



Purpose of Study

Our school curriculum will ensure:

that personal, social, health and economic (PSHE) education will be delivered to all pupils as this forms an important and necessary part of their education. PSHE should draw on good practice and ensure that all areas delivered are engaging, allowing pupils to develop socially, mentally and emotionally.

PSHE is a non-statutory subject. As teachers have a sound knowledge of pupils and their surroundings, this allows teachers to develop and deliver a pupil specific curriculum. The Ivanhoe curriculum reflects the needs of pupils and ensures that pupils are equipped with a sound understanding of risk, knowledge and skills required to take them forward in life.

However it is a statutory requirement in September 2020 that all children receive health and relationship aspects of PSHE education. This has been incorporated into PSHE curriculum. (See attached RSE document – Appendix 1).

Aims

Our school curriculum will ensure:

that the wellbeing, happiness and safety of children is priority. PSHE forms an important part of the curriculum and we endeavour that children will be provided with a PSHE provision that gives pupils:

- Knowledge and understanding to make informed choices and decisions.
- An opportunity to develop self – awareness, confidence and self- esteem.
- Responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle.
- Skills and positive attitude towards building effect relationships and respect for others.
- Ability to manage and express feelings appropriately.
- Understanding of a diverse society and our rights and responsibilities.



Glossary

Well – being – The state of being comfortable, healthy or happy.

Diversity – A range of different things.

Ethnicity – The fact or state of belonging to a social group that has common national or cultural tradition.

Citizenship – The position or status of being a citizen of a particular country.

Culture – The ideas, customs and social behaviour of a particular group of people or society.

Stereotype – A widely held but fixed and oversimplified image or idea of a particular person or thing.

Racism – Prejudice, discrimination or antagonism directed against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority.

Democracy – A system of government by the whole population or all the eligible members of state, typically through elected representatives.

Ethical Consumerism – A type of consumerism, buying goods that are ethically produced and not harmful to the environment and society,

Fair Trade – Ensuring better prices, working conditions, local sustainability and fair terms of trade for farmers and workers in the developing world.

Habit – Something that is done often and regularly.

Self-Organising – Considering the best way to organise work to accomplish.

Time Management – The way in which you organise and plan how much time is spent on specific activities.



Programme of Study - Key Stage 1 and 2

KS1

Our school curriculum will ensure children are taught:

- To recognise, respect and value difference, considering views and opinions and how our actions can affect others.
- Develop a consideration for their surroundings, making and establishing positive contributions.
- Consider ways to stay safe and healthy, developing a knowledge physical differences.
- Form and build relationships, considering the feelings of themselves and others, including LGBTQ.
- Understand where to seek help and support and begin to develop a financial understanding.

The emotional and mental well-being of children will be at the forefront of all PSHE learning. Children will experience a broad curriculum and engage in activities that will promote positivity, success, balance, mindfulness and calm.

In KS1, we will also offer a range of extra-curricular activities including:

- Sports Clubs - including Yoga.
- Healthy Living - to promote further the benefits of healthy eating and hygiene.
- Creativity Club - this may include practical crafts, art, singing/dancing/drama – activities to promote fun, success and good feeling.
- Eco Warriors - identifying ways to make changes in school to support saving the environment including, improving the outdoor areas of school including gardening, being aware of their surroundings and taking an interest in the world around them and how to respect and love this.

Increased outdoor learning will be made available where possible so that children will have the chance to appreciate what is around them and take responsibility for their actions. Various school trips will be made to enhance experiences and build lasting memories. (See Appendix 2).

To encompass well-being, we will start each day of the week with a theme: Motivational Monday, Tell Us Tuesday, Well-being Wednesday, Throw Back Thursday and Friendship Friday. Children will have an opportunity to share, listen, compliment, work collaborative to build their own or the self-esteem of others. Assemblies will be delivered in school regarding each theme and also as a celebration of achievements, in addition to assemblies delivered to commence the PSHE theme for the new half term. (See Appendix 3).



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Thrive (an initiative to help promote social and emotional well-being) will be delivered through the 'Right Time Thrive' to all children to identify further needs within well-being which can be addressed through interventions. The Thrive environment is a safe place where children can express a range of emotions at any time during their learning.

We want children at Ivanhoe to leave KS1 being able to demonstrate positive behaviour. Being a model citizen will be promoted throughout school by all staff and peers and we expect and encourage collaboration, respect and harmony at all times in school and in the wider community.

In KS1 we will:

- Encourage participation in school partnership events including sports competitions, musical events.
- Take part in community arranged activities such as Harvest food deliveries, church services, library events.
- Support a local or national charity with regular school events.
- Maintain a successful School Council.
- Continue to be part of the 'Pupil Voice' (Doncaster Council initiative).
- Undertake all National Events such as Anti-Bullying Week.

This is me!

Year 1	Year 2
<ul style="list-style-type: none"> • Take part in group play or conversations, recognising what they like/dislike. • Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up. • Begin to give simple reasons for their own views/opinions. • Suggest how they could make a positive contribution to their class, school or community. • Explain how they belong to various groups and communities and contribute to the development of class and group rules. 	<ul style="list-style-type: none"> • Recognise what is fair/unfair, right/wrong, kind/unkind and utilise this in planning and deciding. • Recognise that all living things have needs and we share a responsibility to meet them. • Share their views and opinions on things which matter to them, providing some evidence to support, such as gathered relevant information and data. • Identify and describe characteristics that make a good citizen. • Identify how their local environment can be harmed and improved.



