Corporation Road Community Primary School

PSHE LTP

PSHE: Year 3/4A	
Vision: Relationships, sex and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and lessons within the programme, whilst teaching them about rights and responsibilities. Children in our school, learn to appreciate what it means to be a positive member of a diverse, multicultural society.	
Domains	**Key Concepts**
Rights and Responsibilities	Living in the Wider World, Relationships and Health & Wellbeing
Feelings and Friendships	Relationships and Health & Wellbeing
Money	Living in the Wider World, Relationships and Health & Wellbeing
Safety and Risk	Living in the Wider World, Relationships and Health & Wellbeing
Health	Relationships and Health & Wellbeing
Identity	Living in the Wider World, Relationships and Health & Wellbeing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Domain: **Safety and Risk**	**Domain:** **Feelings and Friendships**	**Domain:** **Rights and Responsibilities**	**Domain:** **Health**	**Domain:** **Feelings and Friendships**	**Domain:** **Money**
Key Concepts: - Health & Wellbeing - Relationships	**Key Concepts:** - Health & Wellbeing - Relationships	**Key Concepts:** - Living in the Wider World - Relationships	**Key Concepts:** - Health & Wellbeing	**Key Concepts:** - Relationships - Health & Wellbeing	**Key Concepts:** - Relationships - Living in the Wider World - Health & Wellbeing
End Point: **Safety and risk** **Children will have skills and strategies which they will be able to use to keep themselves safe in school, at home, in the local and wider community as well as online. Children will know a range of people who can help to keep them safe and how they can communicate any concerns to them.**	**End Point:** **Feelings and Friendship** **Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these**	**End Point:** **Rights and Responsibilities** **For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.**	**End Point:** **Health** **Children will know what contributes to a healthy lifestyle and how to have a positive impact on their physical, mental and emotional health. Children will know the importance of making healthy choices as well as having a balanced diet.**	**End Point:** **Feelings and Friendship** **Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these**	**End Point:** **Money** **Children will understand what money is and the role it plays in their own and other's lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.**

	emotions as well as how to keep themselves clean.			emotions as well as how to keep themselves clean.	
What are the rules that keep us safe?	**Year 3: How can we describe our feelings? Year 4: How do we grow and change?**	**What are we responsible for?**	**How can we eat well?**	**What can we do about bullying?**	**What jobs would we like?**
- H15 - school rules about health and safety, basic emergency aid procedures, where and how to get help - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H21 - strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe - R8 - to judge what kind of physical contact is acceptable or unacceptable and how to respond - R9 - the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	**Year 3** - H6- 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 - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H8 - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - R1 - to recognise and respond appropriately to a wider range of feelings in others **Year 4** - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H18 - how their body will, and their emotions may, change as they approach and move through puberty	- L7 - that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - R7 - that their actions affect themselves and others	- H1 - what positively and negatively affects their physical, mental and emotional health - H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' - H3 - to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet	- R18 - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	- R16 - to recognise and challenge stereotypes - R11 - to work collaboratively towards shared goals - L16 - what is meant by enterprise and begin to develop enterprise skills - H5 - to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
Year 3 H15: - identify school rules about health and safety - give reasons for having school rules about health and safety - describe what could happen if health and safety rules are not followed - explain what an emergency is - explain where and how to get help if they feel a situation is unsafe or in an emergency H12: - explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses - explain how bacteria and viruses can be passed on from one person to another - describe simple hygiene routines that reduce the spread of bacteria and viruses - explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health H21: - recognise there is advice and guidance to help keep people safe in different places and situations - identify some of the risks that may occur - describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks) identify who can help if something is, seems or may become unsafe H23: - identify people who help them to stay healthy and stay safe - give examples of how they are helped to stay healthy and stay safe in a variety of places and situations - give examples of how they help to keep themselves (or others) safe		**Year 3** L7: - identify who is responsible for things at school, at home and in the environment - identify rights and responsibilities they have in the context of school, home and the environment - recognise the skills required to carry out their responsibilities - describe how to feels to be responsible - give suggestions of how they can make a difference to local and world-wide environment issues R7: - describe how one person's actions can affect another person, or a group of people - identify actions that would affect others positively - identify actions that would affect others negatively - describe how a person's actions can affect the person themselves - identify why it is important to 'think before we act'	**Year 3** H1/2: - identify different ways to help maintain good health - recognise what is meant by a 'balanced lifestyle' - describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives - describe choices that have positive consequences on health and those which may have more negative effect - describe what helps people to make a positive choice H3: - recognise what makes a balanced diet - identify what food they think should be eaten regularly to maintain good health - identify what or who helps them decide what to eat and drink - recognise when they have opportunities to make choices about food and drink - explain what they need to consider when making these choices	**Year 3** R18: - describe what changes when 'joking' or 'playful teasing' becomes hurtful to another - give a definition of 'bullying' - identify how, where and when where hurtful teasing and bullying can happen (including online) - describe how teasing, bullying and aggression can make someone feel - describe some ways of responding if they experience or witness bullying - explain the importance of telling someone if they know (or think they know) this is happening - identify who to ask for help or report to, what to say and what will happen next H23: - identify people who help them to stay healthy and stay safe - give examples of how they are helped to stay healthy and stay safe in a variety of places and situations - give examples of how they help to keep themselves (or others) safe - recognise that they should always report things that mean they or others may not be safe - identify different ways asking for help – including online - identify appropriate people to tell or talk with about their concerns	**Year 3** R16: - give a simple definition of what is meant by 'stereotype' - recognise some different kinds of stereotypes (such as gender stereotypes) - give examples of when stereotypes are challenged - identify why stereotyping can lead to problems R11: - describe what a shared goal means in terms of group and class shared goals - give examples of skills needed by individuals to co-operate when working with others in groups - demonstrate essential attributes that are needed to work collaboratively L16: - recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so - give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events) - describe or demonstrate some of the skills that are needed to help to raise / make money at these events H5: - reflect on their achievements and describe what they are proud of - describe the different ways achievements can be celebrated - describe aspirations for the end of term/school year and how they will know if they have achieved them - describe steps they can take to improve - explain how making mistakes along the way can help them to learn

