



## TANKERSLEY ST PETERS C OF E PRIMARY SCHOOL CURRICULUM INTENT - PHSE

*For our curriculum intent - the school is using the 1 Decision scheme of work to ensure that there is progression across all the PHSE units and that the covering the statutory orders for SRE ( from 2020)*

*We are committed to ensuring mental health, wellbeing, first aid, internet safety and sex and relationships education are integral to our planning across to ensure children are well equipped for the next stage in their education.*

<b>Class</b>	<b><u>AUTUMN TERM 1</u> <u>Rules of Law and</u> <u>Responsibilities</u></b>	<b><u>AUTUMN TERM 2</u> <u>Tolerance and</u> <u>Respect</u></b>	<b><u>SPRING TERM 1</u> <u>Aiming High</u></b>	<b><u>SPRING TERM 2</u> <u>Understanding</u> <u>Ourselves</u></b>	<b><u>SUMMER TERM 1</u> <u>Making Positive</u> <u>Choices</u></b>	<b><u>SUMMER TERM 2</u> <u>Money Matters</u></b>
<b>Class 1</b>	<p>Make class rules. Offer constructive support and feedback to others. Listen to other people and play and work cooperatively. Know what is fair and unfair, kind and unkind, right and wrong.</p> <p>Know how to contribute to the life of the classroom.</p>	<p>Know that there are different types of teasing and bullying, that these are wrong and unacceptable. Resist teasing or bullying and know how to get help. Understand people's bodies and feelings can be hurt. Know ways to keep safe on the road, environments and online Recognise when people are being unkind and know who to tell and what to say.</p>	<p>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).</p> <p>Talk about people who look after us. Know who to go to if we are worried and how to attract their attention.</p> <p>Think about ourselves and learn from my experiences. Recognise and celebrate our strengths and set simple but challenging goals.</p> <p>Identify our special people (family, friends,</p>	<p>Understand the importance of and how to maintain personal hygiene.</p> <p>Know about the process of growing from young to old and how people's needs change.</p> <p>Name the main parts of the body.</p>	<p>Know what makes a healthy lifestyle. Discuss the benefits of physical activity, rest and healthy eating. Know what we like and dislike.</p> <p>Recognise that choices can have good and not so good consequences.</p> <p>Know people and other living things have needs and that I have responsibilities to meet them. Know it is important to take turns, share and return borrowed things.</p>	<p>Know about the role money plays in our life.</p> <p>Listen to other people and play and work cooperatively.</p> <p>Discuss change and loss and the how we may feel.</p> <p>Make choices about spending money.</p>

			carers). Say what makes them special and how special people should care for one another.			
<b>Class 2</b>	<p>Help make our class rules. Talk about the groups and communities we belong to Offer constructive support and feedback to others. Know how our behaviour affects other people. Know what is fair and unfair, kind and unkind, right and wrong. Know how we can contribute to the life of the classroom.</p>	<p>Know that there are different types of teasing and bullying, that these are wrong and unacceptable. Resist teasing or bullying. If we experience or witness it we know how to get help. Understand people's bodies and feelings can be hurt and know what makes us feel comfortable and uncomfortable. Share our feelings and recognise how others show their feelings. Know ways to keep safe on the road, in our environments and online. Understand that we share a responsibility for keeping ourselves and others safe. Know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>Understand the importance of and how to maintain personal hygiene. Know how some diseases are spread and they can be controlled. Know the responsibilities we have for our own health and that of others. Know about the process of growing from young to old and how people's needs change. Discuss growing and changing and the new opportunities and responsibilities that independence may bring. Know that household products, including medicines, can be harmful if not used properly Name the main parts of the body. Discuss the similarities and differences between boys and girls. Judge what kind of physical contact is acceptable, comfortable,</p>	<p>Identify our special people (family, friends, carers). Say what makes them special and how special people should care for one another. Identify our special people (family, friends, carers). Say what makes them special and how special people should care for one another. 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). Talk about people who look after us. Know who to go to if we are worried and how to attract their attention. Think about ourselves and learn from our experiences. Recognise and celebrate our strengths and set simple but challenging goals. Know the difference between secrets and surprises. Share our opinions and explain our views through discussions</p>	<p>Know what makes a healthy lifestyle. Discuss the benefits of physical activity, rest, healthy eating and dental health. Know what we like and dislike and how to make real, informed choices that improve our physical and emotional health. Recognise that choices can have good and not so good consequences. Know what improves and harms my local, natural and built environments and talk about the ways people look after them. Take part in discussions with one other person and the whole class. Know people and other living things have needs and that we have responsibilities to meet them. Know it is important to take turns, share and return borrowed things.</p>	<p>Know about the role money plays in our life. Think about how to manage our money and keep it safe. Know money comes from different sources and can be used for different purposes. Listen to other people and play and work cooperatively Discuss change and loss and the how we may feel. Make choices about spending our money and discuss what influences our choices.</p>