Key Vocab – to be revisited each year to embed	
<p>Year 1 Conversation, independence, responsibility, view/opinion, contribution, community.</p>	<p>Year 2 Fair/unfair, right/wrong, kind/unkind, evidence, information, citizen, characteristics environment.</p>
Spiritual and Emotional Engagement	
<p>Year 1</p> <ul style="list-style-type: none"> - Children will have access to a range of provision which will allow for independence throughout the day. There will be opportunities for children to initiate their own play and observations will support this. - As part of the daily well-being check, children will be able to express views and opinion and supported to ensure that this is constructive. - Contributions to school life and the wider community will be celebrated and displayed in class and around school so children are aware of the contributions of themselves and others. 	<p>Year 2</p> <ul style="list-style-type: none"> - Introduction of classroom roles and responsibilities with discussions to confirm roles and those who undertake each role. - As part of the daily well-being check, children will be able to express views and opinion and support them with evidence from their own experiences or through research and gathered information. - Celebrate all contributions made in school or the wider community, displaying all characteristics of positive citizenship e.g how they have helped another person, supported a situation. - Take the lead in promoting ‘Eco Warriors’ throughout KS1. - Class pet.
One Love	



PSHE Programme of Study 2020

<p>Year 1</p> <ul style="list-style-type: none"> - Describe how they are the same as, or different, considering physical differences. - Show an awareness of how needs change as they grow from young to old. <p>Making a change – Figure in History Mary Seacole – Research and present facts (fact files, posters, small performances, small world, story boxes), compare differences and similarities of the profession from the past to the present day.</p>	<p>Year 2</p> <ul style="list-style-type: none"> - Describe and respect similarities and differences between people, including people from different places in the world, or different ethnic or religious backgrounds. - Be aware of how similarities and difference make everyone unique. <p>Making a change – Figure in History Jesse Owens – Research and gather information to be presented. Compare similarities and differences from the past to the present day of sports personalities (Usain Bolt), considering the issues faced in the past. Is this the same or different in present day? How has life moved on? Are both men recognised in the same way?</p>
<p>Key Vocab – to be revisited each year to embed</p>	
<p>Year 1 Different, change.</p>	<p>Year 2 Similarities, difference, ethnic/religious backgrounds, unique.</p>
<p>Spiritual and Emotional Engagement</p>	
<ul style="list-style-type: none"> - Children will use their surroundings and those whom they live with, peers and local community to look at differences and similarities. - Organise visitors of various ages, backgrounds, professions to highlight and discuss difference between them and others. 	<ul style="list-style-type: none"> - Build on their experiences of understanding their surroundings to compare similarities and difference. - Create a regular contact with an educational establishment from another part of the world to explore differences and similarities. - Visit various places of worship and discuss differences and similarities with religious leaders.
<p>Nothing’s Going to Stop Us Now!</p>	



PSHE Programme of Study 2020

<p>Year 1</p> <ul style="list-style-type: none"> - Talk about their gifts and talents. - Identify a simple goal for themselves. 	<p>Year 2</p> <ul style="list-style-type: none"> - Talk about things they are good at and things that they find difficult. - Identify a simple goal and talk about how they could achieve it. - Support others, giving constructive feedback and sharing success.
<p>Key Vocab – to be revisited each year to embed</p>	
<p>Year 1 Goal, gift, talent.</p>	<p>Year 2 Goal, constructive feedback, success.</p>
<p>Spiritual and Emotional Engagement</p>	
<ul style="list-style-type: none"> - Achievements in and out of school to be recognised and celebrated during weekly assemblies. - Out of school achievements to be displayed in school and communicated in fortnightly bulletin. - In school achievements to be recognised and Key Stage trophy to be awarded following nominations by class teacher to Headteacher (to make decision and present to winning class). 	<ul style="list-style-type: none"> - Achievements in and out of school to be recognised and celebrated during weekly assemblies. - Out of school achievements to be displayed in school and communicated in fortnightly bulletin. - In school achievements to be recognised and Key Stage trophy to be awarded following nominations by class teacher to Headteacher (to make decision and present to winning class).
<p>I Feel Good</p>	
<p>Year 1</p> <ul style="list-style-type: none"> - Explain ways of keeping clean (hygiene) and healthy and how this stops the spread of some diseases. - Explain different ways that family and friends should care for one another within the home environment. - Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable. 	<p>Year 2</p> <ul style="list-style-type: none"> - Explain why exercise and rest contribute to a healthy lifestyle. - Recognise what they like and don't like and how choices have effects on health (e.g. brushing their teeth, eating a balanced diet). - Discuss dental health and the benefits. - Explain how their actions have consequences for themselves and others. - Be aware of the appropriateness of physical contact between others and what is inappropriate. Discuss and set perimeters.



