

Personal, Social and Health Education

PSHE Association age related outcomes:

At Great Horwood School (GHS) we use the PSHE Association resources for planning.

Health and Wellbeing

As part of the GHS two year cycle pupils will be taught to:

Key Stage 1

- I can describe some ways to keep healthy and explain why it is important
- I can recognise and name different feelings and describe what to do if I, or others, have not-so-good feelings
- I can suggest ways to help myself and other people feel good, or feel better if not feeling good, such as sleep, regular exercise and balancing time on and offline
- I can say something what makes me special and unique, what I am good at or proud of, and how these help me feel good about myself
- I can suggest ways to manage when finding something difficult
- I can identify external body parts, how people's bodies and needs change as they grow from young to old
- I can give some examples of change and suggest some ways to manage changes such as changing class or experiencing a loss
- I can suggest some rules that keep us safe and decide if a choice is safe or unsafe for our health, including at home, online, when travelling, and in the sun
- I can say how different things people put on or in their bodies can affect them and discuss the risks and benefits of this
- I can describe how to follow simple hygiene and dental health routines
- I can list some people who help children stay safe and healthy, say how or when they can help and why it is important to ask for help
- I can say how to get help in emergency situations and follow instructions to keep safe

Key Stage 2

- I can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy
- I have a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss
- I can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others
- I can explain the importance of balancing time online with other activities for physical and mental wellbeing
- I can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth
- I can suggest ways to manage setbacks and unhelpful thinking
- I can identify external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these
- I can explain how babies are conceived and born as part of the human life cycle
- I can describe ways to prepare for and manage transitions positively between important stages in life or school
- I can assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices
- I can suggest ways of reducing and managing risk at home, online, on the road and elsewhere
- I can explain how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these
- I can demonstrate and give reasons for hygiene routines, and explain the importance of following them regularly
- I can recognise signs that I or someone else may need help with their physical health or mental wellbeing
- I can identify a range of sources of support (people who help children stay safe and

	<p>healthy) and suggest who to ask in different situations, including if I or someone I know is at risk</p> <ul style="list-style-type: none"> • I can explain or demonstrate how to respond in emergency situations, including basic first aid skills
Relationships	
As part of the GHS two year cycle pupils will be taught to:	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • I can say who loves and cares for me, what it means to be a family and that families are all different • I can name different types of relationships, for example, family, friendship, online • I can say what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements • I can say how I am the same and different to other people, and how to treat myself and other people with respect • I can say what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable, and who to ask for help • I can describe what pressure might look or feel like in a friendship or in situations with other children, and ways to resist it • I can talk about things that matter to me, and say how to play and work with others • I can say when it is important to ask for permission and how to ask for, give, or not give permission • I can say what privacy means, and which body parts are private • I can recognise when a secret should not be kept, but told to a trusted adult • I can identify types of touch that are acceptable or unacceptable, recognise the need to ask permission, and say who to tell about concerns or worries • I can recognise that some people behave differently online and say some simple ways to keep online communication safe • I can say who to tell if a relationship, or the actions of someone I don't know, has made me feel uncomfortable, upset, or unsafe 	<ul style="list-style-type: none"> • I can explain how families are different and identify features of positive family life • I can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues • I can describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex • I can recognise the importance of getting help if I feel lonely or excluded, and can describe how to help others to feel included • I can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed • I can say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged • I can express and discuss my views on topical issues, and listen respectfully to others • I can recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it • I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent • I can explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries • I can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact • I can recognise when it is right to break a confidence or share a secret, and who to tell • I can describe how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful • I can explain when, where and how to get help or support if worried about relationships of any sort

Living in the wider world

As part of the GHS two year cycle pupils will be taught to:

Key Stage 1

- I can give some examples of rules in school or at home and say why they are important
- I can say some ways to care for the plants, animals and people around us and why this is important
- I can identify some similarities and differences between people in my school and community
- I can give some examples of groups I and other people belong to and the roles and responsibilities in these different groups
- I can state some rules for using the internet and devices safely, and recognise that not everything online is always true
- I can describe how wanting something is different from needing something
- I can say what money is, where it comes from, and how it can be looked after, saved or spent
- I can recognise that people have different strengths, identify some different jobs that people do and some skills needed for those jobs

Key Stage 2

- I can identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules
- I can explain our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment
- I can explain benefits of having diversity in our community and ways to promote inclusion in our school and community
- I can explain what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination
- I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices
- I can explain why information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content
- I can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences
- I can recognise how financial decisions can impact people's emotions, including choices related to gambling
- I can identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals
- I can describe some of the pathways into a range of jobs, and recognise that people's jobs can change over their lifetime
- I can recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.