



## PSHE Subject Content Overview

### PSHE intent

At Sandal Magma, we aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### EYFS PSHE – ARE statements

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Communication and Language		Personal, Social and Emotional Development		Physical Development
Understanding the World				
Nursery	<ul style="list-style-type: none"> <li>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>		<ul style="list-style-type: none"> <li>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</li> </ul>
				<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue developing positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they</li> </ul>



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		<ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>		<ul style="list-style-type: none"> <li>have experienced or seen in photos.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing:</li> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully:</li> <li>lining up and queuing</li> <li>mealtimes</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
ELG	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>Be confident to try new activities and show independence, resilience</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> </ul>



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	tenses and making use of conjunctions, with modelling and support from their teacher.	and perseverance in the face of challenge. <ul style="list-style-type: none"><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and others' needs.</li></ul>		
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Year 1 PSHE – ARE statements					
Health and Well Being		Relationships		Living in the wider world	
Healthy lifestyles	<ul style="list-style-type: none"><li>• What does keeping healthy mean; different ways to keep healthy</li><li>• About food that supports good health</li><li>• How physical activity helps us stay healthy; ways to be physically active every day</li><li>• Why sleep is important</li><li>• Simple hygiene routines that stop germs from spreading</li><li>• That medicines/vaccines stop people from being poorly</li><li>• about things people can put into their body or on their skins; how these can affect how people feel</li><li>• Dental care and visiting the dentist</li><li>• People who help us physically</li><li>• About change and loss (including death); identify feelings associated with this; to recognise what helps others to feel better</li></ul>	Feelings and emotions	<ul style="list-style-type: none"><li>• About roles of different people (e.g. acquaintances, friends and relatives) play in our lives</li><li>• To identify the people who love and care for them and what they do to help them feel cared</li><li>• About different type of families including those who may be different to their own</li><li>• To find common features of family life</li><li>• What is kind and unkind behaviour and how it affects others</li><li>• About how to treat themselves with respect; how to be polite and courteous</li><li>• How to listen to other people and play/work cooperatively</li></ul>	Rights and responsibilities	<ul style="list-style-type: none"><li>• About what rules are, why they are needed, why different rules are needed for different situations</li><li>• How people and others living things have different needs; about the responsibilities of caring for them</li></ul>



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<p><b>Growing and changing</b></p>	<ul style="list-style-type: none"> <li>• To recognise all the ways we are unique</li> <li>• To recognise what makes them special</li> </ul>	<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>• That it is important to tell someone (such as their teacher) if something about their family makes them unhappy.</li> <li>• About how people make friend and what makes a good friendship</li> <li>• About how people make friend and what makes a good friendship</li> <li>• About how to recognise when they or someone else feels lonely and what to do</li> <li>• Knowing there are situations when they should ask permission and when permission should be sought</li> <li>• About the importance of not keeping adult's secrets (only happy surprises that others will find out about later)</li> <li>• Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>• What to do if they feel unsafe or worried for themselves or others' who to ask for help; importance of keeping trying until there are heard</li> </ul>	<p><b>Environment and community</b></p> <ul style="list-style-type: none"> <li>• About things they can do to help look after the environment</li> <li>• About the different groups they belong to</li> <li>• About the different roles and responsibilities people in their community have</li> <li>• To recognise the way they are the same as, and different to, other people</li> </ul>
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<b>Keeping safe</b>	<ul style="list-style-type: none"><li>• About rule and age restrictions that keep us safe</li><li>• To recognise risk in simple everyday situations and what action to take to minimise harm</li><li>• About how to keep safe at home (including electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li><li>• That household products (including medicines) can be harmful if not used correctly</li></ul>	<b>Valuing differences</b>	<ul style="list-style-type: none"><li>• How to talk about and share opinions on things that matter to them</li><li>• To recognise the ways in which they are the same and different to others</li></ul>	<b>Money</b>	<ul style="list-style-type: none"><li>• What money is; forms that money comes in; that money comes from different sources</li><li>• That people make different choices about how to save and spend money</li></ul>
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### Year 2 PSHE – ARE statements