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<ul style="list-style-type: none"> - Identify potential hazards in the home such as cleaning products and medicines. Consider the surrounding area also. - Describe ways of keeping safe in familiar situations (e.g. visiting the park, the library, crossing the road, going to the supermarket). - Discuss sun safety and ways to keep safe. - Talk about the difference between secrets and surprises and recognise that people’s bodies and feelings can be hurt. 	<ul style="list-style-type: none"> - Identify people who look after them. - Identify who to go to if they are worried and how to attract their attention. - Recognise some dangerous situations out of school grounds, such as crossing the road and talking to strangers. - Discuss how to make emergency calls and to the appropriate service. - Suggest ways to avoid dangerous situations and be aware that secrets can be good and bad and when it is appropriate to keep a secret, particularly secrets of adults.
<p>Key Vocab – to be revisited each year to embed</p>	
<p>Year 1 Hygiene, hazards, diseases, spread, secrets/surprises, sun safety, feelings, contact, differences, acceptable/unacceptable.</p>	<p>Year 2 Lifestyle, choice, dental health, actions, consequences, appropriate/inappropriate, attention, emergency calls, situation, secret.</p>
<p>Spiritual and Emotional Engagement</p>	
<ul style="list-style-type: none"> - Children will engage with external providers as well as class teachers to discover age appropriate terminology. - Invite school support departments from local police and fire service to discuss how safety can be maintained. - Look for summer initiatives to promote sun safety (Boots, Nivea, Cancer Research). 	<ul style="list-style-type: none"> - Engagement with external provider and class teacher to revisit age appropriate discussions regarding the body and physical contact. - Health, exercise and nutritional advice to be provided by Pocket PT’s. - Invite school support departments from local police and fire service to discuss how safety can be maintained and discuss scenarios that they may encounter in the wider community. - Arrange a visit to/visit from a dental professional to discuss oral hygiene.



Count On Me	
<p>Year 1</p> <ul style="list-style-type: none"> - Play and learn co-operatively, developing strategies to solve simple arguments through negotiation. - Explain in simple terms where money comes from and what money is used for in everyday life (shopping, extra-curricular activities), including the terms 'spend' and 'save'. - Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities. - Express positive comments and compliments. 	<p>Year 2</p> <ul style="list-style-type: none"> - Explain what it means to be a good friend. - Play and learn co-operatively, developing strategies to solve simple arguments and conflict through negotiation. - Demonstrate a realistic idea of how much everyday items cost (create a list of everyday activities and items including food and clothes) and begin to demonstrate how to manage their money. - Manage feelings in a positive and effective way. - Learn about loss, change and the feelings involved in those situations.
Key Vocab – to be revisited each year to embed	
<p>Year 1 Feelings, arguments, negotiation, spend, save, positive, negative, compliments.</p>	<p>Year 2 Friend, co-operation, strategies, arguments, conflict, negotiation, manage, money feelings, loss, change.</p>
Spiritual and Emotional Engagement	
<ul style="list-style-type: none"> - Children will have opportunities to praise and compliment in a range of settings, during provision, well-being checks and Learner of the Week assemblies. - Make contacts with local banks and building societies to discuss spending and saving with the children. - Make shop/bank provision areas in the classroom. 	<ul style="list-style-type: none"> - Children will have opportunities to demonstrate positive friendships and how certain situations affect their feelings in a range of situations, during learning and social time, well-being checks and Learner of the Week assemblies. - Make contacts with local banks and building societies to discuss spending and saving with the children. Visit local shops to investigate or online supermarket providers to create everyday scenarios.



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In My Life	
<p>Year 1</p> <ul style="list-style-type: none"> - Discuss changes that have occurred in their life (starting school, new siblings, moving house). - Understand that as change occur they learn something new. - Look forward to a change and discuss the feeling that it brings. 	<p>Year 2</p> <ul style="list-style-type: none"> - Discuss a specific change in their life and the impact it had. - Talk about the feelings that the change brought (positive/negative). - Reflect on the change and what was learnt from it. - Identify a forthcoming change and how they feel about it.
Key Vocab – to be revisited each year to embed	
<p>Year 1 Changes.</p>	<p>Year 2 Changes, impact, feelings, reflect, forthcoming.</p>
Spiritual and Emotional Engagement	
<ul style="list-style-type: none"> - Transition within school will provide children with the experience of change. - A feelings wall displayed in the classroom of the new year group will allow children the opportunity to express positive and negative feelings to be addressed as a class to support all learners. Children will benefit from understanding that concerns can be dealt with and solutions can be found. 	<ul style="list-style-type: none"> - Completion of a class scrapbook of change with photographs and comments surrounding their feelings. - Transition within school will provide children with the experience of change. - A feelings wall displayed in the classroom of the new year group will allow children the opportunity to express positive and negative feelings to be addressed as a class to support all learners. Children will benefit from understanding that concerns can be dealt with and solutions can be found.



KS2

Our school curriculum will ensure children are taught:

- To recognise, respect and value difference, considering views and opinions and how our actions can affect others.
- Develop a consideration for their surroundings, making and establishing positive contributions.
- Consider ways to stay safe and healthy, developing a knowledge physical differences.
- Form and build relationships, considering the feelings of themselves and others, including LGBTQ.
- Understand where to seek help and support and begin to develop a financial understanding.

The emotional and mental well-being of children will be at the forefront of all PSHE learning. Children will experience a broad curriculum and engage in activities that will promote positivity, success, balance, mindfulness and calm.

