












## Whipton Barton Federation PSHE and SMSC Long Term Curriculum Map

At Whipton Barton Federation, the children and their learning are at the very heart of every decision made. We aim to develop learners who are passionate, take ownership of their learning and are proud of their achievements.

The ethos of our school is such that all people who come into our school, whether staff, pupil, parent or visitor, are valued as individuals in their own right. They should set, and be entitled to expect from others, good standards of behaviour, marked by respect and responsibility.

The school helps the children to develop an inner discipline and encourages pupils to not just 'follow the crowd' - they will make up their own minds and be ready to accept responsibility for what they do. They will grow through making choices and holding to the choices that they have made. They will want to be honest with themselves and with others. Our Positive Behaviour Management Policy is founded upon children taking control of their behaviour and making positive choices.

Through children's weekly PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural Development) lessons, we support our children to:

-  Adopt fundamental British Values
-  Understanding life in Modern Britain
-  Develop awe and wonder
-  Be responsible citizens with strong moral standards
-  Be able to contribute to society
-  Be brave: to try new things without fear of failure
-  Collaborate: to learn with and from others
-  Be resilient and resourceful
-  Develop meaningful relationships and reflect upon their learning.





positive

## PSHE

The lessons are all centred around a values-based and 'Growth Mindset' approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement and meets the new Relationships Education and Health Education statutory requirements. We believe that there is a link between pupils' health and wellbeing and their academic progress and that promoting their health and wellbeing is an important part of their overall education.

Throughout PSHE lessons, the children focus on many topics including physical and emotional health, all kinds of relationships and living in the wider world. The children learn to make healthy choices and keep themselves safe during their school years and beyond. Children also learn about how their body and emotions change as they approach and move through puberty, why girls and boys bodies are different, what parts of their body are private (including the PANTS Rule from <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwea...>), what kind of physical contact is unacceptable and how they should respond and what to do if they need help, advice or are worried about someone else.

## SMSC

Throughout children's SMSC Development at Whipton Barton Federation, they focus on the four strands below:

Spiritual: explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Examples of experiences commonly regarded as spiritual at Whipton Barton Federation include:

- 🌍 Curiosity and mystery
- 🌍 Awe and wonder
- 🌍 Connection and belonging
- 🌍 Heightened self-awareness
- 🌍 Prayer and worship
- 🌍 Deep feelings of what is felt to be ultimately important



- 🌍 A sense of security, well-being, worth and purposefulness

We develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected; accommodating difference and respecting the integrity of individuals. These can occur during any part of the school day, e.g. when listening to music, exercising empathy or creativity, how we live, contemplating the future, etc.

Moral: recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

We develop pupil moral development by:

- 🌍 Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school
- 🌍 Promoting racial, religious and other forms of equality
- 🌍 Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- 🌍 Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- 🌍 Rewarding expressions of moral insights and good behaviour
- 🌍 Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- 🌍 Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.





Teachers always discuss with their classes a code of conduct for the classroom based on the values held by the school. We teach the children to be aware of their own actions, take responsibility for their own encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable.

bodies and

Social: investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Our school develops pupil social development by:

- 🌍 Identifying key values and principles on which school and community life is based
- 🌍 Fostering a sense of community, with common, inclusive values
- 🌍 Promoting racial, religious and other forms of equality
- 🌍 Encouraging pupils to work co-operatively
- 🌍 Encouraging pupils to recognise and respect social differences and similarities
- 🌍 Providing positive experiences to reinforce our values as a school community – for example, through assemblies, team building activities, residential experiences, school productions
- 🌍 Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- 🌍 Providing opportunities for engaging in the democratic process and participating in community life
- 🌍 Providing opportunities for pupils to exercise leadership and responsibility
- 🌍 Providing positive and effective links with the world of work and the wider community
- 🌍 Monitoring in simple, pragmatic ways, the success of what is provided.



Cultural: appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Our school develops pupils' cultural development by:

