

# Oakdene Primary School



## PSHE at Oakdene

Subject Leader: Mrs Lee

### Mission Statement

**Oakdene - Growing and Learning Together**

The above statement is our Mission Statement which is what we are all aiming to achieve at Oakdene.

We will try to achieve this through our aims in everything we do at Oakdene.

The PSHE curriculum is underpinned by the whole school Intent, Implementation and Impact statement.

(see separate Curriculum Statement document)

## PSHE at Oakdene

Our PSHE equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be innovative and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE and citizenship education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes whilst exploring the complex and sometimes conflicting range of values and attitudes they will encounter throughout their lives.

It is vital that our PSHE curriculum contributes to personal development by helping pupils to build their confidence, resilience and self-esteem. It also enables them to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The aims of our PSHE curriculum enable children to

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence, self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

## Curriculum and Coverage

We have adapted the PSHE association scheme, which we subscribe to and which provides regular content updates. We have created our Oakdene milestones to show progression based on the content and objectives from this scheme. We will continue to keep our topic overview for PSHE up-to-date based on new units and resources of work.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Identity, society and equality</b> Things that make us unique.	<b>Identity, society and equality</b> Forming friendships and routines	<b>Mental Health and emotional wellbeing</b>  Our feelings and how we manage them	<b>Identity, society and equality</b>  My family	<b>Physical Health and Wellbeing</b>  Healthy eating	<b>Keeping safe and managing risk.</b>  Setting rules - Why do we need them?
Year 1	<b>Physical Health and Wellbeing</b>  Fun times.	<b>Keeping safe and managing risk</b>  Feeling safe.	<b>Identity, society and equality</b> Me and others.	<b>Drug, alcohol and tobacco education</b> What do we put into our bodies?	<b>Mental Health and emotional wellbeing</b>  Feelings.	<b>Careers, financial capability and economic wellbeing.</b> My money.
Year 2	<b>Physical Health and Wellbeing</b>  What keeps me healthy?	<b>Mental Health and emotional wellbeing</b>  Friendship.	<b>Sex and relationship education</b>  Boys, girls and families.	<b>Sex and relationship education</b>  Boys, girls and families.	<b>Keeping safe and managing risk</b>  Indoors and outdoors.	<b>Drug, alcohol and tobacco education</b> Medicines and me.
Year 3	<b>Drug, alcohol and tobacco education</b>  Tobacco is a drug.	<b>Keeping safe and managing risk</b>  Bullying - see it, say it, stop it.	<b>Mental Health and emotional wellbeing</b> Strengths and challenges.	<b>Identity, society and equality</b>  Celebrating difference.	<b>Careers, financial capability and economic wellbeing</b> Saving, spending and budgeting.	<b>Physical Health and Wellbeing</b>  What helps me choose?

Year 4	<b>Identity, society and equality</b> Democracy.	<b>Drug, alcohol and tobacco education</b> Making choices.	<b>Physical Health and Wellbeing</b> What is important to me?	<b>Keeping safe and managing risk</b> Playing safe.	<b>Sex and relationship education</b> Growing up and changes.	<b>Sex and relationship education</b> Growing up and changes.
Year 5	<b>Physical Health and Wellbeing</b> In the media	<b>Identity, society and equality</b> Stereotypes, discrimination and prejudice	<b>Keeping safe and managing risk</b> When things go wrong.	<b>Mental Health and emotional wellbeing</b> Dealing with feelings.	<b>Drug, alcohol and tobacco education</b> Different influences.	<b>Careers, financial capability and economic wellbeing.</b> Borrowing and earning money.
Year 6	<b>Sex and relationship education</b> Healthy relationships/ how a baby is made.	<b>Sex and relationship education</b> Healthy relationships/ how a baby is made.	<b>Drug, alcohol and tobacco education</b>  Weighing up risk	<b>Identity, society and equality</b>  Human rights	<b>Mental Health and emotional wellbeing</b>  Healthy minds	<b>Keeping safe and managing risk</b>  Keeping safe - out and about FGM.