In KS2, we will also offer a range of extra-curricular activities including:

- Sports Clubs - including Yoga.
- Healthy Living - to promote further the benefits of healthy eating and nutrition, exercise and hygiene.
- Creativity Club - this may include practical crafts, art, singing/dancing/drama – activities to promote fun, success and good feeling.
- Eco Warriors - identifying ways to make changes in school to support saving the environment and the world in which we live. Activities may include: improving the outdoor areas of school including gardening, litter picking (including the surrounding area) recycling and upcycling activities, researching environmental issues and how they can be supported (school fundraising events etc).

Increased outdoor learning will be made available where possible so that children will have the chance to appreciate what is around them and take responsibility for their actions. Various school trips will be made to enhance experiences and build lasting memories. (See Appendix 2).

To encompass well-being, we will start each day of the week with a theme: Motivational Monday, Tell Us Tuesday, Well-being Wednesday, Throw Back Thursday and Friendship Friday. Children will have an opportunity to share, listen, compliment, work collaboratively to build their own or the self-esteem of others. Assemblies will be delivered in school regarding each theme and also as a celebration of achievements, in addition to assemblies delivered to commence the PSHE theme for the new half term. (See Appendix 3).



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Thrive (an initiative to help promote social and emotional well-being) will be delivered through the 'Right Time Thrive' to all children to identify further needs within well-being which can be addressed through interventions. The Thrive environment is a safe place where children can express a range of emotions at any time during their learning.

We want children at Ivanhoe to leave KS2 being able to demonstrate a high level of citizenship. Over their time at Ivanhoe, children will have been part of many experiences that have supported the production of well-rounded individuals. Citizenship will be promoted during their time within KS2 by staff and peers, in addition to collaborative working and respectful behaviour with adults and peers. We endeavor that this behaviour will filter into the wider community as they transition into the next stages of their life.

To ensure this, in KS2 we will:

- Encourage participation in school partnership events including sports competitions, musical events.
- Take part in community arranged activities such as Harvest food deliveries, church services, library events.
- Represent Ivanhoe in a variety of ways e.g Carol singing in residential establishments, supporting local businesses and events.
- Support a local or national charity with regular school events.
- Maintain a successful School Council.
- Support younger peers in school with activities such as reading buddies, playground leaders.
- Continue to be part of the 'Pupil Voice' (Doncaster Council initiative).
- Undertake all National Events such as Anti-Bullying Week.
- Citizenship programme (Year 6).

This Is Me!

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Make positive comments about themselves and others. - Listen actively and show empathy. - Present their views and opinions with some explanation, beginning to formulate questions. 	<ul style="list-style-type: none"> - Identify positive ways to face new challenges, applying knowledge creatively. - Convey own opinions and answers clearly, supported by evidence. 	<ul style="list-style-type: none"> - Show responsibility in managing daily tasks and learning, individually and in a team. - Review their progress against objectives and when making decisions. 	<ul style="list-style-type: none"> - Reflect on and evaluate their achievements and strengths in all areas of their lives, recognising their own worth. - Take responsibility for a range of tasks, in a range of scenarios, with growing independence.



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<ul style="list-style-type: none"> - Explain the school rules and basic emergency procedures. - Ask and answer questions, giving a view on a local (or world) issue. 	<ul style="list-style-type: none"> - Formulate questions to further their understanding or adapt their viewpoint. - Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. - Recognise the role of voluntary and community groups. 	<ul style="list-style-type: none"> - Talk and write about their own opinions and begin to explain their views on some issues (e.g. issues affecting their own life/environment such as school uniform), seeing and respecting others' viewpoints. - Critically enquire about citizenship issues and give an opinion on them. - Explain how rules and laws protect them and others in a variety of situations and how they can play a part in developing or changing rules. - Explain what the word 'democracy' means, showing an awareness that there are local and national groups to support it. 	<ul style="list-style-type: none"> - Present, in a variety of ways, opinions on a wider range of topics, affecting both themselves and society, justifying their views and conclusions through evidence and separating fact from opinion. - Explore a controversial or emotive issue, considering both sides of an argument before forming a personal view or opinion. - Explain how they can make a positive contribution to society, now and in the future.
<p>Key Vocabulary – to be revisited each year to embed</p>			
<p>Year 3 Empathy, procedure, explanation, formulate, local/world issue.</p>	<p>Year 4 Challenges, knowledge, opinions, evidence, viewpoint, positive contribution, global warming, poverty, fair trade, voluntary, community.</p>	<p>Year 5 Responsibility, progress, objectives, decisions, opinions, respecting, viewpoints, citizenship, rules and law, democracy, local and national groups.</p>	<p>Year 6 Reflect, achievements, strengths, worth, independence, evaluate, achievements, strengths, scenarios, society, justifying conclusions, fact, opinion, controversial, emotive, argument, positive contribution, society.</p>



