

Etherley Lane Primary School – PSHCE

Year Group	Areas covered	Knowledge non-negotiables	Vocab and Visits
Whole School	<p>Develop understanding of the UNICEF Rights Respecting Initiative and devise a Class Charter. Take part in World Children’s Day 20th Nov. 2019. Complete lessons from 101 Ways to implement the Rights Respecting School Award linked to Children living in the Wider World – are all children in the world safe? Which rights do they not have? Complete lessons from 101 Ways to Implement the Respecting School Award – discuss Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. Children to take part in UNICEF Day for Change. What are my rights? What are the rights of other children in the world?</p> <p>Anti-bullying- what is bullying? Definitions and impact. Anti-bullying Week Theme: Change Starts With Us. November 2019. Link to Educate and Celebrate work. LGBT+ History Month 1st May IFED International Family Equality Day 17th May IDAHOBIT International day against Homophobia, Biphobia and Transphobia Celebrate PRIDE.</p>	<p>Children will be expected to broaden their knowledge of the key values/non-negotiables in greater depth throughout their time at Etherley Lane.</p> <p>It is also expected that children are secure in areas that have been covered in the previous year.</p>	
Reception	<p>Educate and Celebrate Books: Mommy, Mamma and Me Daddy, Pappa and Me Families, families, families I could be, you could be</p> <p>Relationships: Families and people who care for me</p>	<p>Responsibility Harmony Respect Appreciation Thoughtfulness Unity Friendship Determination</p>	<p>Lesbian Gay Bisexual Transgender Queer</p> <p>Respect Families</p>

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	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Relationships: <u>Caring Friendships</u></p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. <p>Relationships: <u>Respectful relationships</u></p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • the conventions of courtesy and manners. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Relationships: <u>Being Safe</u></p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. <p>Physical health and mental wellbeing: <u>Mental wellbeing</u></p>	<p>Resilience Positivity Courage Friendship Tolerance Forgiveness Honesty Determination Resilience Love Peace Trust Harmony Patience</p>	<p>Friends Love Care</p> <p>Emotions</p>
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	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). <p>Physical health and mental wellbeing: <u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. <p>Living in the Wider World</p> <ul style="list-style-type: none"> •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). •That they belong to various groups and communities such as family and school. •To help construct, and agree to follow, group and class rules and to understand how these rules help them. •How to contribute to the life of the classroom. 		
Year 1	<p>Educate and Celebrate Books: Two Mums and a Menagerie Little Red Interstella Cinderella Giraffes can’t dance</p> <p>Relationships: <u>Families and people who care for me</u></p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and 	<p>Thoughtfulness Freedom Responsibility Friendship Love Trust Thoughtfulness Tolerance Positivity Resilience</p>	<p>Cyber bullying Bystander Hygiene Germs Bacteria Viruses</p>

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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Relationships: <u>Caring Friendships</u> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Relationships: <u>Respectful relationships</u></p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>Relationships: <u>Online relationships</u></p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online. <p>Relationships: <u>Being Safe</u></p> <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <p>Physical health and mental wellbeing: <u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. <p>Physical health and mental wellbeing: <u>Internet Safety and harms</u></p>	<p>Unity Appreciation Respect Courage Peace Appreciation</p>	
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	<ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. <p>Physical health and mental wellbeing: <u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Physical health and mental wellbeing: <u>Healthy Eating</u></p> <ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. <p>Physical health and mental wellbeing: <u>Health and prevention</u></p> <ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <p>Living in the Wider World</p> <ul style="list-style-type: none"> •What improves and harms their local, natural and built environments and about some of the ways people look after them. 		
Year 2	<p>Educate and Celebrate Books: The Great Big Book of Families Stella brings the family Donovan’s Big Day Something Else Made by Raffi</p> <p>Relationships: <u>Families and people who care for me</u></p> <ul style="list-style-type: none"> •that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and 	<p>Respect Responsibility Thoughtfulness Honesty Peace Tolerance Harmony Determination Resilience Positivity Friendship Love</p>	<p>Stereotype</p>

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	<p>other family members, the importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Relationships: <u>Caring Friendships</u></p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Relationships: <u>Respectful relationships</u></p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. <p>Relationships: <u>Being Safe</u></p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Physical health and mental wellbeing: <u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<p>Appreciation Thoughtfulness Freedom Humour Trust Courage</p>	
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	<ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Physical health and mental wellbeing: <u>Health and prevention</u></p> <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>Living in the Wider World</p> <ul style="list-style-type: none"> •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. •That money comes from different sources and can be used for different purposes, including the concepts of spending and saving. 		
Year 3	<p>Educate and Celebrate Books: And Tango makes three Josh and Jaz have three mums Jamie The Sissy Duckling Prince Henry</p> <p>Relationships: <u>Families and people who care for me</u></p> <ul style="list-style-type: none"> •that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. •that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those 	<p>Patience Resilience Trust Responsibility Honesty Democracy Freedom Respect Forgiveness Tolerance Positivity Love Harmony Friendship Charity Unity Appreciation Trust</p>	Trolling