<u>Year 2 PSHE – ARE statements</u>					
<u>Health and Well Being</u>		<u>Relationships</u>		<u>Living in the wider world</u>	
<b>Healthy lifestyles and mental health</b>	<ul style="list-style-type: none"> <li>About food that supports good health and risks of eating too much sugar</li> <li>Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>Different feelings a human can experience</li> <li>How to recognise those feelings</li> <li>How they can affect people's bodies and how they behave</li> <li>How to recognise how others might be feeling</li> <li>Recognise not everyone feels the same at the same time</li> <li>about ways of sharing feelings; a range of words to describe feelings</li> <li>about things that help people feel good (playing outside, doing things they enjoy, spending time with their family, getting enough sleep)</li> <li>different things they do to manage big feelings, to help calm themselves down and/or change</li> </ul>	<b>Feelings and emotions</b>	<ul style="list-style-type: none"> <li>simple strategies to resolve arguments between friends positively</li> <li>how to ask for help if a friendship is making them feel unhappy</li> <li>that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>What is kind and unkind behaviour and how it affects others</li> <li>About how to treat themselves with respect; how to be polite and courteous</li> <li>How to listen to other people and play/work cooperatively</li> </ul>	<b>Rights and responsibilities</b>	<ul style="list-style-type: none"> <li>About what rules are, why they are needed, why different rules are needed for different situations</li> <li>How people and others living things have different needs; about the responsibilities of caring for them</li> <li>About how the internet and digital device can be used safely to find things out and communicate with others</li> <li>The role of the Internet in everyday life</li> <li>That not all information seen online is true</li> </ul>



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	<p>their mood when they don't feel good</p> <ul style="list-style-type: none"> <li>to recognise when they need help with feelings; that it is important to ask for help with feelings; how to ask for it</li> </ul>				
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>to recognise what makes them special</li> <li>to recognise what ways we are all unique</li> <li>to identify what they are good at, what they like and dislike</li> <li>about growing and changing from young to old and how people's needs change</li> <li>about preparing to move to a new year group</li> </ul>	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>to recognise that some things are private and the importance of privacy; that parts of your body covered in underwear are private</li> <li>that sometimes people may behave different online; including pretending to be someone they are not</li> <li>how to respond safely to adults they don't know</li> <li>about how to respond if physical contact makes them uncomfortable or unsafe</li> <li>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>What to do if they feel unsafe or worried for themselves or others' who to ask for help; importance of keeping trying until there are heard</li> <li></li> </ul>	<b>Environment and community</b>	<ul style="list-style-type: none"> <li>About things they can do to help look after the environment</li> <li>About the different groups they belong to</li> <li>About the different roles and responsibilities people in their community have</li> <li>To recognise the way they are the same as, and different to, other people</li> </ul>





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<p><b>Keeping safe</b></p>	<ul style="list-style-type: none"> <li>• ways to keep safe in familiar and unfamiliar environments (beach, shopping centre, swimming pool, on the street) and how to cross the road</li> <li>• about whose job it is to keep us safe</li> <li>• basic rules to keep us safe online, including what is meant by personal information and what should be kept private; the importance of telling trusted adult if they come across something that scares them</li> <li>• about what to do if there is an accident and someone is hurt</li> <li>• how to get help in and emergency (how to ring 999 and what to say)</li> </ul>	<p><b>Valuing differences</b></p>	<ul style="list-style-type: none"> <li>• How to talk about and share opinions on things that matter to them</li> <li>• To recognise the ways in which they are the same and different to others</li> </ul>	<p><b>Money</b></p>	<ul style="list-style-type: none"> <li>• What money is; forms that money comes in; that money comes from different sources</li> <li>• That people make different choices about how to save and spend money</li> <li>• About the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• That money needs to be looked after; different ways of doing this</li> <li>• Everyone has different strengths</li> <li>• That jobs help people earn money to pay for things</li> <li>• Different jobs that people they know or people who work in the community do</li> <li>• About some of the strengths and interests someone may need to do different jobs</li> </ul>
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### Year 2 PSHE – ARE statements