Spiritual and Emotional Engagement

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - As part of the daily well-being check, children will be able to express views and opinion about themselves or others being aware of the impact this may have. - Celebrate all contributions made in school or the wider community, displaying all characteristics of positive citizenship e.g how they have helped another person, supported a situation. - Creation of a question wall linking to a local or world issue relevant to the time or of interest to the children. Children to develop an individual view point on the topic and formulate appropriate answers. 	<ul style="list-style-type: none"> - As part of the daily well-being check, children will be able to express views and opinions supported with evidence. - Celebrate all contributions made in school, wider community or the world displaying all characteristics of a positive contribution e.g how they have helped another person, supported a situation. - Creation of a question wall linking to a local or world issue relevant to the time or of interest to the children. Consider researching Fair Trade organisations, issues relating to poverty or global warming. Children to develop an individual view point and be able to adapt where necessary. - Make links with local organisations e.g residential establishments, small businesses, to see where volunteering could take place 	<ul style="list-style-type: none"> - As part of the daily well-being check, children will be able to express views and opinions supported with evidence, respecting the viewpoint of others. - Celebrate all contributions made in school, wider community or the world displaying all characteristics of a positive contribution e.g how they have helped another person, supported a situation. - Create a debating group discussing a range of issues. - Make links with local MP and invite to school or their locality to discuss their role and what is expected e.g rules, laws, democracy etc. - Local Community Support Officers to brief the children on laws that will affect them now and in the future. 	<ul style="list-style-type: none"> - As part of the daily well-being check, children will be able to reflect and evaluate, considering their own self-esteem and importance. - Celebrate all contributions made in school, wider community or the world displaying all characteristics of a positive contribution e.g how they have helped another person, supported a situation. - Create a debating group/conscience alley to debate and explore a controversial issue. Support children in forming an individual viewpoint. - Creation of a termly KS2 newspaper, relating to local and worldwide issues, demonstrating a range of facts and opinions. - Take responsibility for 'Eco Warriors' within KS2. - Invite role models/successful professionals into school to talk about the positive



	and recognise the impact that this has.		contributions they make to the local and wider community.
One Love			
<p>Year 3</p> <ul style="list-style-type: none"> - Demonstrate sensitivity and understanding of people with different values, physical appearance, customs and cultures. <p>Making a change – Figure in History Indira Ghandi – What was her role? Was this an easy journey to success? Identify the barriers faced and how this impacted on the journey. Were all the decisions made correct? Form opinions using facts. How did the beliefs of Ms Ghandi cause her death?</p>	<p>Year 4</p> <ul style="list-style-type: none"> - Explain the words ‘discrimination’ and ‘stereotype’ and give examples of both. - Be aware of the term ‘disability’ and discuss how not all disabilities are visible. - <p>Making a change – Figure in History Rosa Parks – Research the events that took place in history. What affect did this have on the future? Discuss the characteristics of Ms Parks. How would this be viewed in the present day? Do we think situations like this still exist?</p>	<p>Year 5</p> <ul style="list-style-type: none"> - Explain the words ‘culture’, ‘stereotype’, ‘disability’ and ‘racism’ and give examples of all. - Discuss ‘protected characteristics’ in the Equality Act 2010 or revised versions. - <p>Making a change – Figure in History Martin Luther King - Research the issues surrounding Civil Rights and the end goals. Document a timeline of key events and issues presented. Compare and contrast similarities and differences between past and present figures (Barack Obama). Relate to previous leaders (Year 4) and how their beliefs caused their death.</p>	<p>Year 6</p> <ul style="list-style-type: none"> - Describe how different types of rights need to be protected, supported and balanced. - Consider the needs of others and investigate how this can be supported and respected. <p>Making a change - Figure in History Nelson Mandela – Consider the risks and challenges faced. Debate a range of issues relating to the struggles faced by Mandela (imprisonment). How did the efforts change Africa and the people who lived there? Research the legacy left by Mr Mandela and his achievements.</p>



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Key Vocabulary – to be revisited each year to embed

<p>Year 3 Sensitivity, customs, values, physical appearance, cultures, understanding.</p>	<p>Year 4 Discrimination, stereotype, disability, visible.</p>	<p>Year 5 Culture, stereotype, racism, protect characteristics, Equality Act 2010,</p>	<p>Year 6 Protected, supported, balanced, investigate.</p>
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Spiritual and Emotional Engagement

<p>Year 3</p> <ul style="list-style-type: none"> - Link with RE - Visit various places of worship and discuss differences and similarities with religious leaders. Invite people from different ethnic backgrounds to talk about various customs and beliefs. 	<p>Year 4</p> <ul style="list-style-type: none"> - Make contact with charities supporting disabilities and utilise any educational resources and support ongoing events/activities. 	<p>Year 5</p> <ul style="list-style-type: none"> - Arrange with the Local Authority (Equalities, Diversity and Inclusion Team) an educational briefing with relevant and appropriate examples of case studies relating to Equalities Act. - Produce a short presentation (drama performance, newspaper report) of cases that have been supported by the Equalities Act. 	<p>Year 6</p> <ul style="list-style-type: none"> - Arrange with the Local Authority (Equalities, Diversity and Inclusion Team) an educational briefing with relevant and appropriate examples of case studies relating to Equalities Act and other relevant acts. - Create a range of scenarios that could occur in school. Research, plan and conclude what would need to take place to ensure that the needs of individuals are respected. Interview and speak to relevant members of the school team as part of the research undertaken.
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Nothing's Going to Stop us Now!

