



PSHE– Lower School

1 - INTENT

In lower School students will follow a two-year programme – This year they are following Year 1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Health and Well Being			Relationships		Living in the Wider World
Assessment	Folder work Hot & cold Tasks			Folder work Hot & cold Tasks		Folder work Hot & cold Tasks
2	Health and Well Being			Relationships		Living in the Wider World
Assessment	Folder work Hot & cold Tasks			Folder work Hot & cold Tasks		Folder work Hot & cold Tasks

2 - IMPLEMENTATION - can be seen in subject Mid-Term plans

3 – IMPACT



Autumn		Spring		Summer		
Year 1	Health and Well Being	Relationships		Living in the Wider World		
	<p>Pupils have the opportunity to:</p> <ul style="list-style-type: none"> Recognise their personal strengths and how this affects their self-confidence and self-esteem Recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem Accept helpful feedback or reject unhelpful criticism Understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment 	<p>Pupils have the opportunity to:</p> <ul style="list-style-type: none"> Know the importance of taking increased responsibility for their own personal hygiene Know the purpose and importance of immunisation and vaccination Learn about how to access local health services Know the benefits of physical activity and exercise and the importance of sleep Recognise and manage what influences their choices about exercise Know the importance of balance between work, leisure and exercise 	<p>Pupils have the opportunity to:</p> <ul style="list-style-type: none"> Know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) Further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise Further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness 	<p>Pupils have the opportunity to:</p> <ul style="list-style-type: none"> Identify different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) Know the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children 	<p>Pupils have the opportunity to:</p> <ul style="list-style-type: none"> Recognise, clarify and if necessary challenge their own core values and how their values influence their choices Gain the knowledge and skills needed for setting realistic and challenging personal targets and goals Identify the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities 	<p>Pupils have the opportunity to:</p> <ul style="list-style-type: none"> Learn about their own identity as a learner, preferred style of learning and to develop study, research and presentation and organisational skills Identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability Know different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work



<ul style="list-style-type: none">• Know the characteristics of mental and emotional health and strategies for managing it; to manage growth and change as normal parts of growing up		<ul style="list-style-type: none">• Explore the range of positive qualities people bring to relationships• Know that relationships can cause strong feelings and emotions (including sexual attraction)• Know the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships• Know that the media portrayal of relationships may not reflect real life	<ul style="list-style-type: none">• Know that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.• Know the roles and responsibilities of parents, carers and children in families• Know how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement• Understand the importance of friendship and to begin to consider love and sexual relationships in this context	<ul style="list-style-type: none">• Know about the primacy of human rights; and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored• Learn about discrimination, how to respond when being discriminated against and responsibilities towards those who are experiencing discrimination• to recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations	<ul style="list-style-type: none">• Know about the laws and by-laws relating to young people's• permitted hours and types of employment and how to minimise health and safety risks• Learn about different work roles and career pathways, including clarifying their own early aspirations
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				<ul style="list-style-type: none">• Understand what expectations might be of having a girl/boyfriend• Consider different levels of intimacy and their consequences• Acknowledge the right not to have intimate relationships until ready		
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SUPPORT – You can support your child’s learning

Reinforce the topics taught above.

Encourage students to think about future options and goals

Encourage students to live a healthy lifestyle

<https://www.bbc.co.uk/bitesize/subjects/ztvg9j6>

Discuss appropriate relationships