<u>Year 2 PSHE – ARE statements</u>					
<u>Health and Well Being</u>		<u>Relationships</u>		<u>Living in the wider world</u>	
<b>Healthy lifestyles and mental health</b>	<ul style="list-style-type: none"> <li>About food that supports good health and risks of eating too much sugar</li> <li>Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</li> <li>Different feelings a human can experience</li> <li>How to recognise those feelings</li> <li>How they can affect people's bodies and how they behave</li> <li>How to recognise how others might be feeling</li> <li>Recognise not everyone feels the same at the same time</li> <li>about ways of sharing feelings; a range of words to describe feelings</li> <li>about things that help people feel good (playing outside, doing things they enjoy, spending time with their family, getting enough sleep)</li> <li>different things they do to manage big feelings, to help calm themselves down and/or change</li> </ul>	<b>Feelings and emotions</b>	<ul style="list-style-type: none"> <li>simple strategies to resolve arguments between friends positively</li> <li>how to ask for help if a friendship is making them feel unhappy</li> <li>that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>that hurtful behaviour (online and offline) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>What is kind and unkind behaviour and how it affects others</li> <li>About how to treat themselves with respect; how to be polite and courteous</li> <li>How to listen to other people and play/work cooperatively</li> </ul>	<b>Rights and responsibilities</b>	<ul style="list-style-type: none"> <li>About what rules are, why they are needed, why different rules are needed for different situations</li> <li>How people and others living things have different needs; about the responsibilities of caring for them</li> <li>About how the internet and digital device can be used safely to find things out and communicate with others</li> <li>The role of the Internet in everyday life</li> <li>That not all information seen online is true</li> </ul>



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	<p>their mood when they don't feel good</p> <ul style="list-style-type: none"> <li>to recognise when they need help with feelings; that it is important to ask for help with feelings; how to ask for it</li> </ul>				
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>to recognise what makes them special</li> <li>to recognise what ways we are all unique</li> <li>to identify what they are good at, what they like and dislike</li> <li>about growing and changing from young to old and how people's needs change</li> <li>about preparing to move to a new year group</li> </ul>	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>to recognise that some things are private and the importance of privacy; that parts of your body covered in underwear are private</li> <li>that sometimes people may behave different online; including pretending to be someone they are not</li> <li>how to respond safely to adults they don't know</li> <li>about how to respond if physical contact makes them uncomfortable or unsafe</li> <li>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>What to do if they feel unsafe or worried for themselves or others' who to ask for help; importance of keeping trying until there are heard</li> <li></li> </ul>	<b>Environment and community</b>	<ul style="list-style-type: none"> <li>About things they can do to help look after the environment</li> <li>About the different groups they belong to</li> <li>About the different roles and responsibilities people in their community have</li> <li>To recognise the way they are the same as, and different to, other people</li> </ul>