- 🌍 Extending pupils' knowledge and use of cultural imagery and language
- 🌍 Encouraging them to think about special events in life and how they are celebrated
- 🌍 Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- 🌍 Reinforcing the school's cultural links through displays, posters, exhibitions, etc. As well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits
- 🌍 Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum in collaboration with the subject leaders of PSHE/SMSC, RE, MFL and Inclusion.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	<p>Children develop their understanding of PSHE from the onset of nursery, not only through their everyday learning, but through carefully planned PSHE and SMSC themed stories in their Talk Through Stories sessions, independent and guided learning opportunities and, in Reception, through the SMSC assemblies. Children are encouraged and supported to follow our Federation Choices and live by the British Values which underpin the curriculum. Throughout their time in Early Years, children have the opportunity to consider their own views and opinions and they are encouraged to consider those of others. For example, they vote for end of day stories and Positive Behaviour Time activities; they talk about what fruit they would like at snack time and that others may choose something different; and they give their opinions about the characters in stories they have read and discuss how they might have different opinions of whether the characters are nice or nasty or helpful or unhelpful. Through stories such as 'Families, Families, Families', 'Amazing' and 'The Proudest Blue' they learn about differences between themselves and others. Throughout EYFS, the children are encouraged to develop the Effective Characteristics of Learning and learn about resilience, perseverance and collaboration. Throughout their PE lessons they begin to understand about the importance of physical health and in the Summer term, they learn about healthy eating as an important factor in their own growth and development. Each and every session is designed by the nature of its delivery and routine, to support children to strengthen their relationships, self-awareness, self-confidence and to develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.</p>					
<b>Year 1</b>	<p><b>Me and My Relationships</b> How they can contribute to the life of the classroom and school. To help construct, and agree to follow group, class and school rules, and to understand how these rules help them. To communicate their feelings to others, to</p>	<p><b>Valuing Difference</b> To identify and respect the differences and similarities between people. To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable. To recognise that they share a responsibility for keeping themselves and others safe, when to say,</p>	<p><b>Keeping Myself Safe</b> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy</p>	<p><b>Rights and Responsibilities</b> The importance of and how to maintain personal hygiene. 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><b>Being My Best</b> What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to</p>	<p><b>Growing and Changing</b> The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. About the process of growing from young to old and how people's needs change. About the process of growing from young to</p>



	<p>recognise how others show feelings and how to respond</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>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 that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To communicate their feelings to others, to</p>	<p>'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.</p> <p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p>	<p>eating and dental health.</p> <p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>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>About the ways that pupils can help the people who look after them to more easily protect them.</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', including knowing that they do not need to keep secrets.</p> <p>About change and loss and the associated</p>	<p>That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>recognise that choices can have good and not so good consequences.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To offer constructive support and feedback to others.</p> <p>To recognise how their behaviour affects other people</p>	<p>old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</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', including knowing that</p>
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	<p>recognise how others show feelings and how to respond. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). That they belong to various groups and communities such as family and school. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>		<p>feelings (including moving home, losing toys, pets or friends). That household products, including medicines, can be harmful if not used properly. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p>			<p>they do not need to keep secrets. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<p><b>Year 2</b></p>	<p><b>Me and My Relationships</b> How they can contribute to the life of the classroom and school.</p>	<p><b>Valuing Difference</b> To identify and respect the differences and similarities between people.</p>	<p><b>Keeping Myself Safe</b> That household products, including medicines, can be</p>	<p><b>Rights and Responsibilities</b> That people and other living things have rights and that everyone has responsibilities to</p>	<p><b>Being My Best</b> To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set</p>	<p><b>Growing and Changing</b> To offer constructive support and feedback to others.</p>





	<p>To help construct, and agree to follow group, class and school rules, and to understand how these rules help them.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To recognise different types of teasing and bullying; to understand that these are wrong and unacceptable.</p> <p>Strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others</p>	<p>To recognise that their behaviour affects other people.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p>That they belong to various groups and communities such as family and school.</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To listen to other people, and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p>	<p>harmful if not used properly.</p> <p>Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>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>About the ways that pupils can help the people who look after them to more easily protect them.</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', including knowing</p>	<p>protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>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>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>That money comes from different sources and can be used for</p>	<p>simple but challenging goals.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>The importance of and how to maintain personal hygiene.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy</p>	<p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>About the process of growing from young to old and how people's needs change.</p> <p>About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p> <p>Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.</p>
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	<p>and simple strategies for managing feelings.</p>		<p>that they do not need to keep secrets.</p>	<p>different purposes, including the concepts of spending and saving.</p> <p>About the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices.</p>	<p>eating and dental health.</p> <p>The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls.</p>	<p>What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p>
<p><b>Year 3</b></p>	<p><b>Me and My Relationships</b></p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To work collaboratively towards shared goals.</p>	<p><b>Valuing Difference</b></p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to</p>	<p><b>Keeping Myself Safe</b></p> <p>To recognise when they need help and to develop the skills to ask for 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.</p> <p>That their actions affect themselves and others.</p>	<p><b>Rights and Responsibilities</b></p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>	<p><b>Being My Best</b></p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits</p>	<p><b>Growing and Changing</b></p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>



	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and manage 'dares'.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain</p>	<p>recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>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>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based</p>	<p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To explore and critique how the media present information.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>How to manage requests for images of</p>	<p>To explore and critique how the media present information.</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>	<p>of eating a balanced diet.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To work collaboratively towards shared goals.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p>	<p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About human reproduction.</p>
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	<p>positive and healthy relationships.</p>	<p>language, 'trolling'; how to respond and ask for help.</p> <p>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.</p>	<p>themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic</p>			
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			<p>techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p>			
<b>Year 4</b>	<p><b>Me and My Relationships</b> To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise what constitutes a positive, healthy relationship</p>	<p><b>Valuing Difference</b> To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p>	<p><b>Keeping Myself Safe</b> To differentiate between the terms, 'risk', 'danger' and 'hazard'. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of</p>	<p><b>Rights and Responsibilities</b> About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.  To understand that everyone has human</p>	<p><b>Being My Best</b> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. How to make informed choices (including recognising that choices can have positive,</p>	<p><b>Growing and Changing</b> About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.  How their body will, and emotions may, change as they</p>



