

Whittingham C of E Primary School PSHE Education KS 2(Year 3 and 4) Plans -A and B together prior to Staff CPD session September 2020)

<p>There are 3 Core Themes in the new 'HERE' aspects of PSHE</p> <p>CORE THEME 1:</p> <p>Health and Wellbeing - Healthy Lifestyles (physical wellbeing)</p> <p>Also link to Thrive (BA Thrive Practitioner)</p> <p>Link to Science DT and PE</p>	<p>From September 2020, the Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) (secondary) aspects of PSHE education will be compulsory in all schools.</p> <p>https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</p> <p>KS 2 Learning opportunities in Health and Wellbeing -</p> <p>Pupils learn...</p> <p><u>Healthy Lifestyles (Physical Health and Wellbeing) -Healthy Choices</u></p> <p>https://campaignresources.phe.gov.uk/schools/resources/keepin-g-our-teeth-healthy-lesson-plans?utm_source=subscriber_phe&utm_medium=email&utm_campaign=march_edcoms&utm_content=downloadcta1</p> <p>www.change4life.co.uk</p> <p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p><u>Mental health -Take care of yourself</u></p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>	<p>http://northumberlandeducation.co.uk/PSHE/</p> <p><u>Healthy Lifestyles (Physical Health and Wellbeing) - Bug Busters</u></p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H40. Keeping Safe about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p><u>Mental health - Express Yourself</u></p> <p>https://youngminds.org.uk/resources/school-resources/?f3=10151#listing</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p><u>Ourselves, growing and changing - Challenging negative thinking</u></p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><u>Keeping Safe - Link with E and Digital Safety</u></p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of</p>	<p><u>Mental Health - Signs to look for</u></p> <p>See also NCC Padlets</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p><u>Ourselves, growing and changing - Embracing Change</u></p> <p>H36. strategies to manage transitions between classes and key stages</p> <p><u>Keeping Safe - First Aiders</u></p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p><u>Drugs, alcohol and tobacco - TITLE?????</u></p> <p><u>Focus on this in Year 5 and 6?</u></p>
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<p>CORE THEME 2:</p> <p>Relationships</p>	<p><u>KS 2 Learning Opportunities in Relationships Pupils learn:</u></p> <p><u>Families and close positive relationships -</u></p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><u>Friendships -</u></p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><u>Managing hurtful behaviour and bullying -</u></p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p><u>Safe Relationships -</u></p>	<p><u>Families and close positive relationships -</u></p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p><u>Friendships - (Link to E Safety)</u></p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p><u>Safe Relationships - cover in E Safety topic</u></p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Respecting self and others - E safety link</u></p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><u>Friendships -The 3 F's - FORGIVE, FORGET, FRESH START</u></p>
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<p>CORE THEME 3:</p> <p>Living in the Wider World</p>	<p><u>KS 2 Learning Opportunities in Living in the Wider World. Pupils learn:</u></p> <p><u>Shared responsibilities - Class Charter</u></p> <p><u>Economic wellbeing: Money -</u></p>	<p><u>Shared responsibilities - School Pets</u></p> <p><u>Media literacy and digital resilience - Link to E Safety Topic</u></p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p><u>Economic wellbeing: Aspirations work and career - bring your 'parent' to school week (different jobs)</u></p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p><u>Shared responsibilities -</u></p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p><u>Communities</u></p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p><u>Economic wellbeing: Money -</u></p> <p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>
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