

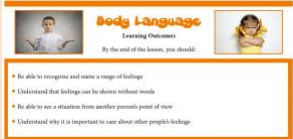




# TANKERSLEY ST PETERS C OF E PRIMARY SCHOOL CURRICULUM IMPLEMENTATION - PSHE/RSE (KS1/KS2)

For our curriculum intent – the school is using the 1 Decision scheme of work to ensure that there is progression across all the PSHE units and that the school is covering the statutory orders. We are committed to ensuring mental health, wellbeing, first aid, internet safety and sex and relationships education are integral to our planning across school to ensure children are well equipped for the next stage in their education. **RSE LINKED LEARNING**

Year	<u>AUTUMN TERM 1</u>	<u>AUTUMN TERM 2</u>	<u>SPRING TERM 1</u>	<u>SPRING TERM 2</u>	<u>SUMMER TERM 1</u>	<u>SUMMER TERM 2</u>
1	<p><b>KEEPING/STAYING SAFE: Road Safety</b></p> <ul style="list-style-type: none"> <li>Understand why it is important to stay safe when crossing the road</li> <li>Be able to recognise a range of safe places to cross the road</li> <li>Understand the differences between safe and risky choices</li> <li>Know different ways to help us stay safe.</li> </ul> <p><b>OUR WORLD: Growing in our World</b></p> <ul style="list-style-type: none"> <li>Understand the needs of a baby</li> <li>Be able to recognise what you can do for yourself now you are older</li> <li>Be able to describe the common features of family life</li> </ul>	<p><b>RELATIONSHIPS: Friendship</b></p>  <ul style="list-style-type: none"> <li>Understand how to be a good friend</li> <li>Be able to recognise kind and thoughtful behaviours</li> <li>Understand the importance of caring about other people's feelings</li> <li>Be able to see a situation from another person's point of view</li> </ul>	<p><b>KEEPING/STAYING HEALTHY: Washing Hands</b></p> <ul style="list-style-type: none"> <li>Understand why we need to wash our hands</li> <li>Know how germs are spread and how they can affect our health</li> <li>Be able to practice washing your hands</li> <li>Know the differences between healthy and unhealthy choices</li> <li>Know how you can help people around you</li> <li>Understand the types of things you are responsible for</li> </ul> <p><b>COMPUTER SAFETY: Online Bullying</b></p> <ul style="list-style-type: none"> <li>Understand how your online bullying can affect others</li> <li>Be able to identify positives and negatives of</li> </ul>	<p><b>BEING RESPONSIBLE: Water Spillage</b></p> <ul style="list-style-type: none"> <li>Know how and understand the importance of preventing accidents</li> <li>Be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<p><b>FEELINGS AND EMOTIONS: Jealousy</b></p> <ul style="list-style-type: none"> <li>Be able to recognise and name emotions and their physical effects</li> <li>Know the differences between pleasant and unpleasant emotions</li> <li>Learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>Understand that feelings can be communicated with and without words</li> </ul>	<p><b>HAZARD WATCH: Is it safe to drink?</b></p> <ul style="list-style-type: none"> <li>Know what drink items are safe or unsafe to drink</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to recognise the ways in which your family is special and unique</li> </ul>		<ul style="list-style-type: none"> <li>• using technology</li> <li>• Know who and how to ask for help</li> <li>• Be able to recognize kind and unkind comments</li> </ul>			
2	<p><b>KEEPING/STAYING SAFE: Tying Shoe Laces</b></p> <ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe</li> <li>• Understand the differences between safe and risky choices</li> <li>• Understand why we should look after living things</li> </ul> <p><b>OUR WORLD: Living in our World</b></p> <ul style="list-style-type: none"> <li>• Be able to identify how we can look after living things both inside and outside of the home</li> <li>• Recognise why it is important to keep our communities and countryside clean</li> <li>• Be able to encourage others to help keep their countryside and communities clean</li> </ul>	<p><b>RELATIONSHIPS: Bullying and Body Language</b></p>  <ul style="list-style-type: none"> <li>• Be able to name a range of feelings</li> <li>• Understand why we should care about other people's feelings</li> <li>• Be able to see and understand bullying behaviours</li> <li>• Know how to cope with these bullying behaviours</li> </ul>  <ul style="list-style-type: none"> <li>• Be able to recognise and name a range of feelings</li> <li>• Understand that feelings can be shown without words</li> <li>• Be able to see a situation from another person's point of view</li> <li>• Understand why it is important to care about other people's feelings</li> </ul>	<p><b>KEEPING/STAYING HEALTHY: Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• Know that some food is needed for our bodies to be healthy and to grow</li> <li>• Understand that some foods are better for good health than others</li> <li>• Be able to list different types of healthy food</li> <li>• Understand how to keep yourself and others healthy</li> <li>• Know the differences between healthy and unhealthy choices</li> </ul> <p><b>Brushing Teeth</b></p> <p>Understand why we need to brush our teeth</p> <ul style="list-style-type: none"> <li>• Be able to practise brushing your teeth</li> <li>• Know the differences between healthy and unhealthy choices</li> <li>• Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy</li> </ul> <p><b>COMPUTER SAFETY: Image Sharing</b></p> <ul style="list-style-type: none"> <li>• Understand how your online actions can affect</li> </ul>	<p><b>BEING RESPONSIBLE: Practice Makes Perfect and Helping Someone in need</b></p> <ul style="list-style-type: none"> <li>• Know how you can help other people</li> <li>• Be able to recognise kind and thoughtful behaviours and actions</li> <li>• Understand the risks of talking to people you don't know very well in the community</li> <li>• Be able to identify the differences between being responsible and being irresponsible</li> </ul> <p><b>FIRE SAFETY (special module)</b></p> <p><b>Hoax Calling</b></p> <p>Understand the importance of being responsible and how our actions/choices affect others</p> <p>Know what a 'hoax call' is and why it can be risky</p> <p>Understand why our emergency services are an important part of our community.</p> <p>Be able to identify the differences between</p>	<p><b>FEELINGS AND EMOTIONS: Worry and Anger</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise and name emotions and their physical effects</li> <li>• Know the difference between pleasant and unpleasant emotions</li> <li>• Learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• Understand that feelings can be communicated with and without words</li> </ul>	<p><b>HAZARD WATCH: Is it safe to eat?</b></p> <ul style="list-style-type: none"> <li>• Know what items are safe to play with and what items are unsafe to play with</li> <li>• Be able to name potential dangers in different environments</li> <li>• Know what food and drink items are safe or unsafe to eat or drink</li> <li>• Be able to name dangers that can affect others, for example younger siblings</li> </ul>