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<p><b>Keeping safe</b></p>	<ul style="list-style-type: none"> <li>• ways to keep safe in familiar and unfamiliar environments (beach, shopping centre, swimming pool, on the street) and how to cross the road</li> <li>• about whose job it is to keep us safe</li> <li>• basic rules to keep us safe online, including what is meant by personal information and what should be kept private; the importance of telling trusted adult if they come across something that scares them</li> <li>• about what to do if there is an accident and someone is hurt</li> <li>• how to get help in and emergency (how to ring 999 and what to say)</li> </ul>	<p><b>Valuing differences</b></p>	<ul style="list-style-type: none"> <li>• How to talk about and share opinions on things that matter to them</li> <li>• To recognise the ways in which they are the same and different to others</li> </ul>	<p><b>Money</b></p>	<ul style="list-style-type: none"> <li>• What money is; forms that money comes in; that money comes from different sources</li> <li>• That people make different choices about how to save and spend money</li> <li>• About the difference between needs and wants; that sometimes people may not always be able to have the things they want</li> <li>• That money needs to be looked after; different ways of doing this</li> <li>• Everyone has different strengths</li> <li>• That jobs help people earn money to pay for things</li> <li>• Different jobs that people they know or people who work in the community do</li> <li>• About some of the strengths and interests someone may need to do different jobs</li> </ul>
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Year 4 PSHE – ARE statements					
Health and Well Being		Relationships		Living in the wider world	
Healthy lifestyles	<ul style="list-style-type: none"><li>• To recognise that feelings can change over time and range in intensity</li><li>• About everyday things that affect feelings and the importance of expressing feelings</li><li>• A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li><li>• Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations about change and loss, including death and how these can affect feelings; ways of expressing and managing grief and bereavement</li><li>• About how hygiene routines change as they get older and the importance of keeping clean and how to maintain personal hygiene</li></ul>	Feelings and emotions	<ul style="list-style-type: none"><li>• That personal behaviour can affect other people; to recognise and model respectful behaviour</li><li>• To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them should expect to be treated politely and with respect by others (including online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li></ul>	Rights and responsibilities	<ul style="list-style-type: none"><li>• To recognise there are human rights, that there are to be protected</li><li>• About the relationships between rights and responsibilities</li><li>• About prejudice; how to recognise behaviour/ actions which discriminate against others; ways of responding to it if witnessed or experienced</li><li>• 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</li><li>• 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; food choices)</li><li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li><li>• The importance of having compassions towards others; shared responsibilities; we all have for caring for other people and living things; how to show care and concern for others</li><li>• Recognising things appropriate to share and things that should not be shared on social</li></ul>



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					media: rules surrounding distribution of images
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>To recognise their individuality and personal qualities</li> <li>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul>	<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>About the impact of bullying, including offline and online, and the consequence of hurtful behaviour</li> <li>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing name-calling, bullying, trolling, harassment or the deliberate excluding of others of others); others how to report concern and get support</li> <li>About discrimination: what it means and how to challenge it</li> <li>About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</li> <li>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>About keeping something confidential or secret, when this should (e.g. a birthday party that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> </ul>	<b>Environment and community</b>	<ul style="list-style-type: none"> <li>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)</li> </ul>



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			<ul style="list-style-type: none"> <li>• Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>• 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</li> <li>• Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to approval in friendships; to recognise the effect of online actions on others, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact, how to report concerns</li> <li>• How to recognise pressure from others to do something unsafe or that make them feel uncomfortable and strategies for managing this</li> <li>• About why someone may behave differently online</li> </ul>		
Keeping safe	<ul style="list-style-type: none"> <li>• About the benefits of sun exposure and the risks of over exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>• Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and well-being with reference to social media, television programmes, films, games and online gaming</li> </ul>	Valuing differences	<ul style="list-style-type: none"> <li>• How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>	Money	<ul style="list-style-type: none"> <li>• To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> <li>• That people's spending decisions can affect others and the environment (e.g. Fair Trade, buying single-use plastics, or giving to charity)</li> </ul>



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	<ul style="list-style-type: none"><li>• How to predict, assess and manage risk in different situations</li><li>• Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</li><li>• About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images or themselves and others; what to do if frightened or worried by something seen or read online and how read to report concerns; inappropriate content and contact</li><li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li></ul>			
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## PSHE Subject Content Overview

