

Copnor Primary School

Being a Personal and Social Thinker



Copnor Primary School's high-quality Personal Social Health Education (PSHE) curriculum is planned as a 7-year journey across the Primary School. There is a proven link between pupils' health and wellbeing and their academic progress. Crucial skills and positive attitudes are developed through the comprehensive PSHE education. It is critical to ensuring children are effective learners. The skills and attitudes supported in PSHE lessons are important in unlocking pupils' potential, helping to raise achievement and are crucial for pupils to achieve their best, academically and socially.

Our PSHE learning provides a comprehensive spiral curriculum, including mental health and wellbeing. It ensures a clear progression in knowledge, attitudes and values and skills - including the key skills of social and emotional learning, known to improve outcomes for pupils.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply, Connect and Explain (or Explore) & Evaluate**

Apply	Pupils apply skills, knowledge and understanding from their current and previous learning independently and in new contexts.
Connect	Pupils make clear, strong and appropriate links between their skills, knowledge and understanding and the new context.
Explain & Evaluate	Pupils are able to empathise and explain and critically evaluate the impact their and others' actions or comments have on themselves and others.

	Year 1	Year 2	Year 3
Health and Well-Being	<ul style="list-style-type: none"> • I can talk about the importance of personal hygiene. • I can take responsibility for my own health and that of others. • I can recognise when I am feeling different emotions and use different words to describe them. • I can develop strategies for managing different feelings. • I can understand how household products, including medicines, can be harmful if they aren't used properly. • I can talk about ways to keep safe at home and in school. • I can talk about who looks after me and ways they might help me. • I can talk about my family network. • I can say who to go to if I am worried about something. • I can understand the process of growing from young to old and how people's needs change. • I can name main parts of the body (including external genitalia) and I can talk about the differences between boys and girls. • I can talk about change & loss and how I feel about it. (e.g; moving home, losing toys, losing pets or friends.) • I can make good choices that will improve my physical and emotional health 	<ul style="list-style-type: none"> • I can say what makes a healthy lifestyle (Including the benefits of physical activity, rest, healthy eating and dental health.) • I can say why some diseases are spread and how they can be controlled. • I can recognise when I am feeling different emotions. • I can explain why I am feeling a particular emotion. • I am beginning to learn from my own experiences. • I can recognise and celebrate my strengths. • I can set myself challenging but realistic goals. • I can keep safe online (SMART). Focus on SAFE (make sure an adult knows I am on the internet and knows what I am looking at) and TELL (tell an adult if I see anything that worries me.) • I can tell others how I can keep myself safe and help others stay safe. (I know when to say 'yes', 'no', 'I'll ask', 'I'll tell'.) • I can use roads sensibly and describe potential risks where I live • I can explain that the older someone gets, they become more independent and have more responsibilities. • I can talk about transition between key stages. 	<ul style="list-style-type: none"> • I can recognise opportunities to make my own choices about food • I can understand what might influence my health choices • I can recognise the importance of eating a balanced diet • I can deepen my understanding of different feelings- good and not so good • I can extend vocabulary to describe a range of feelings • I can explain why I am feeling a particular emotion • I can reflect on and celebrate achievements • I can understand how to keep safe online (SMART) Focus on MEETING (never agree to meet anyone you have met online), ACCEPTING (never accept any emails, files, images from anyone you don't know) RELIABLE (understand that not everything you see , hear, read online can be trusted) • I can differentiate between the terms 'risk', 'danger' and 'hazard' and apply these terms to everyday situations (e.g. around the home) • I can explore theme of loss, separation , divorce and bereavement • I can understand how to make informed choices and the consequences of these choices

(e.g. drinking lots of water helps my brain to think/ if we're upset or worried about something, make sure we tell someone.)

- I can understand the school rules about health and safety.
- I can say what the emergency services are and I can begin to explain what they do.

- I can recognise that choices have good and not so good consequences.
- I can understand where and how to get help around the school.