			<p>others</p> <ul style="list-style-type: none"> <li>• Be able to name the positive and negative ways you can use technology</li> <li>• Know the risks of sharing images without permission</li> <li>• Understand the types of images that you should and should not post online</li> </ul>	<p>safe and risky choices.</p> <p><b>Petty Arson</b> Be able to practise simple ways of staying safe and finding help. Know that even small fires can be very dangerous.</p> <p><b>Texting Whilst Driving</b> Be able to recognise how drivers can be distracted. Know how to help others stay safe.</p>		
<p><b>3</b></p>	<p><b>KEEPING/STAYING SAFE: Staying Safe</b></p> <ul style="list-style-type: none"> <li>• Know ways to keep yourself and others safe</li> <li>• Be able to recognise risky situations</li> <li>• Be able to identify trusted adults around you</li> <li>• Understand the difference between safe and risky choices</li> </ul> <p><b>KEEPING/STAYING SAFE: Leaning out of windows</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise a range of warning signs</li> <li>• Be able to spot the dangers we may be able to find at home</li> <li>• Know the importance of listening to our trusted adults</li> <li>• Be able to understand ways we keep ourselves and others safe at home</li> <li>• Know the difference between safe and risky choices</li> </ul> <p><b>RELATIONSHIPS: Touch</b></p>	<p><b>KEEPING/STAYING HEALTHY: Medicine</b></p> <ul style="list-style-type: none"> <li>• Know, understand and be able to practice simple safety rules about medicine</li> <li>• Understand when it is safe to take medicine</li> <li>• Know who we can accept medicine from</li> <li>• Understand the difference between healthy and unhealthy choices</li> </ul> <p><b>COMPUTER SAFETY: Making Friends Online and Computer Safety Documentary</b></p> <ul style="list-style-type: none"> <li>• Be able to identify possible dangers and consequences of talking to strangers online</li> <li>• Know how to keep safe in online chatrooms</li> <li>• Be able to name the positives and negatives of using technology</li> <li>• Understand the difference between safe and risky choices online</li> </ul> <p><b>BEING RESPONSIBLE: Stealing</b></p> <ul style="list-style-type: none"> <li>• Understand the differences between borrowing and stealing</li> <li>• Be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• Know why it is wrong to steal</li> </ul>	<p><b>FEELINGS AND EMOTIONS: Grief</b></p> <ul style="list-style-type: none"> <li>• Be able to name and recognise emotions and their physical effects</li> <li>• Know the difference between pleasant and unpleasant emotions</li> <li>• Learn a range of skills for coping with unpleasant / uncomfortable emotions</li> <li>• Understand the feelings can be communicated with or without words</li> </ul> <p><b>HAZARD WATCH: Is it safe to play with?</b></p> <ul style="list-style-type: none"> <li>• Know what items are safe to play with and what items are unsafe to play with</li> <li>• Be able to name potential dangers in different environments</li> <li>• Be able to name dangers that can affect others e.g. younger siblings</li> </ul> <p><b>OUR WORLD: Working in our World</b></p> <ul style="list-style-type: none"> <li>• Understand different ways we can receive money</li> <li>• Know how to keep money safe</li> <li>• Be able to describe skills you may need in a future job or career</li> <li>• Be able to recognise the differences between wants</li> </ul>			