	<p>and develop the skills to form and maintain positive and healthy relationships. That their actions affect themselves and others. To work collaboratively towards shared goals. To recognise and respond appropriately to a wider range of feelings in others. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. What positively and negatively affects their physical, mental and emotional health. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond. To recognise different types of relationships, including those between acquaintances, friends, relatives and families. 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). 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.</p>	<p>images of themselves and others. Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment (including rail, water and fire safety). To recognise and manage 'dares'. Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do</p>	<p>rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child  That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.  Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.  To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their</p>	<p>neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  What positively and negatively affects their physical, mental and emotional health.  How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.  To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p>	<p>approach and move through puberty.  How their body will, and emotions may, change as they approach and move through puberty.  About human reproduction.  The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.  That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p>
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		<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To explore and critique how the media present information.</p> <p>To recognise and challenge stereotypes.</p>	<p>something dangerous, unhealthy, that makes them uncomfortable or anxious, or that they think is wrong.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p>	<p>recommendations to appropriate people.</p> <p>To explore and critique how the media present information.</p> <p>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.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	<p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p>	
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				<p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p>		
<p><b>Year 5</b></p>	<p><b>Me and My Relationships</b></p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p>	<p><b>Valuing Difference</b></p> <p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p>	<p><b>Keeping Myself Safe</b></p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p>	<p><b>Rights and Responsibilities</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p>	<p><b>Being My Best</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To reflect on and celebrate their</p>	<p><b>Growing and Changing</b></p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p>



	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when they need help and to develop the skills to ask for 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.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>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>To recognise and challenge stereotypes. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To examine critically 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</p>	<p>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.</p> <p>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.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the environment</p>	<p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not</p>	<p>achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>What being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To recognise how images in the media (and online) do not always reflect reality and</p>	<p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</p> <p>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p>
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	<p>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.</p> <p>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.</p>	<p>or mislead; the importance of being careful what they forward to others. That their actions affect themselves and others.</p>	<p>(including rail, water and fire safety).</p> <p>To recognise and manage 'dares'.</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and</p>	<p>always reflect reality and can affect how people feel about themselves.</p>	<p>can affect how people feel about themselves.</p>	<p>That their actions affect themselves and others.</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise and challenge stereotypes.</p> <p>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.</p> <p>That differences and similarities between people arise from a number of factors, including family,</p>
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			<p>some are illegal to own, use and give to others.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p>			<p>cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p>
<b>Year 6</b>	<p><b>Me and My Relationships</b></p> <p>To work collaboratively towards shared goals.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise; to give rich and constructive feedback and support to benefit others as well as themselves.</p>	<p><b>Valuing Difference</b></p> <p>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>To realise the nature and consequences of discrimination, teasing,</p>	<p><b>Keeping Myself Safe</b></p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability</p>	<p><b>Rights and Responsibilities</b></p> <p>To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand</p>	<p><b>Being My Best</b></p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their</p>	<p><b>Growing and Changing</b></p> <p>About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p>



	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>To recognise when they need help and to develop the skills to ask for 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.</p> <p>To recognise and respond appropriately</p>	<p>bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</p> <p>To listen and respond respectfully to a wide range of people; to feel confident to raise their own concerns; to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view.</p>	<p>programme) and safety in the environment (including rail, water and fire safety).</p> <p>What is meant by the term 'habit' and why habits can be hard to change.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise that they may experience</p>	<p>how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>That they have different kinds of responsibilities, rights and duties at home, at school, in the</p>	<p>recommendations to appropriate people.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise when they need help and to develop the skills to ask for 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.</p>	<p>To explore and critique how the media present information.</p> <p>What positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p> <p>How their body will, and emotions may, change as they approach and move through puberty.</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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	<p>to a wider range of feelings in others.</p> <p>That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves.</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>About taking care of their body, understanding that they have the right to</p>	<p>To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</p> <p>To recognise and challenge stereotypes.</p>	<p>conflicting emotions and when they might need to listen to, or overcome these.</p>	<p>community and towards the environment; to continue to develop the skills to exercise these responsibilities. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to</p>		<p>understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>About human reproduction.</p> <p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p>
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	<p>protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Strategies for keeping physically and emotionally safe including road safety (including cycle safety - the Bikeability programme) and safety in the</p>			<p>take part in making and changing rules.</p>		
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	environment (including rail, water and fire safety).					
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*The Whipton Barton Federation PSHE and SMSC Long Term Curriculum covers the PSHE Association's Programmes of Study's Learning Opportunities across Key Stages 1 and 2. Please note: the PSHE Association's Programmes of Study and related Learning Opportunities are Key-stage wide. It is not expected that each Learning Opportunity should be covered in every year group, though many are, in line with good practice principles of a spiral curriculum. Some of the Learning Opportunities are aimed at promoting generic life skills which can be practised and developed across the whole of your teaching and learning, as well as through specific lessons.*