- recognise that they should always report things that mean they or others may not be safe - identify different ways asking for help – including online - identify appropriate people to tell or talk with about their concerns R8: - identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us - explain that everyone has a right to have their 'body space' respected and that they should respect others body space - explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like - recognise physical contact that is aggressive or hurtful is not acceptable - explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused R9: - identify what it means to keep something confidential or secret - identify times when confidentiality might be important - recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so - explain that if someone does ask them to keep a secret that might be hurtful or unsafe, they should tell an adult they trust, such as a teacher - recognise that even if they have agreed, they can and should still tell a teacher					
Year 4 H15: - identify school rules about health and safety - explain why we need to have different health and safety rules in different places - give examples of emergencies (and non-emergencies) - explain what is helpful and unhelpful in emergency situations - identify sources of help in emergencies and how to alert them H12: - explain what bacteria and viruses are, how they can affect health and how they are spread - explain how people can help prevent the spread of bacteria and viruses - describe a range of simple, everyday hygiene routines - recognise the shared responsibility for maintaining a clean environment H21: - explain why there are rules about safety in different places - recognise potential consequences of safety rules not being followed - give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations - describe and demonstrate how to themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks)		**Year 4** L7: - recognise the relationship between rights and responsibilities - describe rights and responsibilities they have at home, at school, in the community and environment - identify steps they can take and the skills they need to help fulfil duties/responsibilities - give examples of how they can make a difference to local and world-wide environment issues R7: - explain how their actions or choices can hurt others on the outside and on the inside - explain steps that can be taken to solve problems where actions have impacted on others - identify and demonstrate behaviours and actions that show respect for self and others - explain why it is important to 'think before we act'	**Year 4** H1/2: - explain what is meant by a 'balanced lifestyle' - describe the potential short- and long-term consequences that people's choices can have on maintaining good health - identify what can influence people's choices about their health - identify steps that help make an informed choice H3: - explain what is meant by a balanced diet for health and wellbeing - describe who or what influences their choices about food - explain what people might consider when making decisions about what to eat and drink - identify when they have opportunities to make choices about food and drink	**Year 4** R18: - differentiate between playful teasing, hurtful behaviour and bullying - recognise that bullying and aggressive can be online as well as occurring in physical life - recognise what is meant by discrimination and some types of discrimination that exist - identify how this can negatively affect people (e.g. their feelings and aspirations) - explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied - explain where people can get advice and help H23: - explain the different roles that people in school and the wider community have to help them stay healthy and safe - describe the different ways they receive help to stay healthy and safe - identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe - recognise their responsibility to report things that mean they or others may not be safe - give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust	**Year 4** R16: - explain what is meant by stereotyping - give some examples of stereotypes (such as gender stereotyping) - identify when stereotypes are challenged and explain how this helps to break down the stereotype - explain why it is important for stereotypes to be challenged R11: - explain what a 'goal' is and why having a clear goal can be helpful - demonstrate negotiating a shared goal or working collaboratively - explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading) - explain practical steps that can be taken to include others in our groups/work co-operatively - identify ways of managing conflict or disagreements that might arise L16: - explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality - describe 'real life' examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)

- identify when, how and who to alert if there is danger H23: - explain the different roles that people in school and the wider community have to help them stay healthy and safe - describe the different ways they receive help to stay healthy and safe - identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe - recognise their responsibility to report things that mean they or others may not be safe - give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust R8: - recognise that physical contact that is aggressive or hurtful is not acceptable - explain that everyone has a right to have their 'body space' respected and that they should respect others body space - explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like - explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused R9: - explain what it means to keep something confidential or secret - give reasons for when we should/should not agree to keeping something confidential/secret - describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about - explain why no one should ask us to keep a secret we feel uncomfortable about keeping - identify strategies for speaking up if a secret should not be kept - give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence					- describe or demonstrate what personal skills or attributes might be needed to start an enterprise H5: - recognise their worth by identifying positive things about themselves and what they are proud of - identify aspirations for the end of term/school year - identify personal strengths that will help them achieve their goals - identify what personal actions they can take to improve - describe how learning from mistake and working with others can help them to achieve their goals
Ongoing	Relationships: - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view				

COMMUNITY PRIMARY SCHOOL