**Touch**  
Learning Outcomes  
By the end of the lesson, you should:

- Understand the difference between appropriate and inappropriate touch
- Know why it is important to care about other people's feelings
- Understand personal boundaries
- Know who and how to ask for help
- Be able to name human body parts

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- Be able to understand the difference between being responsible and irresponsible

and needs

### OUR WORLD: Working and Looking after our World

- Be able to explain the meaning of reduce, reuse, and recycle
- Recognise how we can help look after our planet
- Be able to identify how to reduce the amount of water and electricity we use
- Understand how we can reduce our carbon footprint

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### KEEPING/STAYING SAFE: Cycle Safety

- Identify strategies we can use to keep ourselves and others safe
- Recognise the impact and possible consequences of an accident or incident
- Identify what is a risky choice
- Create a set of rules for and identify ways of keeping safe

### GROWING AND CHANGING: Appropriate Touch



**Relationships**  
Learning Outcomes  
By the end of the lesson, you should be able to:

- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable

- Identify the different types of relationships we can have and describe how these things can change as we grow
- Explain how our families support us and how we can

### KEEPING/STAYING HEALTHY: Healthy Living

- Explain what is meant by a balanced diet and plan a balanced meal
- Recognise how too much sugar, salt and saturated fat in our food and drink can affect us now we are older
- Understand nutritional information on packaged food and explain what it means
- Describe different ways to maintain a healthy lifestyle

### COMPUTER SAFETY: Online bullying

- Recognise the key values that are important in positive online relationships
- Identify the feelings and emotions that may arise from online bullying
- Develop coping strategies to use if we or someone we know is being bullied online
- Identify how and who to ask for help

### BEING RESPONSIBLE: Coming home on time

- Recognise the importance of behaving in a responsible manner in a range of situations
- Describe a range of situations where being on time is important
- Explain the importance of having rules in the home
- Describe ways that behaviour can be seen to be sensible and responsible

### FEELINGS AND EMOTIONS: Jealousy

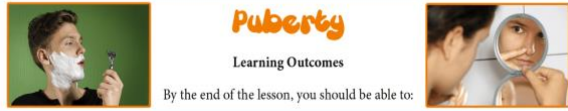
- Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good
- Describe how we can support others who feel lonely, jealous, or upset
- Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people
- Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotion, such as loneliness and jealousy

### THE WORKING WORLD: Chores at home

- Identify ways in which we can help those who look after us
- Explain the positive impact of our actions
- Describe the ways in which we can contribute to our home, school, and community
- Identify the skills we may need in our future job roles