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	<p>differences and know that other children’s families are also characterised by love and care.</p> <p>Relationships: <u>Caring Friendships</u></p> <ul style="list-style-type: none"> •that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>Relationships: <u>Respectful relationships</u></p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. <p>Relationships: <u>Online relationships</u> how to recognise risks, harmful content and contact, and how to report them.</p> <p>Physical health and mental wellbeing: <u>Mental wellbeing</u></p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. <p>Physical health and mental wellbeing: <u>Internet Safety and harms</u></p> <ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • that for most people the internet is an integral part of life and has many benefits. 	<p>Courage</p>	
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	<p>Living in the Wider World</p> <ul style="list-style-type: none"> •To think about the lives of people living in other places, and people with different values and customs. •To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. 		
<p>Year 3/4</p>	<p>Educate and Celebrate Books: The Story of Ferdinand The Sissy Duckling King and King And Tango makes three The Huey's in the New jumper Josh and Jaz have three mums</p> <p>Relationships: <u>Families and people who care for me</u> •that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Relationships: <u>Caring Friendships</u> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable</p> <p>Relationships: <u>Online relationships</u> • that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>Physical health and mental wellbeing: <u>Mental wellbeing</u> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>Patience Resilience Trust Responsibility Honesty Democracy Freedom Respect Forgiveness Tolerance Positivity Love Harmony Friendship Charity Unity Appreciation Trust Courage</p>	<p>Isolation</p>

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	<p>Physical health and mental wellbeing: <u>Internet Safety and harms</u></p> <ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. <p>Physical health and mental wellbeing: <u>Physical health and fitness</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. <p>Living in the Wider World</p> <ul style="list-style-type: none"> •To resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices. •That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. 		
Year 4/5	<p>Educate and Celebrate Books: King and King Dad David, Baba Chris and Me The Huey’s in the New Jumper Tabby McTat The Story of Ferdinand Are you a boy or are you a girl?</p> <p>Relationships: <u>Families and people who care for me</u> that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</p> <p>Relationships: <u>Caring Friendships</u></p>	<p>Respect Determination Resilience Love Tolerance Peace Unity Appreciation Trust Responsibility Thoughtfulness Freedom Courage Democracy Forgiveness Patience</p>	<p>Enterprising</p> <p>Transition Week Y5: Secondary Schools (Bishop Barrington, King James and St Johns)</p>

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	<p>managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Relationships: Online relationships</p> <ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <p>Physical health and mental wellbeing: Internet Safety and harms</p> <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. <p>Living in the Wider World</p> <ul style="list-style-type: none"> •About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. •About enterprise and the skills that make someone 'enterprising'. •To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. •What being part of a community means, and about the varied institutions that support local communities locally and nationally. 	<p>Charity Thoughtfulness Honesty Forgiveness Friendship Humour</p>	
Year 5	<p>Educate and Celebrate Books: Tabby McTat Are you a boy or are you a girl? Dad David, Baba Chris and Me</p> <p>Relationships: Families and people who care for me</p> <ul style="list-style-type: none"> •that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <p>Relationships: Caring Friendships</p>	<p>Responsibility Respect Determination Positivity Determination Courage Tolerance Freedom Respect Honesty Love Democracy</p>	<p>Puberty Menstrual cycle Obesity Interest Loan Debt Tax</p> <p>Transition Week: Secondary Schools</p>

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	<ul style="list-style-type: none"> managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Relationships: Online relationships</p> <ul style="list-style-type: none"> how information and data is shared and used online. <p>Physical health and mental wellbeing: Physical health and fitness</p> <ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). <p>Physical health and mental wellbeing: Healthy Eating</p> <ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). what constitutes a healthy diet (including understanding calories and other nutritional content). <p>Physical health and mental wellbeing: Health and prevention</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Physical health and mental wellbeing: Changing adolescent body</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. <p>Living in the Wider World</p>	<p>Unity Thoughtfulness Harmony Resilience Peace Friendship Charity</p>	<p>(Bishop Barrington, King James and St Johns)</p> <p>School Nurse Visit</p>
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	<ul style="list-style-type: none"> •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. •To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. 		
<p>Year 6</p>	<p>Educate and Celebrate Books: William’s Doll 100,000 Dresses This Day in June</p> <p>Relationships: <u>Families and people who care for me</u></p> <ul style="list-style-type: none"> •that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. •how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p>Relationships: <u>Caring Friendships</u></p> <ul style="list-style-type: none"> •managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Relationships: <u>Online relationships</u></p> <ul style="list-style-type: none"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>Physical health and mental wellbeing: <u>Mental wellbeing</u></p>	<p>Responsibility Determination Resilience Courage Forgiveness Peace Harmony Trust Courage Unity Charity Respect Honesty Patience Thoughtfulness Democracy Appreciation Positivity Humour Love Tolerance Respect</p>	<p>Immunisation Vaccination.</p> <p>Achieve and Believe King James School Visit.</p> <p>School Nurse Visit.</p>

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<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. <p>Physical health and mental wellbeing: <u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Physical health and mental wellbeing: <u>Health and prevention</u></p> <ul style="list-style-type: none"> • the facts and science relating to allergies, immunisation and vaccination. <p>Physical health and mental wellbeing: <u>Basic First Aid</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Living in the Wider World</p> <ul style="list-style-type: none"> •To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. •To explore and critique how the media present information. •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. 	<p>Freedom Friendship</p>	
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