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### PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION

AUTUMN 1	SPRING 1	SUMMER 1
<p><b><u>KEEPING SAFE &amp; MANAGING BEHAVIOUR AND RISK:</u></b> <b><u>BULLYING – SEE IT, SAY IT, STOP IT</u></b></p> <p><b>L1. Pupils learn to recognise bullying and how it can make people feel</b></p> <ul style="list-style-type: none"> <li> Pupils are able to define what is meant by ‘bullying’</li> <li> can identify the difference between falling out with someone and bullying</li> <li> understand how bullying can make people feel and why this is unacceptable</li> </ul> <p><b>L2. Pupils learn about different types of bullying and how to respond to incidents of bullying</b></p> <ul style="list-style-type: none"> <li> Pupils can name different types of bullying (including racism)</li> <li> can identify the different ways bullying can happen (including online)</li> <li> can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</li> </ul> <p><b>L3. Pupils learn about what to do if they witness bullying</b></p> <ul style="list-style-type: none"> <li> Pupils can explain how to react if they witness bullying</li> <li> understand the role of bystanders and the important part they play in reducing bullying</li> <li> to know how and to whom to report incidents of bullying, where to get help and support</li> </ul>	<p><b><u>MENTAL HEALTH AND WELLBEING:</u></b> <b><u>STRENGTHS AND CHALLENGES</u></b></p> <p><b>L1. Pupils learn about celebrating achievements and setting personal goals</b></p> <ul style="list-style-type: none"> <li> Pupils explain how it feels to be challenged, try something new or difficult</li> <li> can plan the steps required to help achieve a goal or challenge</li> <li> are able to celebrate their own and others’ skills, strengths and attributes</li> </ul> <p><b>L2. Pupils learn about dealing with put-downs</b></p> <ul style="list-style-type: none"> <li> Pupils explain what is meant by a put-up or put-down and how this can affect people</li> <li> can demonstrate a range of strategies for dealing with put-downs</li> <li> recognise what is special about themselves</li> </ul> <p><b>L3. Pupils learn about positive ways to deal with set-backs</b></p> <ul style="list-style-type: none"> <li> Pupils can describe how it feels when there are set-backs</li> <li> know some positive ways to manage set-backs and how to ask for help or support</li> <li> recognise that everyone has set-backs at times, and that these cannot always be controlled</li> </ul>	<p><b><u>CAREERS, FINANCIAL CAPABILITY AND ECONOMIC WELLBEING: SAVING, SPENDING AND BUDGETING</u></b></p> <p><b>L1. Pupils learn about what influences people’s choices about spending and saving money</b></p> <ul style="list-style-type: none"> <li> Pupils understand how manufacturers and shops persuade us to spend money</li> <li> are able to recognise when people are trying to pressurise them to spend their money and how this feels</li> <li> can make decisions about whether something is ‘value for money’</li> </ul> <p><b>L2. Pupils learn how people can keep track of their money</b></p> <ul style="list-style-type: none"> <li> Pupils can keep simple records to keep track of their money</li> <li> can ask simple questions about needs and wants - decide how to spend and save their money</li> <li> know the best places people can go for help about money</li> </ul> <p><b>L3. Pupils learn about the world of work</b></p> <ul style="list-style-type: none"> <li> Pupils know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work</li> <li> know about a number of different jobs people do</li> <li> can identify the skills and attributes needed for different jobs</li> </ul>

AUTUMN 2	SPRING 2 (includes HEALTHY WEEK) <a href="mailto:davidh@dside.org.uk">davidh@dside.org.uk</a> = D:SIDE	SUMMER 2
<p><b><u>IDENTITY, SOCIETY AND EQUALITY:</u></b> <b><u>CELEBRATING DIFFERENCE</u></b></p> <p><b>L1. Pupils learn about valuing the similarities and differences between themselves and others</b></p> <ul style="list-style-type: none"> <li> Pupils know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief</li> <li> recognise they have shared interests and experiences with others in their class as well as with people in the wider world</li> <li> understand that peers might be similar or different to each other but can play or work together</li> </ul> <p><b>L2. Pupils learn about what is meant by community</b></p> <ul style="list-style-type: none"> <li> Pupils can explain what being part of a community means</li> <li> can recognise some of the different groups or communities they belong to and their role within them</li> <li> value and appreciate the diverse communities that exist and how they connect</li> </ul> <p><b>L3. Pupils learn about belonging to groups</b></p> <ul style="list-style-type: none"> <li> Pupils can identify positive and negative aspects of being a member of a group</li> <li> can acknowledge that there may be times when they don't agree with others in the group</li> <li> can stand up for their own point of view against opposition</li> </ul>	<p><b><u>DRUG, ALCOHOL AND TOBACCO EDUCATION:</u></b> <b><u>TOBACCO IS A DRUG</u></b></p> <p><b>L1. Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people</b></p> <ul style="list-style-type: none"> <li> Pupils are able to define what is meant by the word 'drug'</li> <li> can identify when a drug might be harmful</li> <li> recognise that tobacco is a drug</li> </ul> <p><b>L2. Pupils learn about the effect and risks of smoking tobacco and second-hand smoke</b></p> <ul style="list-style-type: none"> <li> Pupils know the effects and risks of smoking and of second-hand smoke on the body</li> <li> can express what they think are the most important benefits of remaining smoke free</li> <li> recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke</li> </ul> <p><b>L3. Pupils learn about the help available for people to remain smoke free or stop smoking</b></p> <ul style="list-style-type: none"> <li> Pupils know about some of the support and medicines that people might use to help them stop smoking</li> <li> can explain what they might say or do to help someone who wants to stop smoking</li> <li> understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started</li> </ul>	<p><b><u>PHYSICAL HEALTH AND WELLBEING:</u></b> <b><u>WHAT HELPS ME CHOOSE?</u></b></p> <p><b>L1. Pupils learn about making healthy choices about food and drinks</b></p> <ul style="list-style-type: none"> <li> Pupils can use the Eatwell guide to help make informed choices about what they eat and drink</li> <li> can describe situations when they have to make choices about their food and drink</li> <li> understand who and what influences their choices about food and drinks</li> </ul> <p><b>L2. Pupils learn about how branding can affect what foods people choose to buy</b></p> <ul style="list-style-type: none"> <li> Pupils can explain why people are attracted to different brands</li> <li> are able to compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'</li> <li> understand how this can affect what food people buy</li> </ul> <p><b>L3. Pupils learn about keeping active and some of the challenges of this</b></p> <ul style="list-style-type: none"> <li> Pupils are able to identify a range of physical activities that help the body</li> <li> are able to evaluate the levels of physical activity in different pastimes</li> <li> can explain what choices they have about how to spend their free time</li> </ul>

	<p><b><u>COOKING IN THE CURRICULUM SPRING 2:</u></b> <b><u>COOKING AND NUTRITION: SAVOURY QUICHE</u></b> See separate skill documentation</p>	
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