			<p>unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>Talk about people who look after us. Know who to go to if we are worried and how to attract their attention. Think about ourselves and learn from my experiences. Recognise and celebrate our strengths and set simple but challenging goals.</p>	<p>with one other person and the whole class.</p>		
<p><b>Class 3</b></p>	<p>Help make our class rules.          Know school rules about health and safety, basic emergency procedures and where to get help.          Know how my actions affect myself and other people.          Know that there are different kinds of rights, responsibilities and duties at home, in school, in our community.          Know how we contribute to the life of the classroom.</p>	<p>Celebrate our achievements; identify strengths and areas for development and set ourselves goals.          Be aware of different types of relationships. Including those between friends, families and civil partnerships.          Work collaboratively towards shared goals.          Understand the concept of keeping something confidential or 'secret'. Know when it is right to 'break a confidence' or 'share a secret'.</p>	<p>Recognise opportunities to make choices about food and what influences our choices and the benefit of eating a balanced diet.          Recognise and care about other people's feelings and try to respect their points of view.          Know about people who are responsible for helping to keep us healthy and safe.          Listen respectfully to a range of people and feel confident to raise our own concerns.</p>			

	<p>Know how to respond to teasing and bullying and where to get help. Learning ways to resolve disputes through negotiation. Have strategies for keeping ourselves safe including, road safety, online safety and in our environment. Understand the importance of protecting personal information including passwords, addresses and images.</p>	<p>Understand good and not so good feelings. Recognise and respond to a wider range of feelings in others.</p> <p>Judge what kind of contact is acceptable and unacceptable. Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>	<p>Know what positively affects our physical, emotional and mental health.</p> <p>Think about the lives of people in other places and people with different values and customs. Understand the role money plays in our lives. Make choices about how to manage our money. Understand how to manage change and loss. (Transition and bereavement)</p>
<b>Class 4</b>	<p>Help make our class rules. Know school rules about health and safety, basic emergency procedures and where to get help. Know how our actions affect us and other people. Know that there are different kinds of rights, responsibilities and duties at home, in school, in our community. Know how we can contribute to the life of the classroom.</p> <p>Know how to respond to teasing and bullying and where to get help. Recognise the nature and consequence of teasing and bullying. Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. Know that increased independence brings increased responsibilities for keeping ourselves and others safe. Have strategies for keeping ourselves safe including, road safety, online safety and in our environment. Understand the importance of protecting personal information including passwords, addresses and images.</p>	<p>Celebrate our achievements; identify strengths and areas for development and set ourselves goals. Be aware of different types of relationships. Including those between friends, families and civil partnerships. Work collaboratively towards shared goals. Resist pressure to act in a dangerous, unhealthy or wrong way. Understand good and not so good feelings. Recognise and respond to a wider range of feelings in others.</p> <p>Judge what kind of contact is acceptable and unacceptable. Understand the concept of keeping something confidential or 'secret'. Know when it is right to 'break a confidence' or 'share a secret'. Know that bacteria and viruses can affect health and that following simple routines can reduce their spread. Understand when a relationship is unhealthy and know who to ask for help.</p>	<p>Recognise opportunities to make choices about food and what influences our choices and the benefit of eating a balanced diet. Recognise and care about other people's feelings and try to respect their points of view. Know about people who are responsible for helping to keep us healthy and safe. Listen respectfully to a range of people and feel confident to raise our own concerns. Know what positively affects our physical, emotional and mental health.</p> <p>Make choices how to manage our money. Understand the role money plays in our lives. Understand how to manage change and loss. (Transition and bereavement) Think about the lives of people in other places and people with different values and customs.</p>
<b>Class 5</b>	<p>Take part in making and changing rules. I know why and how laws are made and enforced. Know school rules about health and safety, basic emergency procedures and where to get help. Appreciate the range of national, regional, religious, ethnic identities in the United Kingdom. Know different rules are needed in different situations. Know what being part of a community means and know different institutions that support communities locally and nationally.</p> <p>Differentiate between 'risk' 'danger' and 'hazard'. Understand the importance of protecting personal information</p>	<p>Celebrate my achievements; identify strengths and areas for development. Recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, uncomfortable or wrong. Have high aspirations for myself and challenging goals. Understand that differences and similarities between people can come from a variety of factors including: family cultural, ethnic, racial and religious diversity. Explain the range and intensity of my good and not so good feelings. Recognise what makes a positive, healthy relationship, and</p>	<p>Know what positively affects my physical, emotional and mental health, including the media. Research, discuss and debate topical issues and events concerning health and wellbeing. Recognise when I have conflicting emotions. I know sometimes how to overcome this. Know what is meant by a habit and why habits can be hard to change. Make informed choices and begin to understand a 'balanced lifestyle'.</p> <p>Understand about change including transitions, loss, separation,</p>

