

Peartree Spring Primary School Curriculum

Resilient, Persistent, Self-Motivated, Risk-Takers, Creative, Good Citizens, Entrepreneurial



Long Term Planning PSHE National Curriculum Coverage

Families and people who care for me	• 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 differences and know that other children's families are also characterised by love and care. • 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. • 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.
Caring friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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 • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • how to manage conflict, and that resorting to violence is never right. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing
Respectful, kind relationships	• 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. • How to pay attention to the needs and preferences of others, including in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online Safety and awareness	• that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. • that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including online). • 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. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • how to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Developing bodies	• about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • the correct names of body parts, • the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.



Statutory Physical Health and Wellbeing – by the end of Primary School, pupils should know:					
General Wellbeing PSHE/PE Curriculum Also explored through assembly themes and class discussion in response to pupil need	- the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. - the importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. - the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations .why social media, some computer games and online gaming, for example, are age restricted - how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. - that isolation and loneliness can affect children, and the benefits of seeking support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. - where and how to seek support (including recognising the triggers for seeking support), including who 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). - that it is common to experience mental health problems, and early support can help.	Health protection and prevention PE/PSHE/Science Curriculum		- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer - 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 dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - the facts and science relating to allergies, immunisation and vaccination	
		Developing Bodies		- about growth and other ways the body can change and develop, particularly during adolescence. menstrual wellbeing including the key facts about the menstrual cycle - the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. - The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. At Peartree this is covered in Changing and Growing PSHE curriculum	
		Healthy Eating DT/PE/Science curriculum		- what constitutes a healthy diet (including understanding calories and other nutritional content) - Understanding the importance of a healthy relationship with food. - the principles of planning and preparing a range of healthy meals - 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)	
Wellbeing online computing curriculum	- that for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. - pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. - the benefits of limiting 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. - how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. - why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Drugs, alcohol, tobacco and vaping		Basic First Aid PE curriculum	- how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - concepts of basic first-aid, for example dealing with common injuries, including head injuries
		Physical Health and Fitness		- the characteristics and mental and physical benefits of an active lifestyle - the importance of building regular physical activity 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, moderate and/or vigorous physical activity. the risks associated with an inactive lifestyle (including obesity) - the risks associated with an inactive lifestyle, including obesity.	

Peartree Spring Primary School Curriculum

Resilient, Persistent, Self-Motivated, Risk-Takers, Creative, Good Citizens, Entrepreneurial



Long Term Planning PSHE National Curriculum Coverage

	- the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. - how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. - that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. - how to understand the information they find online, including from search engines, and know how information is selected and targeted. - that they have rights in relation to sharing personal data, privacy and consent. - where and how to report concerns and get support with issues online.	PE curriculum	how and when to seek support including which adults to speak to in school if they are worried about their health
--	---	---------------	--



Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

	At Peartree, we follow the 1Decision scheme of work:	In addition, our PSHE programme is supplemented by whole school assemblies, specialist visitors and workshops both on and off site.
Autumn	Keeping/Staying Healthy Keeping/Staying Safe Feelings and Emotions	Most importantly, class teachers understand the needs of their children and support their specific well-being and relationship needs as necessary.
Spring	Being Responsible Computer Safety KS1 Our World/ KS2 The Working World	
Summer	KS1 Fire Safety/ KS2 First Aid KS1 Relationships/ KS2 Growing and Changing KS1 Hazard Watch/KS2 A World Without Judgement	

PSHE Curriculum Statement of Intent: The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We nurture our children's understanding of mental health and well-being as well as teaching them to understand the importance of maintaining physical health. We aim to develop understanding of their personal responsibility towards themselves and others so that they flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help.

