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			<p>behaviour online and the importance of keeping personal information private</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>how to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>where and how to report concerns and get support with issues online.</p>
<b>Spring 1</b>	<b>Independence and Self Help</b>  <b>(Health&amp; wellbeing)</b>	To understand and manage personal safety - accident prevention, road/cycle safety. Safe use of prescribed/counter medicines. Risks and consequences of 'experimental' & 'occasional' substance use. Cancer/prevention/lifestyles & self-examination.	<p>To know...</p> <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions the physical and psychological consequences of addiction, including alcohol dependency.</p> <p>awareness of the dangers of drugs which are prescribed but still present serious health risks</p>
<b>Spring 2</b>	<b>Behaviour for Learning</b> <b>(Health &amp; wellbeing)</b>	<p>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</p> <p>To be aware of basic first aid and CPR. The consequences of inappropriate use of mobile phones.</p> <p>The positive and negative roles of drugs in society and benefits of not/delaying drinking alcohol and not smoking.</p>	<p>To know...</p> <p>how to access local health services and other sources of support e.g. smoking cessation, if concerned about own or others' alcohol or substance abuse.</p> <p>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</p>
<b>Summer 1</b>	<b>Social awareness and Relationships</b>  <b>(Wider world)</b>	To be aware of different career pathways/ work roles & the benefit of having ambitions in life. The gambling industry, why people choose to gamble and its consequences. To explore social and moral dilemmas about the use of money.	The laws and by-laws relating to young peoples' permitted working hours and minimising health & safety risks.
<b>Summer 2</b>	<b>Independence and Self Help</b> <b>(Wider world)</b>	Learn about the choices available to them in KS4 and about the labour market and progression routes. Understanding concept of quality, cash flow and profit & how to manage financial decisions.	The importance of protecting reputations, on-line presence and having a 'personal brand' that can be enhanced or damaged.

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		<b>Key Stage 4 Year 10</b>	
	<b>FOCUS</b>	<b>CONTENT</b>	<b>OUTCOMES</b>
<b>Autumn 1</b>	<b>Behaviour for Learning (Relationships)</b>	To know that marriage, civil partnership & living together demonstrate commitment. To look at parenting skills and their central importance to family life.	To know... that there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children what marriage is, including its legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony that living together, marriage and civil partnerships are ways that people freely and without coercion, demonstrate their commitment to each other
<b>Autumn 2</b>	<b>Social awareness and Relationships  (Relationships)</b>	To be aware of strategies to manage strong emotions and feelings and the benefits of a positive, equal relationship.  To understand the impact of domestic abuse/separation/bereavement looking at sources of support and need to adapt to situations. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control what constitutes sexual harassment and sexual violence and why these are always unacceptable	Understand the age of consent. To recognise when a relationship is unhealthy or abusive and what your personal rights are. Develop an awareness of exploitation and control in relationships and how to manage changes including the ending of relationships.  To look at organisations that support relationships in difficulties and how to access them along with other sources of information, advice and support eg. friends & relatives.
<b>Spring 1</b>	<b>Independence and Self Help  (Health &amp; wellbeing)</b>	To know... about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist Look at the characteristics and strategies for managing mental health including stress, anxiety and depression.	How to make effective use of constructive feedback differentiating between helpful feedback and unhelpful criticism eg 'tough love'  To recognise when help is needed and strategies for accessing it.