## Oakdene PSHE Milestones progression document

<u>Key learning concepts</u>	<u>Foundation Stage Milestones</u>	<u>KS1 Milestones</u>	<u>LKS2 Milestones</u>	<u>UKS2 Milestones</u>
<u>Drug, Alcohol &amp; Tobacco Education</u>		<p>I can recognise that different things can go into my body which can be helpful or harmful.</p> <p>I can understand where medicines come from, why they are taken and how to take them safely.</p> <p>I can understand that medicines are not always needed.</p>	<p>I can define what a drug is, and understand that some drugs can be harmful.</p> <p>I can demonstrate understanding of why some people may choose to use common drugs.</p> <p>I can recognise the risks when people engage in activities such as taking drugs, smoking or drinking alcohol.</p> <p>I can identify patterns of behaviour related to drug use.</p> <p>I can explain the help and support available for those who suffer from addiction.</p>	<p>I can explain some risks associated with drugs and identify ways in which people can get help and support.</p> <p>I can recognise that there are influences which affect a person's decision making around drugs.</p> <p>I know some positive ways to respond to pressure around drug taking.</p> <p>I can understand that some drugs are illegal.</p>
<u>Keeping safe and managing risk.</u>	<p>I can identify why I need rules in my daily life and how this keeps me and others safe</p> <p>I understand the basic rules of hygiene (washing hands)</p>	<p>I can decide when it is safe or unsafe to keep a secret.</p> <p>I can understand how to stay safe inside and outside my home.</p> <p>I can understand who I can go to for help when I am worried about my safety.</p> <p>I can explain some rules for safety including road safety.</p> <p>I can understand what to do/ react in an emergency situation.</p>	<p>I can define what bullying is and how it can make people feel.</p> <p>I can name and explain some different types of bullying e.g. racism and understand that bullying can happen anywhere, including online.</p> <p>I can identify where to go for help if I am a victim of bullying or if I witness somebody else being bullied.</p> <p>I can understand how to play computer games safely.</p> <p>I can understand that risky situations will occur and make a sensible decision about what to do.</p> <p>I can demonstrate how to ask for help from a range of emergency services.</p>	<p>I can explain how to stay safe online.</p> <p>I can recognise that violence can occur in many situations but that it is wrong.</p> <p>I can understand how and where to go to for help about abuse or violence.</p> <p>I can recognise peer pressure and understand how to take responsibility for my own actions.</p> <p>I can understand how bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p>

<u>Key learning concepts</u>	<u>Foundation Stage Milestones</u>	<u>KS1 Milestones</u>	<u>LKS2 Milestones</u>	<u>UKS2 Milestones</u>
<p><b><u>Mental Health and emotional wellbeing.</u></b></p>	<p>I can name and recognise different feelings in myself and others.</p> <p>I can manage my feelings and help others if they are upset.</p> <p>I can prepare myself to move to another class/ year group.</p> <p>I can listen to other people/ children and play and work cooperatively</p>	<p>I can identify how different emotions look and feel in the body and recognise that different situations can affect people's emotions differently.</p> <p>I can ask for help for mine/other people's emotions.</p> <p>I can identify about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>I can explain what is needed for a good friendship and what to do if they go wrong.</p> <p>I can recognise ways to help calm myself down and/or change my mood when I don't feel good.</p>	<p>I can enjoy a challenge and celebrate the achievements and others and of myself.</p> <p>I can demonstrate a range of ways to respond positively to disappointments.</p> <p>I can demonstrate a range of ways to deal with "put downs."</p>	<p>I can recognise a wide range and intensity of emotions within myself and others.</p> <p>I can recognise that changes happen to all of us and identify ways to positively cope with those changes (including transition to a new School)</p> <p>I can recognise that grief is normal and express feelings related to grieving.</p> <p>I can understand what mental health is, that everybody has mental health and I know where to get help with my mental health if I need it.</p> <p>I can recognise that stigma and discrimination of people living with mental health problems can and does exist.</p>
<p><b><u>Physical health and wellbeing</u></b></p>	<p>I can identify foods that I like to eat at home/ school</p> <p>I can try new foods and decide whether I like them or not.</p> <p>I can identify some healthy foods that are good for me.</p>	<p>I can recognise some of the food and drinks associated with different celebrations and customs.</p> <p>I can describe how to play different active playground games / recognise how they make me feel and recognising the importance of knowing when to take a break from time online or TV.</p> <p>I can recognise why rest is as important as being active.</p>	<p>I can make my own healthy lifestyle choices by choosing a balanced diet, avoiding too much screen time and getting enough rest.</p> <p>I can identify a range physical activities that help the body.</p> <p>I can identify a range of factors which may affect a person's dietary choices.</p> <p>I can recognise value for money.</p>	<p>I can recognise that messages given on food adverts can be misleading.</p> <p>I can compare the health benefits of a food or drink product in comparison with an advertising campaign.</p> <p>I can recognise that habits can have both positive and negative effects on a healthy lifestyle</p>

