

EASTLEA PRIMARY SCHOOL

HWB/PSHE

Programme of Study

### **Core Theme 1: Health and wellbeing**

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

### **Core Theme 2: Relationships**

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

### **Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen**

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Year 1 and Year 2	Pupils will have the opportunity to learn
Health and Wellbeing	<ul style="list-style-type: none"> <li>• what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• 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</li> <li>• To think about themselves , to learn from their experiences , to recognise and celebrate their strengths and set simple but challenging goals.</li> <li>• Learn about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings about change, loss and the associated feelings ( including moving, losing toys, pets or friends)</li> <li>• The importance of and how to maintain personal hygiene.</li> <li>• About the process of growing from young to old and how people’s needs change.</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• The names of the main parts of the body 9 including external genitalia0 the similarities and differences between boys and girls.</li> <li>• Rules for and ways of keeping physically and emotionally safe ( including safety inline, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets,</li> <li>• About people who look after them , their family network who to go to if t hey are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> <li>• 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.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• To recognise how their behaviour affects others.</li> <li>• The difference between secrets and surprises and the importance of not keeping adults secrets, only surprises</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other and the whole class to listen to other people and play and work cooperatively including strategies to resolve simple arguments through negotiation.</li> <li>• To offer constructive support and feedback to others</li> <li>• To identify and respect the differences and similarities between people</li> <li>• To identify their special people ( family, friends, carers ) what make them special and how special people should care for one another.</li> <li>• To judge what kind of physical contact is acceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>• That peoples bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> <li>• That there are different types of teasing and bullying, that these are wrong and acceptable.</li> <li>• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> </ul>
Living in the wider world	<ul style="list-style-type: none"> <li>• how to contribute to the life of the classroom</li> <li>• to help construct, and agree to follow, group and class rules and to understand how these rules help them</li> <li>• that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• that they belong to various groups and communities such as family and school</li> <li>• what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>• that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>• about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul>

Year 3 and Year 4	Building on Key stage 1, pupils will have the opportunity to learn
Health and Wellbeing	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• 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'</li> <li>• to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>• 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</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding 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</li> <li>• to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>• Strategies for keeping physically and emotionally safe including road safety, safety in the environment (including rail, water and fire safety), and safety online (including social media, the responsible use of ICT and mobile phones)</li> <li>• The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</li> <li>• About people who are responsible for helping them stay healthy and safe and ways that they can help these people.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationship</li> <li>• to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>• that their actions affect themselves and others</li> <li>• 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 their points of view</li> <li>• to work collaboratively towards shared goals</li> <li>• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li> <li>• 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)</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> </ul>
Living in the wider world	<ul style="list-style-type: none"> <li>• why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>• to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li> <li>• that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li> <li>• to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>• what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>• to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>• to think about the lives of people living in other places, and people with different values and customs</li> <li>• about enterprise and the skills that make someone 'enterprising'</li> </ul>

Year 5 and Year 6	Building on Key stage 1, Year 3 and Year 4 pupils will have the opportunity to learn
Health and Wellbeing	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health (including the media)</li> <li>• 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'</li> <li>• to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li> <li>• 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</li> <li>• about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li> <li>• to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use , Bikeability, and risks in their local environment) and to use this as an opportunity to build resilience</li> <li>• to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• 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</li> <li>• 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</li> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>• which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about human reproduction</li> <li>• about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>• strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• to recognise and respond appropriately to a wider range of feelings in others</li> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• 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'.</li> <li>• To work collaboratively towards shared goals.</li> <li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li> </ul>

Living in the wider world

- why and how rules and laws that protect themselves 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 think about the lives of people living in other places, and people with different values and customs
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- 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)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- about enterprise and the skills that make someone 'enterprising'
- to explore and critique how the media present information