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		To be able to recognise and manage the triggers (themselves or friends) – self harm, eating disorders etc.	
<b>Spring 2</b>	<b>Behaviour for Learning</b>  <b>(Health &amp; wellbeing)</b>	To be aware of the extent to which their own confidence and self-esteem are affected by judgements of others and ways of managing this. To be increasingly responsible for maintaining and monitoring their own health.	To identify, evaluate and independently be able to access reliable sources of information, advice & support for all aspects of physical or mental health including sexual health services.
<b>Summer 1</b>	<b>Social awareness and Relationships</b>  <b>( Wider world)</b>	To think critically about extremism and intolerance in whatever forms they take. To recognise how social media can offer a variety of views but can also distort situations or issues. To consider harassment in a range of situations.	to recognise... bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted To evaluate personal strengths. To recognise the unacceptability of all forms of discrimination and your shared responsibility to your community.
<b>Summer 2</b>	<b>Independence and Self Help</b> <b>(Wider world)</b>	To be aware... of the personal and legal risks of being asked for or sharing intimate images of themselves or others and strategies for managing these risks.  that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partner  that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	To know that their strengths, interests, skills and qualities are changing and relate to future employability. How to access advice, guidance and most appropriate support. the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships (including social media), the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

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		KEY STAGE 4 Y11	
	FOCUS	CONTENT	OUTCOMES
<b>Autumn 1</b>	<b>Behaviour for Learning</b>  <b>(Relationships)</b>	Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship To understand the role of sex in the media and its impact on sexuality. To recognise the impact of drugs & alcohol on choices and sexual behaviour. To manage unwanted attention, respect others' cultural expectations and results of unintended pregnancy.	To recognise when others are using manipulation or coercion and how to give or withdraw consent to engage in different degrees of sexual activity. that they have a choice to delay sex or to enjoy intimacy without sex the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
<b>Autumn 2</b>	<b>Social awareness and Relationships</b>  <b>(Relationships)</b>	To consider the diversity of sexual attraction including sources of support. Beliefs, opinions and legal position of abortion. How fertility levels differ/ can be damaged by STIs. Reasons for adoption/fostering and options for those unable to conceive.	How to access/the correct use of contraception – including emergency contraception. How to assess readiness for sex within a relationship. the facts around pregnancy including miscarriage** that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
<b>Spring 1</b>	<b>Independence and Self Help</b>  <b>(Health&amp; wellbeing)</b>	To understand about STIs including HIV/AIDS and how to protect themselves/others. How to find sources of emergency help/ perform first aid including CPR. Self-checking for cancer and confident user of NHS	To know... how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing

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			<p>To be able to recognize and manage feelings/influences on their body image including media's portrayal of idealised/artificial body shapes.</p> <p>To assess and manage risks of cosmetic/aesthetic procedures – tattooing, piercing, tanning, Botox etc.</p>
<b>Spring 2</b>	<b>Behaviour for Learning</b>  <b>(Health&amp; wellbeing)</b>	<p>How lifestyle choices affect a developing foetus. How to recognise and follow H&amp;S procedures.</p> <p>Personal safety how to reduce risk and minimise harm in different settings. Consequences of substance abuse including 2<sup>nd</sup> hand smoke– support available.</p>	<p>Understand the terms 'habit', 'dependence' and 'addiction' and how to access support. The consequences of legal and illegal substance abuse including personal safety, career, relationships and future lifestyle.</p> <p>the physical and psychological consequences of addiction, including alcohol dependency</p> <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</p>
<b>Summer 1</b>	<b>Social awareness and Relationships</b>  <b>(Wider world)</b>	<p>To be aware of the career progression opportunities in education, training &amp; employment. Attitudes and values in relation to work &amp; enterprise e.g. Customer service, protecting brand image. Recognise the wider implications of their purchasing choices – independent shops, ethical goods.</p>	<p>Be aware of the changing pattern of employment – local to global, how businesses are organised and financed.</p> <p>Their rights at work including roles as workers, employers &amp; unions.</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</p> <p>about the unacceptability of all forms of discrimination, and how to challenge it, prejudice and bigotry in the wider community including the workplace</p>
<b>Summer 2</b>	<b>Independence and Self Help</b>  <b>(Wider world)</b>	<p>To know about employability skills and the opportunities for work experience available. Confidentiality in the workplace (and when to break it).</p> <p>How to develop career identity and recognise &amp; manager influences on financial decisions.</p>	<p>Their consumer rights and how to seek redress over goods and services.</p>