	<p>including passwords, addresses and images.          Have strategies for keeping ourselves safe including, road safety, online safety and in our environment.          Recognise and manage dares.          Realise the consequences of bullying and anti-social behaviour.</p>	<p>where to ask for help if a relationship is unhealthy.          Work collaboratively towards shared goals.</p> <p>Understand how to maintain personal hygiene.          Know how my body will change as I approach puberty.          Understand about human reproduction.</p>	<p>divorce and bereavement.          Understand the skills that make someone enterprising.          Understand that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.          Understand the role money plays in our lives and manage my money and be a critical consumer.          Have an initial understanding of the terms 'interest', 'loan', 'debt', 'tax'.</p> <p><b>Sex Education</b></p>
<p><b>Class 6</b></p>	<p>Take part in making and changing rules and know why and how laws are made and enforced.          Know school rules about health and safety, basic emergency procedures and where to get help.          Recognise the role of voluntary, community and pressure groups in relation to health and wellbeing.          Appreciate the range of national, regional, religious, ethnic identities in the United Kingdom.          Know what being part of a community means and know different institutions that support communities locally and nationally.</p> <p>Recognise, predict and assess risk in different situations and decide how to manage it responsibly.          Understand the importance of protecting personal information including passwords, addresses and images.          Have strategies for keeping ourselves safe including, road safety, online safety and in our environment.          Recognise and manage dares.          Recognise and challenge stereotypes.          Know that pressure to act in risky ways comes from a variety of sources, including people we know and the media.          Understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see protected characteristics' in the Equality Act 2010)</p>	<p>Celebrate my achievements and identify strengths and areas for development.          Have high aspirations for myself and challenging goals.          Work collaboratively towards shared goals.          Explain the range and intensity of my good and not so good feelings.          Develop skills to form and maintain positive, healthy relationships.          Recognise ways in which a relationship can become unhealthy and who to talk to if we need support.</p> <p>Know how to maintain personal hygiene.          Know which, how and why, commonly available substances (including alcohol and tobacco) could damage our immediate and future health.          Know some commonly available substances are legal, some are restricted and some are illegal to use and give to others.          Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.          Know how our bodies will change as we move through puberty.          Understand the process of human reproduction.</p>	<p>Know what positively affects my physical, emotional and mental health, including the media.          Explore and critique how the media present information.          Recognise images in the media do not always reflect reality and can affect how people feel about themselves.          Make informed choices and consider consequences when trying to understand a balanced lifestyle.          Know what is meant by a habit and why habits can be hard to change.</p> <p>Understand about change including transitions, loss, separation, divorce and bereavement.          Understand the skills that make someone enterprising.          Understand that resources can be allocated in different ways and that these choices affect individuals, communities and the sustainability of the environment.          Understand the role money plays in our lives and manage my money and be a critical consumer.          Have an initial understanding of the terms 'interest', 'loan', 'debt', 'tax'.</p> <p><b>Sex Education</b></p> <p><b>Transition visits to secondary school</b></p>