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Umbrella Theme	SEAL	ANTI-BULLYING	British Values	SRE
Overview	<p>The SEAL (Social and Emotional Aspects of Learning) programme is used to deliver the curriculum. It focuses on the five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. The programme is delivered through seven themes which are revisited every year to build on previous learning and understanding. The themes include Getting on and falling out; New beginnings; Changes; Going for Goals; Good to be me and Relationships. Anti-bullying is also taught within this.</p>	<p>Anti Bullying Week will take place each year. Anti-bullying will also be revisited half-termly during PSHE learning time.</p>	<p>As of November 2014, schools must promote British Values. We do this through SMSC. In addition, each year group also has an assigned value which they look at more in-depth throughout the academic year.</p>	<p>The teaching of Sex and Relationships Education, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and Relationship Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. In year 6, the program is taught in conjunction with Channel 4: Living and Growing DVD. This is shared with parents/carers before the children. The majority of sessions are taught in single sex groups with question and answer sessions built into each session.</p>

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<p>Year 1</p>	<p>I can recognise what I like and dislike, what is fair and unfair, and what is right and wrong;</p> <p>I can recognise, name and deal with my feelings in a positive way;</p> <p>I can agree and follow rules for the purpose of being harmonious within a group and classroom, and I understand how rules help me to grow.</p>	<p>I can tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p>	<p>Mutual respect</p> <p>I can identify courteous behaviour in myself and others.</p> <p>I know how and why to be well-mannered and show respect.</p> <p>I can identify situations in which it is important to treat others with respect.</p> <p>I recognise how rudeness makes me and others feel.</p>	<p>Myself and Others</p> <p>I know the importance of valuing oneself and I recognise that everyone is different</p> <p>I recognise my body's capabilities and uniqueness.</p>
<p>Year 2</p>	<p>I understand that I belong to various groups and communities and my role within these.</p> <p>I can contribute to the life of the class and the school;</p> <p>I recognise how my behaviour affects other people;</p>	<p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p>	<p>Individual liberty</p> <p>I recognise what I like and dislike.</p> <p>I can share my opinions on things that matter to me and explain my views.</p> <p>I understand the importance of rules; I know people and other</p>	<p>Differences</p> <p>I understand and respect differences and similarities between boys and girls</p> <p>I can explore some of the differences between males and females and to understand how this is part of the life cycle</p>

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	<p>I know how to set simple goals; I can take part in discussions with individual's and the whole class.</p> <p>I can think about myself, learn from my experiences and recognise what I am good at;</p> <p>I can recognise when a change needs to take place.</p> <p>I can respond to change positively.</p> <p>I can identify and respect the differences and similarities between people;</p> <p>I can consider social and moral dilemmas that I come across in everyday life;</p> <p>I know that family and friends should care for each other;</p>	<p>I know what to do if I am bullied.</p>	<p>living things have needs, and that they have responsibilities to meet them.</p> <p>I can identify positive and negative aspects about taking on a responsibility.</p>	<p>I can identify sexual differences and name body parts</p>
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	I can listen to other people and work and play cooperatively.			
Year 3	<p>I recognise my worth as an individual, by identifying positive things about myself and my achievements. I can see mistakes, make amends and set personal goals.</p> <p>I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>I understand there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p>	<p>I can tell you what bullying is.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying or don't tell.</p>	<p>Tolerance of others peoples faiths and beliefs</p> <p>I know what acceptance means.</p> <p>I accept myself for whom and what I am.</p> <p>I understand how I am different from others.</p> <p>I understand that other people are different from me.</p> <p>I know why difference is a good thing.</p> <p>I recognise how difference might be useful in teamwork.</p> <p>I understand the importance of accepting others.</p>	<p>Valuing differences</p> <p>I can recognise their worth as individuals by identifying positive things about themselves and their achievements, and by beginning to identify an area that needs to be strengthened.</p> <p>I recognise and challenge gender stereotypes</p> <p>I am able to use basic techniques to resist pressure.</p>

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<p>Year 4</p>	<p>I can reflect on spiritual, moral, social and cultural issues;</p> <p>I understand my actions can affect myself and others,</p> <p>I am able to care about other people's feelings and to try to see things from another's points of view;</p> <p>I am aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</p> <p>I can resolve differences by looking at alternatives, making</p>	<p>I can tell you some ways of helping to make someone who is bullied feel better.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</p> <p>I can problem solve a bullying situation with others</p>	<p>Courage, Discipline and Integrity</p> <p>I understand what courage, discipline and integrity is and how important these values are in daily life.</p> <p>I know how to show courage, discipline and integrity.</p>	<p>Growing and changing</p> <p>I understand the human life cycle and how the body changes</p> <p>I can identify some basic facts about puberty, reproduction and pregnancy</p>
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	<p>decisions and explaining choices;</p> <p>I recognise the different risks in different situations and then decide how to behave responsibly.</p>			
Year 5	<p>I recognise my worth as an individual; I can identify positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals;</p> <p>I can face new challenges positively</p> <p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p>	<p>Rule of Law</p> <p>I understand the difference between rules and laws</p> <p>I know why and how rules and laws are made and enforced, why different rules/laws are needed in different situations and how to take part in making and changing rules/laws.</p> <p>I know how rules/laws impact my own life.</p>	<p>Talking about puberty</p> <p>I know about the physical changes associated with puberty</p> <p>I can explore the emotional and physical changes that occur during puberty</p> <p>I understand the impact of puberty on the body and the importance of physical hygiene</p> <p>I can explore ways to get support during puberty</p>

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<p>Year 6</p>	<p>to take part in making and changing rules;</p> <p>I know that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p> <p>I can reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>I am aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p> <p>I realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to</p>	<p>I know some of the reasons why people use bullying behaviours.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>	<p>Democracy</p> <p>I can discuss what is fair and unfair in different situations</p> <p>I can recognise that in a democracy people have a say in what happens locally and nationally</p> <p>I am able to explain some of the different ways in which people can participate in democracy in the UK and how they can change things</p> <p>I can describe key features of the political and justice systems in the UK and consider what is fair and unfair to groups in different situations</p> <p>I can begin to compare democracy and justice in the UK and different parts of the world</p>	<p>Puberty and reproduction</p> <p>I can consider reproduction in the context of relationships</p> <p>I understand the process of conception and pregnancy</p> <p>I understand the roles and responsibilities of carers and parents</p> <p>I can listen in order to answer each other's questions about sex and relationships with confidence and find support and advice</p>
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	<p>respond to them and ask for help.</p> <p>I research, discuss and debate topical issues, problems and events;</p> <p>I realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and I can resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>I understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know and how to ask for help, and use basic</p>			
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	techniques for resisting pressure to do wrong.			
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