<p>Year 3</p> <ul style="list-style-type: none"> - Recognise things they are good at and identify simple goals. - Respond to the need for positive affirmation for self and others. 	<p>Year 4</p> <ul style="list-style-type: none"> - Talk about their achievements and plan how to work towards new goals, making use of constructive feedback. 	<p>Year 5</p> <ul style="list-style-type: none"> - Appreciate their personal, academic and non-academic strengths and show perseverance and resilience in working towards their goals. 	<p>Year 6</p> <ul style="list-style-type: none"> - Identify positive things about themselves and their achievements; seeing their mistakes, making amends and setting personal goals. - Develop self-organising and time management skills.
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Key Vocabulary – to be revisited each year to embed

<p>Year 3 Positive affirmation</p>	<p>Year 4 Achievements, constructive feedback.</p>	<p>Year 5 Personal, academic, perseverance, resilience.</p>	<p>Year 6 Achievements, personal goals, mistakes, amends, self-organising, time management skills.</p>
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Spiritual and Emotional Engagement

<p>Year 3</p> <ul style="list-style-type: none"> - Achievements in and out of school to be recognised and celebrated during weekly assemblies. - Out of school achievements to be displayed in school and communicated in fortnightly bulletin. - In school achievements to be recognised and Key Stage 	<p>Year 4</p> <ul style="list-style-type: none"> - Achievements in and out of school to be recognised and celebrated during weekly assemblies. - Out of school achievements to be displayed in school and communicated in fortnightly bulletin. - In school achievements to be recognised and Key Stage 	<p>Year 5</p> <ul style="list-style-type: none"> - Achievements in and out of school to be recognised and celebrated during weekly assemblies. - Out of school achievements to be displayed in school and communicated in fortnightly bulletin. - In school achievements to be recognised and Key Stage 	<p>Year 6</p> <ul style="list-style-type: none"> - Achievements in and out of school to be recognised and celebrated during weekly assemblies. - Out of school achievements to be displayed in school and communicated in fortnightly bulletin. - In school achievements to be recognised and Key Stage
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<p>trophy to be awarded following nominations by class teacher to Headteacher (to make decision and present to winning class).</p> <ul style="list-style-type: none"> - Across KS2, invite a range of motivational speakers local to the area and from a range of professions to discuss their road to success. Children will have the opportunity to ask questions, compare their hopes and dreams and set new personal targets. - The introduction of 'Getting to know you' Sessions at the beginning of each academic year for each year group between teacher and child to discuss academic and non-academic goals and dreams. Further advice and support can be accessed from that point. - Plans implemented and reviewed to work against academic goals. 	<p>trophy to be awarded following nominations by class teacher to Headteacher (to make decision and present to winning class).</p> <ul style="list-style-type: none"> - Across KS2, invite a range of motivational speakers local to the area and from a range of professions to discuss their road to success. Children will have the opportunity to ask questions, compare their hopes and dreams and set new personal targets. - The introduction of 'Getting to know you' Sessions at the beginning of each academic year for each year group between teacher and child to discuss academic and non-academic goals and dreams. Further advice and support can be accessed from that point. - Plans implemented and reviewed to work against academic goals. 	<p>trophy to be awarded following nominations by class teacher to Headteacher (to make decision and present to winning class).</p> <ul style="list-style-type: none"> - Across KS2, invite a range of motivational speakers local to the area and from a range of professions to discuss their road to success. Children will have the opportunity to ask questions, compare their hopes and dreams and set new personal targets. - The introduction of 'Getting to know you' Sessions at the beginning of each academic year for each year group between teacher and child to discuss academic and non-academic goals and dreams. Further advice and support can be accessed from that point. - Plans implemented and reviewed to work against academic goals. 	<p>trophy to be awarded following nominations by class teacher to Headteacher (to make decision and present to winning class).</p> <ul style="list-style-type: none"> - Across KS2, invite a range of motivational speakers local to the area and from a range of professions to discuss their road to success. Children will have the opportunity to ask questions, compare their hopes and dreams and set new personal targets. - The introduction of 'Getting to know you' Sessions at the beginning of each academic year for each year group between teacher and child to discuss academic and non-academic goals and dreams. Further advice and support can be accessed from that point. - Plans implemented and reviewed to work against academic goals.
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I Feel Good			
<p>Year 3</p> <ul style="list-style-type: none"> - Explain which foods contribute towards a healthy lifestyle and the benefits of a balanced diet. - Recognise that bacteria and viruses can be harmful and explain how simple routines can help stop their spread. - Identify different types of relationship (e.g. marriage or friendships) and show ways to maintain good relationships (e.g. listening, supporting, caring). - Judge what kind of contact is acceptable and how to respond. Describe ways of resisting negative peer pressure around issues, such as bullying, which affect their health and well-being. - Recognise ways in which a relationship can be unhealthy and who they can talk to if they need support. 	<p>Year 4</p> <ul style="list-style-type: none"> - Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions). - Think about the importance of sleep and the affects that this has on health. - Recognise that their actions affect themselves and others. - Respond to, or challenge, negative behaviours such as stereotyping and aggression, evaluating social norms. - Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous. - Develop their understanding of online safety, including the protection of personal details. 	<p>Year 5</p> <ul style="list-style-type: none"> - Make informed choices to maintain their health and well-being, and explain reasons for these choices. - Recognise the first signs of illness and unexpected changes to the body. - Demonstrate respect and tolerance towards people different from themselves. - Recognise that images and media portrayal are not always an accurate reflection of reality and can impact on people’s feelings. - Respond to, or challenge, negative behaviours, such as bullying and aggression with increasing independence and show resistance to carrying out something that they feel uncomfortable about or that they know is wrong. 	<p>Year 6</p> <ul style="list-style-type: none"> - Understand the changes involved in puberty and about human reproduction. - State the basic facts and laws about alcohol, tobacco and legal/illegal drugs, including an understanding of the term ‘habit’ and how habits can affect health and lifestyle. - Describe some of the different beliefs and values in society, demonstrating respect and tolerance towards people different from themselves. - Explore how information is presented differently in the media and online. - Identify and explain how to manage the risks in different familiar situations (e.g. discussing issues connected to personal safety such as legal and illegal drugs), understanding there are different levels of risk, including when a ‘secret’ should be shared. - Have a basic understanding of first aid.