### Year 5 PSHE – ARE statements

<u>Health and Well Being</u>			<u>Relationships</u>			<u>Living in the wider world</u>		
<b>Healthy lifestyles</b>	<ul style="list-style-type: none"> <li>How drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing)</li> <li>That some drugs are legal (but may have law or restrictions related to them) and other drugs are illegal</li> <li>How laws surrounding the use of drugs exist to protect them and others</li> <li>Why people choose to use or not use different drugs</li> <li>How people can prevent or reduce the risks associated with them</li> <li>That for some people, drug use can become a habit which is difficult to break</li> <li>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>How to ask for help from trusted adult if they have any worries or concerns about drugs</li> </ul>		<b>Healthy relationships</b>	<ul style="list-style-type: none"> <li>About the different relationships people have in their lives</li> <li>How friends and family communicate together; how the internet and social media can be used positively</li> <li>How knowing someone online differs from knowing someone face-to-face</li> <li>How to recognise risk in relation to friendships and keeping safe</li> <li>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before consent before images or personal information is shared with friends or family</li> <li>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>		<b>Money</b>	<ul style="list-style-type: none"> <li>How people make decisions about spending money and what influences them</li> <li>How to keep track of money so people know how much to spend or save</li> <li>How people make choices about ways of paying for things they want and need (e.g. current accounts/ savings; store card/credit cards; loans)</li> <li>How to recognise what makes something 'value for money' and what it means to them</li> <li>That there are risks associated with money (it can be won, lost or stolen) and how money can affect people'</li> <li>That there is a broad range of different jobs and people often have more than one during their careers and over a lifetime</li> <li>That some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>About the skills, attributes qualifications and training needed for different jobs</li> <li>That there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>How to questions and challenge stereotypes about the types of jobs people can do</li> <li>How they might choose a career/job for themselves when they are older, why they</li> </ul>	



## PSHE Subject Content Overview

				would choose it and what might influence their decisions
<b>Growing and changing</b>	<ul style="list-style-type: none"> <li>• How to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• How to challenge stereotypes and assumptions of others</li> </ul>	<b>Valuing differences</b>	•	•



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<b>Keeping safe</b>	<ul style="list-style-type: none"><li>• How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma or allergic reactions</li><li>• That if someone has experienced a head injury, they should not be moved</li><li>• When it is appropriate to use first aid and the importance of seeking adult help</li><li>• The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or emergency services</li></ul>	<b>Valuing differences</b>	<ul style="list-style-type: none"><li>• </li></ul>	<b>Rights and responsibilities</b>	<ul style="list-style-type: none"><li>• </li></ul>
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## PSHE Subject Content Overview

Year 6 PSHE – ARE statements					
<u>Health and Well Being</u>		<u>Relationships</u>		<u>Living in the wider world</u>	
Growing and changing	<ul style="list-style-type: none"> <li>How mental health and physical health are linked</li> <li>How positive friendships and being involved in activities such as clubs and community groups support well being</li> <li>How to make choices that support a healthy, balanced lifestyle including               <ul style="list-style-type: none"> <li>How to plan a healthy meal</li> <li>How to stay physically healthy</li> <li>How to stay physically active</li> <li>How to maintain good dental health, including oral hygiene, food and drink choices</li> <li>How to benefit from and stay safe in the sun</li> <li>How and why to balance time spent online with other activities</li> <li>How sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> </ul> </li> </ul>	Healthy relationships	<ul style="list-style-type: none"> <li>That people have different kinds of relationships in their lives, including romantic relationships</li> <li>That people who are attracted to each other can be any gender, ethnicity or faith; the way couples care for one another</li> <li>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>How growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>How friendships may change as they grow and how to manage this</li> <li>How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>	Environment and community	<ul style="list-style-type: none"> <li>How the media, including online experiences, can affect people's wellbeing-their thoughts, feelings and actions</li> <li>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>That mixed messages about health,, the news and different groups of people) and that these can influence opinions and decisions</li> <li>How text and images can be manipulated or invented; strategies to recognise this</li> <li>To evaluate how reliable different types of online and what to do about it</li> <li>How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>How to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> </ul>



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	<ul style="list-style-type: none"> <li>○ How to manage the influence of friends and family in health choices</li> <li>• That habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new one</li> <li>• How legal and illegal drugs can affect health and how to manage situations involving them.</li> <li>• How to recognise early signs of physical or mental ill-health and what to do about this, including who to speak to in and outside school</li> <li>• That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• That anyone can experience mental ill-health and to discuss concerns with trusted adult</li> <li>• That mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>			<ul style="list-style-type: none"> <li>• How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• To recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• To discuss and debate what influences people's decisions, taking into consideration different viewpoints</li> <li>• To recognise unsafe or suspicious content online and what to do about it</li> </ul>
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