Peartree Spring Primary School Curriculum

Resilient, Persistent, Self-Motivated, Risk-Takers, Creative, Good Citizens, Entrepreneurial



Long Term Planning PSHE National Curriculum Coverage

	Autumn			Spring MATHS WEEK UNITS			Summer		
	Keeping/Stayin g Healthy	Keeping/Stayin g Safe	Feelings and Emotions	Being Responsible	Computer Safety Internet safety week 10.02.26	Our World	Fire Safety	Relationships	Hazard Watch
IMPORTANT NOTE: If you are starting in Year 2/3, you should still start from the beginning with the Baseline Assessment from Year 1.									
Y e a r 1	Long-Term Assessment: Baseline Topic Washing Hands	Long-Term Assessment: Baseline Topic Road Safety	Long-Term Assessment: Baseline Topic Jealousy	Long-Term Assessment: Baseline Topic Water Spillage	Long-Term Assessment: Baseline Topic Online Bullying	Long-Term Assessment: Baseline Topic Growing in our worlds	Long-Term Assessment: Baseline Topic Hoax Calling	Long-Term Assessment: Baseline Topic Friendship	Long-Term Assessment: Baseline Topic Hazard watch Is it safe to eat? Is it safe to drink? Is it safe to play with?
Y e a r 2	Healthy Eating Brushing Teeth	Tying Shoelaces Staying Safe	Worry Anger	Practice Makes Perfect Helping someone in need	Image Sharing Computer Safety	Living in our world Working in Our World	Petty Arson	Bullying Body language	Fire Safety Hoax Calling
Y e a r 3	Medicine Long-Term Summative Assessment Topic	Leaning Out of Windows Long-Term Assessment: Summative Topic	Grief Long-Term Assessment: Summative Topic	Stealing People who help us Long-Term Assessment: Summative Topic	Making Friends Online Long-Term Assessment: Summative Topic	Long-Term Assessment: Summative Topic Looking after our World	Long-Term Assessment: Summative Topic Enya & Deedee Visit the Fire Station Texting While Driving	Long-Term Assessment: Summative Topic Touch	Long-Term Assessment: Summative Topic Is it safe to eat and drink? Is it Safe to play with?
	Keeping/Stayin g Healthy	Keeping/Stayin g Safe	Feelings and Emotions	Being Responsible	Computer Safety Internet safety week 10.02.26	The Working World	First Aid	Growing and Changing	A World Without Judgement
IMPORTANT NOTE: If you are starting in Year 5/6, you should still start from the beginning with the Baseline Assessment from Year 4.									
Y e a r 4	Long-Term Assessment: Summative Topic Healthy Living	Long-Term Assessment: Summative Topic Cycle Safety	Long-Term Assessment: Summative Topic Jealousy	Long-Term Assessment: Summative Topic Coming Home on Time	Long-Term Assessment: Summative Topic Baseline Topic Online Bullying	Long-Term Assessment: Summative Topic Chores at Home	Long-Term Assessment: Summative Topic First Aid Year 4	Long-Term Assessment: Summative Topic Appropriate Touch(Relationships)	Long-Term Assessment: Summative Topic Breaking Down Barriers

Peartree Spring Primary School Curriculum

Resilient, Persistent, Self-Motivated, Risk-Takers, Creative, Good Citizens, Entrepreneurial



Long Term Planning PSHE National Curriculum Coverage

Y e a r 5	Smoking Adults and Children's views	Peer Pressure Adults and Children's Views	Anger Adults and Children's Views	Looking Out for Others Adults and Children's Views	Image Sharing Adults and Children's Views	Enterprise (Complete during Maths Week) Adults and Children's Views	First Aid Year 5 Part 1 and Part 2	Puberty Adults and Children's Views	Inclusion and Acceptance Adults and Children's Views
Y e a r 6	Alcohol Long-Term Assessment: Summative Topic	Water Safety Long-Term Assessment: Summative Topic	Worry Long-Term Assessment: Summative Topic	Stealing Consequences Long-Term Assessment: Summative Topic	Making Friends Online Long-Term Assessment: Summative Topic	In-App Purchases Long-Term Assessment: Summative Topic	First Aid Year 6 (Part 1) First Aid Year 6 (Part 2) Long-Term Assessment: Summative Topic	Sex Education Conception Long-Term Assessment: Summative Topic	British Values Long-Term Assessment: Summative Topic