### A WORLD WITHOUT JUDGEMENT: Breaking down barriers

- Recognise positive attributes in others
- Explain why being different is okay

	<p>support our families</p> <ul style="list-style-type: none"> <li>• Identify how relationships can be healthy or unhealthy</li> <li>• Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>		<ul style="list-style-type: none"> <li>• Recognise your own strengths and goals, and understand that these may be different from those around you</li> <li>• Identify some of the ways we can overcome barriers and promote equality</li> </ul>
5	<p><b>KEEPING/STAYING SAFE: Peer Pressure</b></p> <ul style="list-style-type: none"> <li>• Identify strategies we can use to keep ourselves and others safe</li> <li>• Recognise ways to manage peer pressures</li> <li>• Explain the potential outcomes that may happen when we take risks</li> <li>• Recognise the impact and possible consequences of an accident or incident</li> </ul> <p><b>KEEPING/STAYING HEALTHY: Smoking</b></p> <ul style="list-style-type: none"> <li>• Explain some of the risks associated with smoking (physical/social and legal) and name the addictive ingredient found in cigarettes e.g e-cigs etc</li> <li>• Describe how smoking can affect your immediate and future health and wellbeing</li> <li>• Give reasons why someone might start and continue to smoke</li> <li>• Identify and use skills and strategies to resist any pressure to smoke</li> </ul> <p><b>THE WORKING WORLD: Enterprise</b></p> <ul style="list-style-type: none"> <li>• Understand and explain why people might want to save money</li> <li>• Identify ways in which you can help out at home</li> <li>• Budget for items you would like to buy</li> <li>• Recognise ways to make money and the early stages of enterprise</li> </ul>	<p><b>BEING RESPONSIBLE: Looking out for others</b></p> <ul style="list-style-type: none"> <li>• Recognise why we should take action when someone is being unkind</li> <li>• Describe caring and considerate behaviour including the importance of looking out for others</li> <li>• Demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• Identify how making choices can impact others' lives in a negative way</li> </ul> <p><b>COMPUTER SAFETY: Image Sharing</b></p> <ul style="list-style-type: none"> <li>• List reasons for sharing images online</li> <li>• Identify rules to follow when sharing images online</li> <li>• Describe the positive and negative consequences of sharing images online</li> <li>• Recognise possible influences and pressures to share images online</li> </ul> <p><b>FEELINGS AND EMOTIONS: Anger</b></p> <ul style="list-style-type: none"> <li>• Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• Explain how feelings can be communicated with or without words</li> <li>• Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions such as anger</li> </ul>	<p><b>A WORLD WITHOUT JUDGEMENT : Inclusion and Acceptance-</b></p> <ul style="list-style-type: none"> <li>• Identify some of the ways in which we are different and unique</li> <li>• Explain some of the elements which help us to have a diverse community</li> <li>• Describe strategies to overcome barriers and promote diversity and inclusion</li> </ul> <p><b>GROWING AND CHANGING: Puberty</b></p> <div style="border: 1px solid orange; padding: 5px;">  <ul style="list-style-type: none"> <li>• explain what puberty means</li> <li>• describe the changes that boys and girls may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> <li>• identify who and what can help us during puberty</li> </ul> </div> <ul style="list-style-type: none"> <li>• Explain what puberty means</li> <li>• Describe the changes that boys and girls may go through during puberty</li> <li>• Identify why our bodies go through puberty</li> <li>• Develop coping strategies to help with the different stages of puberty</li> <li>• Identify who and what can help us during puberty</li> </ul>
6	<p><b>FEELINGS AND EMOTIONS: Worry</b></p> <ul style="list-style-type: none"> <li>• Recognise our thoughts, feelings and emotions.</li> <li>• Identify how we can reduce our feeling of worry.</li> </ul>	<p><b>COMPUTER SAFETY: Making Friends Online</b></p> <ul style="list-style-type: none"> <li>• List the key applications that we may use now and in the future</li> </ul>	<p><b>KEEPING/STAYING HEALTHY: Alcohol</b></p> <ul style="list-style-type: none"> <li>• Identify what is a risky choice</li> <li>• Identify the risks associated with alcohol</li> </ul>

- Explain how we can support others who feel worried.
- Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.

### **BEING RESPONSIBLE: Stealing**

- Explain what consent means.
- Recognise the importance of being honest and not stealing.
- Explain why it is important to have a trusting relationship between friends and family.
- Identify how making some choices can impact others' lives in a negative way.

### **KEEPING/STAYING SAFE: Water Safety**

- Identify a range of danger signs.
- Develop and name strategies that can help keep ourselves and others safe.
- Recognise the impact and possible consequences of an accident or incident.

- Know and understand why some applications have age restrictions
- Identify ways to keep yourself and others safe in a range of situations online and offline.
- Recognise that people may not always be who they say they are online.

### **THE WORKING WORLD: In-App Purchases**

- Know and understood various money-related terms.
- Recognise some of the ways in which we can spend money via technology.
- Describe the potential impact of spending money without permission.
- Identify strategies to save money.

### **A WORLD WITHOUT JUDGEMENT: British Values**

- Understand that there are a wide range of religions and beliefs in the UK
- Explain each of the British Values
- Create a range of values for your educational setting
- Explain how all religions can live in cohesion

- Describe how alcohol can affect your immediate and future health
- Develop and recognise skills and strategies to keep safe.

### **GROWING AND CHANGING: Conception**



#### **Conception**

Learning Outcomes

By the end of the lesson, you should be able to:



- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

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