- I can understand basic emergency procedures- when and how to dial 999,
(Including what to do if there was a fire at home, the importance of planning ahead for long journeys, list items that would help in an emergency situation)

<p>Relationships</p>	<ul style="list-style-type: none"> • I can listen to what others say and respond appropriately. • I can recognise what is fair/unfair, kind/unkind, what is right and wrong. • I can recognise when people are being unkind to me or others, how to respond, who to tell and what to say. • I can understand that there are different types of teasing and bullying, <i>(Including that these are wrong and unacceptable.)</i> • I can describe strategies to resolve simple arguments. • I can tell differences and similarities between people. • I can say which people are special to me • I can understand what makes me special. 	<ul style="list-style-type: none"> • I can share my opinions on things that matter to me. • I can recognise how others show feelings and I understand how to respond. • I can recognise how my behaviour affects other people. • I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond <i>(Including who to tell and how to tell them).</i> • I can understand that people's bodies and feelings can hurt 	<ul style="list-style-type: none"> • I can recognise different types of relationships <i>(Such as family and friends)</i> • I can recognise that my actions affect myself and others • I can respond appropriately to a wider range of feelings in others. • I can understand how to resist different types of teasing and bullying and if I witness it, who to go to and how to get help • I can recognise ways in which a relationship can be unhealthy and who to talk to if I need support • I can develop strategies to resolve conflict through negotiation and compromise • I can recognise that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
<p>Living in the Wider World</p>	<ul style="list-style-type: none"> • I can say what is good about others. • I can understand that actions have consequences. • I can help make, and agree to follow, group, class and school rules and to understand how these rules help me. • I can understand that I belong to different groups and communities <i>(Such as family and school.)</i> 	<ul style="list-style-type: none"> • I can understand differences by seeing and respecting other peoples' points of view. • I can understand that people and other living things have rights and that everyone has responsibilities to protect those rights. <i>(Including protecting our bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</i> 	<ul style="list-style-type: none"> • I can resolve differences by making decisions and explaining choices • I can understand that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • I can consider the lives of people living in other places, and people with different values and customs • I can present ideas about how we should care for local, natural and built

	<ul style="list-style-type: none"> • I can recognise ways in which we are the same as all other people • I can recognise ways in which we are all unique. • I can understand how I can contribute to the life of the classroom and school. 	<ul style="list-style-type: none"> • I can recognise 'special people' who work in my community and those who are responsible for looking after and protecting me. • I can understand how 'special people' are contacted when their help is needed. <p><i>(Including calling 999 in an emergency.)</i></p> <ul style="list-style-type: none"> • I can recognise ways in which we are all unique. • I can understand how I can contribute to the life of the classroom and school. 	<p>environments (including conserving energy)</p> <ul style="list-style-type: none"> • I can understand the role money plays in our lives <p><i>(Including how to keep it safe, choices about spending or saving money and what influences those choices)</i></p> <ul style="list-style-type: none"> • I can understand what is meant by enterprise and can begin to develop enterprise skills
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	Year 4	Year 5	Year 6
Health and Well-Being	<ul style="list-style-type: none"> • I can learn what positively and negatively affects my physical health. • I can learn that bacteria and viruses can affect health and how to reduce spreading them • I can explain the intensity of different feelings • I can explore reasons why I act in a particular way when I feel a particular emotion • I can identify strengths and areas for improvement • I can understand how to keep safe online (SMART) Revise all the key messages from SMART • I can understand key people who are responsible for keeping me healthy and safe and describe how they help me do this • I can understand the importance of protecting personal information <i>(Including passwords, addresses and images)</i> • I can recognise that I have a responsibility to keep myself and others safe as I become more independent • I can revise basic emergency procedures from Year 3 	<ul style="list-style-type: none"> • I can learn what positively and negatively affects my mental and emotional health • I can understand when I need to listen to my feelings in order to overcome them <i>(e.g. frustration, jealousy)</i> • I can explore a range of scenarios that I may encounter when online <i>(including on social media or when using a mobile phone)</i> • I can recognise, predict and assess risks in different situations and understand how to manage them <i>(e.g. along a busy road, in the countryside)</i> • I can explore themes of loss, separation, divorce and bereavement • I can recognise how my body will change as I move through puberty (RSE) • I can recognise that substances and drugs such as alcohol and tobacco could damage immediate and future health and safety • I can recognize peer pressure. <i>(Including that it can come from a variety of sources, including people they know and the media)</i> • I can understand simple first aid 	<ul style="list-style-type: none"> • I can explain the impact of positive and negative influences on my physical and emotional health • I can recognise how images in the media do not always reflect reality and can affect how people feel about themselves • I can recognise when I may experience conflicting emotions • I can set high aspirations and goals • I can explain the importance of keeping safe online, <i>(Including on social media and responsible use of ICT)</i> • I can describe a range of strategies to help others stay safe online. • I can learn about transition between key stages • I can explain ways to keep myself and others safe • I can learn about human reproduction (RSE) • I can understand what is meant by the term habit and how habits can be hard to change • I can recognise that some substances and drugs are legal, some are restricted and some are illegal • I can revise what to do in a variety of emergency situations