	<p>I can recognise that eating some foods (a lot of the time) can have different effects on my body.</p> <p>I can recognise some people who help to us to stay physically active</p>	<p>I can recognise some negative effects of the sun on my body and how I can stay safe in the sun.</p> <p>I can recognise what a healthy diet looks like and make choices about the foods I eat.</p> <p>I can recognise some basic things I can do to stay healthy such as having vaccinations, sleeping well, brushing my teeth correctly and washing my hands.</p>	<p>I can identify factors that might influence people's choices about the food they buy (e.g. ethical farming, fair trade, seasonality).</p>	<p>I can recognise about what good physical health means; how to recognise early signs of physical illness.</p>
<u>Key learning concepts</u>	<u>Foundation Stage Milestones</u>	<u>KS1 Milestones</u>	<u>LKS2 Milestones</u>	<u>UKS2 Milestones</u>
<u>Careers, financial capability and economic wellbeing.</u>	<u>No specific unit of work for this year group.</u>	<p>I can understand where money comes from and make informed choices about when to spend money.</p> <p>I can recognise that I will sometimes need to save my money.</p> <p>I can understand that people work to get money and that there are many different jobs which people can do.</p>	<p>I can recognise that there are many ways in which we can be persuaded to spend our money and I can make decisions about value for money in this knowledge.</p> <p>I can keep track of my own spending.</p> <p>I can understand important aspects of the world of work including the skills and attributes needed for different jobs.</p>	<p>I can understand that money can be borrowed but there are risks associated with this.</p> <p>I can understand what an enterprise is and can weigh up the risks of being involved in one.</p> <p>I can recognise the different influences involved in choosing a career.</p>
<u>Key learning concepts</u>	<u>Foundation Stage Milestones</u>	<u>KS1 Milestones</u>	<u>LKS2 Milestones</u>	<u>UKS2 Milestones</u>
<u>Identity, society and equality.</u>	<p>I can identify what makes me special and what makes other children special.</p> <p>I can understand what makes a good friend and how to be a good friend.</p>	<p>I can describe what makes us all special and that everyone has something about them that makes them unique.</p> <p>I can identify roles and responsibilities which I, and others, have at home and in school.</p> <p>I can understand what is involved in cooperation and why it is important.</p>	<p>I can understand what a community is and value the similarities and differences of everyone in our school community.</p> <p>I can stand up for my own point of view but recognise that other's may have a different view to me.</p> <p>I can recognise Britain is a democratic society and understand what that means.</p>	<p>I can explain what a stereotype is and feel able to challenge stereotyping when I witness it.</p> <p>I can understand what is meant by prejudice and discrimination and recognise what part I can play to stop it from happening.</p>

	<p>I can recognise and understand routines and rules in school and home.</p> <p>I can understand who is in my family and that all families are different.</p>	<p>I can identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>I can understand about how I can help look after my environment.</p>	<p>I can recognise the importance of voting.</p> <p>I can know how laws are made and the importance of following them.</p> <p>I can understand the role of local councils.</p>	<p>I can understand what Human Rights are and how they link to the UN Rights of a Child.</p> <p>I can recognise that not everyone is lucky enough to have a home and can understand about organisations that work with homeless people.</p> <p>I can understand ways of carrying out shared responsibilities for protecting the environment (reducing, reusing, recycling; food choices)</p>
<u>Key learning concepts</u>	<u>Foundation Stage Milestones</u>	<u>KS1 Milestones</u>	<u>LKS2 Milestones</u>	<u>UKS2 Milestones</u>
Sex and relationship education. (SRE)	<u>No specific unit of work for this year group</u>	<p>I can understand and respect the differences and similarities between people. e.g. acquaintances, friends and relatives play in our lives.</p> <p>I can recognise some of the biological differences between male and female animals and their role in the life cycle.</p> <p>I can recognise some of the biological differences between male and female children.</p> <p>I can understand about growing from young to old and that I am growing and changing.</p> <p>I Can identify the people who love and care for them and what they do to help them feel cared for</p>	<p>I can understand that as I grow older I will need to take more care of my personal hygiene and know some ways in which I can do this.</p> <p>I can recognise that during puberty my emotions and behaviour might change and I can use strategies for dealing with those changes.</p> <p>I can understand where to ask for help and support about puberty.</p> <p>I can recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>I can understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</p>	<p>I can recognise the physical, emotional and behavioural changes which will take place during puberty.</p> <p>I can understand how media messages affect attitudes, can cause inequality of opportunity and that I can recognise and challenge gender stereotypes.</p> <p>I can understand that there are differences between friendships and intimate relationships.</p> <p>I can name the male and female sexual/reproductive organs and describe how babies are made.</p> <p>I can understand what pregnancy is and how long it lasts.</p> <p>I can recognise the roles and responsibilities of carers and parents.</p>

				<p>I can understand where to find answers to questions I may have relating to sex and relationships.</p> <p>I can understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>
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**Key vocabulary**

**KS1** Similarity difference special celebration custom festival sun lotion danger trust safe trusted adult responsibility accident deliberate harmful substance absorbed mental health emotion positive negative pocket money cost value saving interest job diet healthy choice hygiene friendship emergency safe green cross code medicine prescription symptoms treatments

**LKS2** Cigarette tobacco drug risk smoking second hand smoking bullying bystander cyberbullying sexism disablism ageism challenge set – back put -up put down attribute community culture value for money advertising persuade luxury essential democracy politics political party voting election parliament MP government local council caffeine addicted habit alcohol nicotine consumer screen time producer classification age range unsafe first aid unsafe inappropriate

**UKS2** Marketing media role model influence manipulation portray discrimination stereotype homophobic portray domestic violence socially isolating express emotion coping grieve bereavement e cigarette shisha debt unmanageable job satisfaction aspiration mortgage