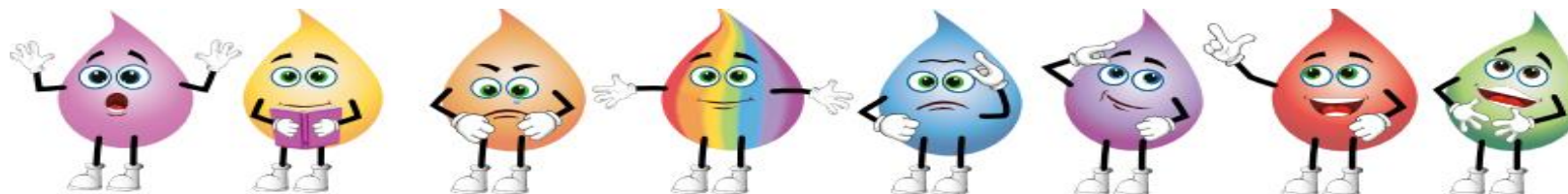


	Beacon 1	Beacon 2	Beacon 3
Non-negotiable skills and knowledge	- I can talk about how to be safe - I can talk about my rights and responsibilities - I can talk about ways to be healthy - I can use scientific vocabulary to describe boys and girls and how it feels to change as I grow older	- I can make responsible choices and ask for help when I need it - I can identify dangerous things, people and places, including online - I can talk about dangers to my health and well-being, including online behaviour - I can use scientific vocabulary to explain how bodies change as boys and girls grow up, and discuss how I feel about changes	- I explain what my rights and responsibilities are as a British citizen - I can describe with detail different ways to be healthy and identify dangers to my health and well-being - I can describe with detail how to use the internet safely - I can use scientific vocabulary to describe key facts about puberty and the changing adolescent body, including physical and emotional changes - I can talk about menstrual wellbeing including the key facts about the menstrual cycle
Well-Being Skills	- Describe mental well-being as how we feel on the inside - Recognise that mental well-being is a normal part of daily life and just as important as physical health - Name factors that support good mental well-being - Recognise and discuss the emotions of fear, joy, disgust, surprise, sadness, anger, happiness. - Explore emotional triggers and discuss how their own and other's behaviour can affect well-being - Explore appropriate ways to express emotions and respond to situations	- Recognise that mental well-being can be influenced by different factors, including exercise - Name a range of activities that support well-being - Recognise and discuss the emotions of pride, shame, dismay, jealousy, embarrassment, empathy. - Explore the emotional impact of life events - Name some of the many factors that can affect mood - Select appropriate emotions and responses to a range of scenario-based triggers	- Recognise your own role in supporting mental well-being in yourself and others - Reflect on which activities help you support your own well-being and recognise that these will be different for different people - Recognise that we often feel multiple emotions at the same time and that we also express false emotions - Recognise how the intensity of emotional response varies depending on a range of circumstances - Judge whether your own emotions and responses are appropriate and proportionate



	<u>Understanding the following vocabulary:</u>	<u>Understanding the following vocabulary:</u>	<u>Understanding the following vocabulary:</u>
	• Safety • Danger • Responsibilities • Bullying • Jealousy • Worry • Health • Diet • Exercise • Disagree • Male • Female • Relationship • Mean • Situation • Appropriate • Inappropriate • Communicate • Boundary	• Lifestyle • Decision • Support • Hazards • Strangers • Anger • Grief • Bullying • Healthy • Balanced Diet • Testicles • Bladder • Penis • Vagina • Inappropriate • Anonymous • Addictive • Scared • Worried • Hazards	• Blood pressure • Saturated fat • Physical activity • Heart • Lungs • Smoking • Alcohol • Drugs • Cyber bullying • Nervous • Menstrual • Hormone • Conception • Nicotine

EYFS



We talk about our dilemmas during circle time and learn about our emotions. We learn and understand rules and talk about how we can stay healthy and safe. We learn to respect our friends, be kind and share. We also learn how to process some of the 'in the moment' situations we face, like a new baby in the family or moving house.