



An overview of our PSHE Scheme of work and E-Safety

	PSHCE	British Values	EHWB	E-Safety
Year 1 & 2	<ul style="list-style-type: none"> Recognise what they are good at. Identify different emotions. Learn how to keep safe and have the opportunity to manage risks in a safe learning environment. Develop and maintain positive relationships. Understand how they grow and change. Develop a healthy lifestyle. Understand the importance of exercise. Know about the different food groups and which foods our bodies need. Begin to have a financial understanding involving spending and saving. Understand and respect difference and diversity. Reflect on their experiences. To develop an understanding of British values. Become responsible for their own learning. Find out about their rights , responsibilities both as individuals and as members of the community. To start to understand the difference between 'wants' and 'needs'. 	<ul style="list-style-type: none"> To know the school rules and the expectations, the rewards and sanctions. To learn about trust, develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. To participate in focussed assemblies which promote British Values. To know how to keep themselves safe including road safety, fire safety. To take opportunities to follow their interests in art, music, sport etc. To learn how to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. To contribute to their classroom environment and respect resources within it. To participate in Anti Bullying Week To vote for school council representatives. To learn about personal responsibility, choices. To recognise how their behaviour affects other people. To identify how they have to make their own choices in life. To learn and study questions relating to all major religions. 	<ul style="list-style-type: none"> Children are taught about personal responsibility, choices, ambition and aspiration. To recognise a range of emotions. To use words to describe feelings. To know how to express their own feelings in an appropriate way. To know the difference between good and bad feelings. To develop simple strategies for managing feelings. To communicate their feelings towards others. To know that peoples bodies and feelings can be hurt. To recognise a range of feelings in ourselves and others. To know how to ask for help. 	<p>Pupils will be introduced to:</p> <ul style="list-style-type: none"> searching for information using controlled environments. how information on the internet may be inaccurate. copyright - the need to seek permission before using a picture from the internet and the need to reword text rather than copying and pasting. the rules of responsible use when emailing. cyberbullying and how this can make someone feel. <p>Pupils will know:</p> <ul style="list-style-type: none"> the rules of responsible use (E-Safety rules) that they can and should ask for help if they experience problems/ see something which makes them feel uncomfortable.