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Key Vocabulary – to be revisited each year to embed

<p>Year 3 Lifestyle, balanced diet, bacteria, viruses, routine, relationship, resisting, negative peer pressure.</p>	<p>Year 4 Emotional health, importance, sleep, well-being, actions, stereotyping, aggression, evaluating, social norms, managing risks, lifestyle, online safety, personal details.</p>	<p>Year 5 Informed choices, illness, unexpected, respect, tolerance, image, media, portrayal, reflection, impact, resistance, independence, uncomfortable.</p>	<p>Year 6 Puberty, human reproduction, alcohol, tobacco, legal/illegal drugs, habit, lifestyle, beliefs, values, society, respect, tolerance, manage, risks, first aid.</p>
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Spiritual and Emotional Engagement

<p>Year 3</p> <ul style="list-style-type: none"> - Engagement with external provider and class teacher to deliver age appropriate discussions regarding the body, physical contact, relationships. - Health, exercise and nutritional advice to be provided by Pocket PT's. - Invite health practitioner to discuss medical issues and cleanliness. - Take part in Anti- Bullying campaigns and create school initiatives. - Work closely with Pupil Voice Doncaster to take part in 	<p>Year 4</p> <ul style="list-style-type: none"> - Engagement with external provider and class teacher to deliver age appropriate discussions regarding well-being, relationships, appropriateness of contact. - Health, exercise and nutritional advice to be provided by Pocket PT's. - Invite school support departments from local police and those associated with Local Authority youth work to discuss how safety can be maintained and discuss scenarios that they 	<p>Year 5</p> <ul style="list-style-type: none"> - Engagement with external provider and class teacher to deliver age appropriate discussions regarding well-being, relationships and how to make appropriate informed choices. - Health, exercise and nutritional advice to be provided by Pocket PT's. - Be part of the 'Be Real' campaign. www.berealcampaign.co.uk, other campaigns and research the impact. - Invite school support departments from local 	<p>Year 6</p> <ul style="list-style-type: none"> - Engagement with external provider and class teacher to deliver age appropriate discussions regarding well-being, relationships and how to make appropriate informed choices. - Be part of the 'Be Real' campaign. www.berealcampaign.co.uk, other campaigns and research the impact. - Invite school support departments from local police and those associated with Local Authority youth work to discuss how safety
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<p>workshops and school programmes.</p>	<p>may encounter in the wider community.</p> <ul style="list-style-type: none"> - Take part in E –Safety initiatives and promote the importance of this throughout school. 	<p>police and those associated with Local Authority youth work to discuss how safety can be maintained and discuss scenarios that they may encounter in the wider community.</p> <ul style="list-style-type: none"> - Take part in celebrations and events in the local community that may be different to that of those they experience regularly e.g. Divali. 	<p>can be maintained and discuss scenarios that they may encounter in the wider community.</p> <ul style="list-style-type: none"> - Visit to ‘Crucial Crew’. - Take part in celebrations and events in the local community that may be different to that of those they experience regularly e.g. Divali. - First Aid provided by St John Ambulance or similar provider.
<p>Count On Me</p>			
<p>Year 3</p> <ul style="list-style-type: none"> - Work collaboratively towards shared goals. - Describe what bullying is and what to do if they are feeling bullied. - Describe different ways people earn and manage money and their personal finances, including how to budget. - Describe how ‘family’ can mean different things to different people. 	<p>Year 4</p> <ul style="list-style-type: none"> - List different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues. - List several ways of saving money, including those linked with banks and building societies. - Discuss how to make money and show enterprise. - Describe different types of care and love extending their vocabulary and 	<p>Year 5</p> <ul style="list-style-type: none"> - Explain the consequences of peer pressure and bullying in different situations, utilising strategies for managing persuasion and coercion. - Talk about how to resolve conflict, using the strategies of compromise and negotiation. - Explain what it means to be an ethical consumer and give examples of ethical consumerism in action, such as Fair Trade. 	<p>Year 6</p> <ul style="list-style-type: none"> - Give quality, constructive feedback and support to benefit themselves and others when working collaboratively. - Consider reasons why someone may want to bully another person and suggest ways to support them. - Talk about a range of jobs, and explain how they will develop skills to work in the future.