			<ul style="list-style-type: none">• I can recognise when and how to ask for help and use basic techniques for resisting pressure to do something risky or unhealthy
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<p>Relationships</p>	<ul style="list-style-type: none"> • I can judge what kind of physical contact is acceptable or unacceptable and know how to respond • I can understand personal boundaries • I can describe the impact of my actions on others • I can understand how to recognise bullying and abuse <p><i>(including prejudice-based bullying both in person, online and through social media)</i></p> <ul style="list-style-type: none"> • I can recognise and manage 'dares' • I can understand that differences and similarities between people arise from a number of factors <p><i>(family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability)</i></p>	<ul style="list-style-type: none"> • I can understand that we all have rights to privacy • I can give feedback and support to benefit others as well as themselves • I can recognise that marriage is a commitment freely entered into by both people, • I can describe the potential consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying • I can understand the concept of 'keeping something confidential or secret', <p><i>(Including when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret')</i></p> <ul style="list-style-type: none"> • I can understand the meaning of civil partnerships and marriage • I can recognise and challenge stereotypes 	<ul style="list-style-type: none"> • I can recognise what makes a positive, healthy relationship • I can develop the skills to form and maintain positive and healthy relationships • I can recognise that forcing anyone to marry is a crime • I can explore the use of prejudice-based language and know how to respond and ask for help • I can understand about the difference between, and the terms associated with, sex, gender identity and sexual orientation
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<p>Living in the wider world</p>	<ul style="list-style-type: none"> • I can resolve differences by looking at alternatives points of view and explaining reasons for actions • I can understand that there are basic human rights and that children have their own special rights • I can appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • I can understand what being part of a community means, and about the varied institutions that support communities locally and nationally • I can understand the role money plays in my own and others' lives <i>(including how to manage money and about being a critical consumer)</i> 	<ul style="list-style-type: none"> • I can realise the consequences of anti-social, aggressive and harmful behaviours <i>(Including bullying and discrimination of individuals and communities)</i> • I can understand why and how rules and laws that protect them and others are made and enforced, • I can understand that universal rights are there to protect everyone. <i>(Including how they are more important than national law and family and community practices)</i> • I can recognise the role of voluntary, community and pressure groups, <i>(Especially in relation to health and wellbeing)</i> • I can develop strategies and skills needed to care for local, natural and built environments (including conserving energy) 	<ul style="list-style-type: none"> • I can critically examine what is presented to me in social media • I can understand how information contained in social media can misrepresent or mislead • I can understand the importance of being careful what I forward to others • I can research, discuss and debate topical issues <i>(Including offering recommendations to appropriate people)</i> • I can develop an understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' <i>(e.g. making a contribution to society through the payment of VAT)</i> • I can understand that resources can be allocated in different ways <i>(Including how these economic choices affect individuals, communities and the sustainability of the environment across the world)</i>
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