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<p>Year 3 & 4</p>	<ul style="list-style-type: none"> • Feel positive about themselves. • Recognise, understand and manage their own emotions. • Learn how to keep safe and have the opportunity to manage risks in a safe learning environment. • Develop and maintain positive relationships. • Understand how they are changing socially and emotionally. • Develop a healthy lifestyle. • Understand the importance of exercise. • Gain a financial understanding involving spending and saving. • Understand and respect difference and diversity. • Reflect on their experiences. • Become responsible for their own learning. • Find out about their rights, responsibilities and duties both as individuals and as members of the community. • To be able to name some of the British values. 	<ul style="list-style-type: none"> • To know the school rules and the expectations, the rewards and sanctions (Consequence Room, Star of the Week). • To develop strategies to resolve disputes and conflicts. • To learn how and why rules and laws that protect themselves and other are made and enforced. • To learn about trust, develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult. • To learn and study questions relating to Islam, Judaism and Christianity. • To learn about how to keep themselves safe including online. • To teach about personal responsibility, choices, ambition and aspiration. Children are encouraged to take opportunities to follow their interests in art, music, sport etc. • To know the school rules and the expectations, the rewards and sanctions (Consequence Room, Star of the Week) • To teach about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • To vote for their School Council members. • To discuss General Elections and Referendums. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviour. • To participate in Anti-Bullying Week. • To learn how to work co-operatively with others. • To learn how to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • To know the schools life values, school rules and the expectations, the rewards and sanctions. 	<ul style="list-style-type: none"> • To deepen their understanding of good and not so good feelings. • To recognise and respond appropriately to the feelings of others. • To recognise and care about other people's feelings. <p>Activities:</p> <ul style="list-style-type: none"> • Feelings Bingo • Story - 'Tear Thief' • Facial expression pictures and discussion • Mind Maps of feelings • Setting up an anonymous question box • Story - 'The Great Big Book of Feelings' • Story - 'The Huge Bag of Worries' - Discuss what happens when we don't pay attention to our feelings • Body responses - identify different feelings in an outline of the body e.g butterflies in tummy etc <p>Discuss and describe different situations and how they evoke different feelings</p>	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> * talk about the information they need and how they can find and use it * interpret information, to check it is relevant and reasonable and to think about what might happen if there are any errors or omissions. * identify the importance of considering copyright when downloading text/images from the internet. <p>Pupils will know:</p> <ul style="list-style-type: none"> *about the safety issues connected to emailing: - attachments, keeping information private, reporting unpleasant messages, not replying to such messages. *that the messages they send must be polite and must not include personal details. *E-Safety rules and the consequences of not following these rules. *how to adopt a healthy online lifestyle - being responsible for their own actions, keeping personal information private, limiting their time online *about cyberbullying
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<p>Year 5 & 6</p>	<ul style="list-style-type: none"> • Feel positive about themselves • Recognise, understand and manage their own emotions • Learn how to keep safe and have the opportunity to manage risks in a safe learning environment • Develop and maintain positive relationships • Understand how they are changing physically, socially and emotionally • Develop a healthy lifestyle • Understand the importance of exercise. • Gain a financial understanding involving spending and saving • Understand and respect difference and diversity • Reflect on their experiences • Become responsible for their own learning • Find out about their rights, responsibilities and duties both as individuals and as members of the community • Find out about the main political and social institutions. • To have a sound understanding of British values. 	<p><u>Rule of Law</u></p> <ul style="list-style-type: none"> * Children can explain the school rules and the expectations, the rewards and sanctions. * In PSHE children learn which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others. * In RE, children show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). * Focussed assemblies which promote Rule of Law * In topic lessons, children discuss specific laws and recent changes. * Children discuss current news affairs through Newsround and Espresso news as a daily activity. <p><u>Individual Liberty</u></p> <ul style="list-style-type: none"> * In PSHE children are taught how to keep themselves safe online. * Children learn what positively and negatively affects their physical, mental and emotional health (including the media). * They recognise how images in the media do not always reflect reality and can affect how people feel about themselves * Children differentiate between the terms, 'risk', 'danger' and 'hazard'. <p>* Children learn that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they</p>	<ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them strategies for keeping physically and emotionally safe • to recognise and respond appropriately to a wider range of feelings in others • that their actions affect themselves and others • what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> *critically evaluate materials found on the internet. *behave in the online world as they would in the real world: to respect other people's views and avoid being rude or mean to others. <p>Pupils will know:</p> <ul style="list-style-type: none"> *how errors or omissions when searching for information can lead to incomplete or incorrect information. *that information on the internet can be written by anyone and therefore could be bias or inaccurate *about the effects of cyberbullying, stranger danger online. *how to adopt a healthy online lifestyle - for example, being responsible for their own actions, avoiding risky behaviours, keeping personal information private, and limiting their time spent online. *what to do if they see or experience something on line which makes them
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<p>Y5 & 6 continued...</p>		<p>know and the media.</p> <p>*Children recognise their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>* Children research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p> <p>*Focussed assemblies which promote Individual Liberty.</p> <p>* Children are taught about personal choices, ambition and aspiration. They are encouraged to take opportunities to take on their interests in a variety of subjects and activities.</p> <p>* In PSHE Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</p> <p>*PSHE lessons teach the children about trust, develop a strong sense of morality; knowing right from wrong and doing the right thing even when it's difficult.</p> <p>*In PSHE Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</p> <p><u>Mutual respect</u></p> <p>*In art children show how the work of those studied was influential in both society and to other artists, demonstrating respect to their contributions.</p> <p>*Children express their own values and remain respectful of those with different values.</p> <p>*Children explain why their own answers to ultimate questions may differ from those of others in a respectful and understanding way.</p> <p>*In music, children appreciate and understand a</p>	<p>sources, including people they know strategies for keeping physically and emotionally safe</p> <ul style="list-style-type: none"> • to recognise and respond appropriately to a wider range of feelings in others • that their actions affect themselves and others • what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • strategies for keeping physically and emotionally safe • to recognise and respond appropriately to a wider range of feelings in others • to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them • to recognise and respond appropriately to a wider range of feelings in others 	<p>uncomfortable, including contacting organisations such as childline and kidscape.</p> <p>*that when saving images they should give the file a name that does not relate to the name of the person who may be in the image.</p> <p>*that attachments should always be treated with caution and should only be opened after permission has been given .</p>
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		<p>wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>*In DT children combine elements of design from a range of inspirational designers throughout history, giving reasons for choices, showing a respect of the contributions of these designers.</p> <p>*Focussed assemblies which promote Mutual Respect.</p> <p><u>Anti-Bullying Week</u></p> <p>*In PSHE children learn how to work co-operatively with others.</p> <p>* PSHE lessons teach children to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences.</p> <p>*Children know the schools life values, school rules and the expectations, the rewards and sanctions.</p> <p>*Working alongside children with specific educational needs.</p> <p>* Children learn to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns.</p> <p><u>Democracy</u></p> <p>*In PSHE Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.</p> <p>* Know what democracy is, about the basic institutions that support it locally and nationally.</p> <p>* Focussed assemblies which promote democracy.</p> <p>*School council members are elected using a vote.</p> <p>*Children vote for their members of Parliament</p>		
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		<ul style="list-style-type: none">* Children know the school rules and the expectations, the rewards and sanctions (Consequence room, Traffic Light system, Star of the Week).*The beginnings and development of democracy are taught through historical research of the Ancient Greece civilisation, Tudors, Victorians.*In PSHE Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.*Focussed assemblies which promote democracy. <p><u>Tolerance of those of different faiths</u></p> <ul style="list-style-type: none">*Assemblies which mark and celebrate significant religious festivals.• Children explain how religious beliefs shape the lives of individuals and communities.*Anti-Bullying Week*Focussed assemblies which promote Tolerance*RE and Topic lessons promote tolerance and acceptance of different faiths.* Children learn about the Holocaust		
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