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	<p>understanding of different emotions.</p>	<ul style="list-style-type: none"> - Explain how the allocation and use of resources can affect individuals and communities. - Describe different types of care and love extending their vocabulary and understanding of different emotions. 	<ul style="list-style-type: none"> - Begin to develop an understanding of the terms 'savings', 'interest', 'tax' and 'debt'. - Explain how a variety of social and personal relationships might change over time, including transition, loss, divorce, separation and bereavement.
Key Vocabulary – to be revisited each year to embed			
<p>Year 3 Collaboration, bullying, personal finance, budget, family.</p>	<p>Year 4 Discrimination, teasing, bullying, aggressive behaviours, banks and building societies, enterprise, emotions.</p>	<p>Year 5 Consequences, peer pressure, bullying strategies, conflict, persuasion, coercion, compromise, negotiation, ethical consumerism, Fair Trade, individuals, communities.</p>	<p>Year 6 Constructive feedback, collaboratively, bullying, skills, saving, interest, tax, debt, social, personal, relationships, transition, loss, divorce, separation, bereavement.</p>
Spiritual and Emotional Engagement			
<p>Year 3</p> <ul style="list-style-type: none"> - Be part of the 'Speak Out Stay Safe' sessions delivered by the NSPCC. https://learning.nspcc.org.uk/services/speak-out-stay-safe - Create a class project or prepare an end of term 	<p>Year 4</p> <ul style="list-style-type: none"> - Be part of the 'Speak Out Stay Safe' sessions delivered by the NSPCC. https://learning.nspcc.org.uk/services/speak-out-stay-safe - Invite bank/building society to advise children on saving 	<p>Year 5</p> <ul style="list-style-type: none"> - Be part of the 'Speak Out Stay Safe' sessions delivered by the NSPCC. https://learning.nspcc.org.uk/services/speak-out-stay-safe - Organise a visit to Lush Cosmetics as a Fair Trade 	<p>Year 6</p> <ul style="list-style-type: none"> - Be part of the 'Speak Out Stay Safe' sessions delivered by the NSPCC. https://learning.nspcc.org.uk/services/speak-out-stay-safe - Organise a visit to Lush Cosmetics as a Fair Trade



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<p>gathering where children can vote and choose the things they require and work within a set budget to make the project a success. School Business Manager to provide support in advice and guidance.</p> <ul style="list-style-type: none"> - Create a family scrap book of past and present with support from home and research into a basic family tree. 	<p>with opportunities to continue this with support from home. Engage in any young enterprise initiatives provided by banks and building societies in addition to the Maths Market week in school.</p> <ul style="list-style-type: none"> - Create a family scrap book of past and present with support from home, highlighting emotions felt at each stage of event. 	<p>organisation and a promoter of ethical policies.</p> <ul style="list-style-type: none"> - Create a family scrap book of past and present with support from home, highlighting emotions felt at each stage of event. 	<p>organisation and a promoter of ethical policies.</p> <ul style="list-style-type: none"> - Invite bank/building society to advise children on saving and debt (with relatable examples) with opportunities to continue this with support from home. - Employment Services representative or other careers advice for future career opportunities. - Create a family scrap book of past and present with support from home, highlighting change and emotions felt at each stage of event.
In My Life			
<p>Year 3</p> <ul style="list-style-type: none"> - Identify changes that may have been out of their control and learn to accept those changes. - Describe feelings and emotions that come from change. 	<p>Year 4</p> <ul style="list-style-type: none"> - Identify changes that may have been out of their control and learn to accept those changes. - Describe feelings and emotions that come from change. 	<p>Year 5</p> <ul style="list-style-type: none"> - Identify changes that may have been out of their control and learn to accept those changes. - Describe feelings and emotions that come from change. 	<p>Year 6</p> <ul style="list-style-type: none"> - Identify changes that may have been out of their control and learn to accept those changes. - Describe feelings and emotions that come from change.



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<ul style="list-style-type: none"> - Discuss future change and how to manage this. 	<ul style="list-style-type: none"> - Discuss future change and how to manage this. 	<ul style="list-style-type: none"> - Discuss future change and how to manage this. 	<ul style="list-style-type: none"> - Discuss future change and how to manage this. - Plan and prepare for the transition to secondary education.
Key Vocabulary – to be revisited each year to embed			
<p>Changes, feelings, emotions, future.</p>	<p>Changes, feelings, emotions, future.</p>	<p>Changes, feelings, emotion, future.</p>	<p>Changes, feelings, emotions, future, transition.</p>
Spiritual and Emotional Engagement			
<p>Year 3</p> <ul style="list-style-type: none"> - Transition within school will provide children with the experience of change. - A feelings wall displayed in the classroom of the new year group will allow children the opportunity to express positive and negative feelings to be addressed as a class to support all learners. Children will benefit from understanding that concerns can be dealt with and solutions can be found. 	<p>Year 4</p> <ul style="list-style-type: none"> - Transition within school will provide children with the experience of change. - A feelings wall displayed in the classroom of the new year group will allow children the opportunity to express positive and negative feelings to be addressed as a class to support all learners. Children will benefit from understanding that concerns can be dealt with and solutions can be found. 	<p>Year 5</p> <ul style="list-style-type: none"> - Transition within school will provide children with the experience of change. - A feelings wall displayed in the classroom of the new year group will allow children the opportunity to express positive and negative feelings to be addressed as a class to support all learners. Children will benefit from understanding that concerns can be dealt with and solutions can be found. 	<p>Year 6</p> <ul style="list-style-type: none"> - Transition within school will provide children with the experience of change. - A feelings wall displayed in the classroom of the new year group will allow children the opportunity to express positive and negative feelings to be addressed as a class to support all learners. Children will benefit from understanding that concerns can be dealt with and solutions can be found. - Visits to new secondary establishments and meetings to ensure successful transition.