

North Yorkshire Curriculum Entitlement Framework for PSHE and Citizenship

(Needs to be read in conjunction with the North Yorkshire PSHE and Citizenship planning and
assessment toolkit)

Key Stages 1-2

September 2015

Introduction

What is Personal, Social, Health Education (PSHE) and Citizenship?

PSHE is a planned programme of learning through which pupils acquire the knowledge, understanding, skills and strategies they need to manage their lives now and in the future. As part of the whole school approach, PSHE education helps pupils to develop the qualities and attributes they need to thrive as individuals, family members and members of society. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives (PSHE association Sep 2014).

Citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. It should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Pupils should be equipped with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Curriculum delivery and design- A PSHE and Citizenship curriculum should be **planned, coordinated, assessed, monitored and evaluated.**

Curriculum opportunities may include:

- Discrete time within the timetable.
- Learning across the curriculum where there are explicit PSHE and Citizenship learning outcomes.
- Whole school and extended timetable activities.
- Specific projects.
- Learning through involvement in the life of the school and wider community.

The Entitlement Framework

The Entitlement Framework is not intended to be a prescriptive scheme of work as attempting to cover all of the suggested content contained in the programme of study may lead to a series of superficial experiences that would most likely be restricted to providing information. Schools should ensure that their curriculum provision for PSHE and Citizenship meets the needs of its pupils and community and pupils are able to develop essential skills and attributes as well as information. However, the entitlement frameworks do provide a suggested guide to the essential components of a robust programme for PSHE and Citizenship. Key Stages from 1-3 have been provided in the planning tool to aid transition and continuity of learning.

The Entitlement Framework Key Stages 1-2 is structured into 6 themes:

Me and My Relationship	Keeping Myself Safe	My Healthy Lifestyle
Me and My Future	Becoming an active citizen	Moving on

Intended learning outcomes for the themes are provided for each year group. The learning outcomes comprise the knowledge, understanding and skills that learners need to develop in order to live safe, happy and healthy lives. Learning outcomes have been developed with reference to PSHE Association's Programme of Study, the ACEG framework for careers and work related education and Pfeg's 'Learning about Money Primary Planning Framework',

Schools may use the Entitlement Framework to:

- Provide the basis of a scheme of work
- Track progression and identify gaps in existing PSHE and Citizenship planning
- Identify opportunities for cross-curricular work
- Support projects and enrichment events for example anti-bullying week or healthy lifestyles project

Links with Statutory National Curriculum requirements

It is important that cross curriculum links are made for the pupils with related topics in Science, Maths, RE, History, Geography and other related subjects taught at the school.

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship and SEAL are covered within the themes:

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional wellbeing
SEAL	

PSHE education makes a significant contribution to the development of a wide range of essential skills. These need to be an integral part of the planning for an effective curriculum. These have been taken from the PSHE Association Education programme of study October 2014

Essential Skills		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<p>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</p> <p>2. Learning from experience to seek out and make use of constructive feedback</p> <p>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</p> <p>4. Making decisions (including knowing when to be flexible)</p> <p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p> <p>9. Self-organisation (including time management)</p>	<p>1. Active listening</p> <p>2. Empathy</p> <p>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</p> <p>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>1. Formulating questions</p> <p>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</p> <p>3. Analysis (including separating fact from opinion)</p> <p>4. Planning and deciding</p> <p>5. Recalling and applying knowledge creatively and in novel situations</p> <p>6. Drawing and defending conclusions using evidence and not just assertion</p> <p>7. Identification, assessment (including prediction) and management of risk</p> <p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>

PSHE and Citizenship Entitlement Framework Lower Primary

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<p><u>Half Term 1</u></p> <p><u>Becoming an active citizen</u></p> <ul style="list-style-type: none"> • I can express a simple opinion, agreement and disagreement • I can ask questions • I play a full part in the life of my classroom • I can agree and follow rules for my group and classroom 	<p><u>Half Term 1</u></p> <p><u>Becoming an active citizen</u></p> <ul style="list-style-type: none"> • I can take part in discussions/simple debate with others about topical issues • I know that people and other living things have needs and recognise my own responsibility to meet those needs • I can contribute to the life of the class and the school • I know that I belong to different groups and communities ie school, family • I know what improves and harms the environment and about some of the ways people look after them • I know some ways to look after my environment 	<p><u>Half Term 1</u></p> <p><u>Becoming an active citizen</u></p> <ul style="list-style-type: none"> • I can participate in making and changing rules • I know why different rules are needed in different situations • I know that choices we make can impact on the local, national and global communities • I know where to find impartial advice to inform my decision making • I can empathise with other people and situations through topical issues, problems and events
<p><u>Half Term 2</u></p> <p><u>Me and my future</u></p> <ul style="list-style-type: none"> • I can recognise the coins and notes we use • I can choose the correct value of coins and calculate change • I know that we have to pay for what we buy • I know how to keep money safe • I know that I don't have to spend my money but can save it to use later • I can explain the difference between needs and wants • I understand individuals and families have to find ways to balance wants and needs • I understand that it may not be possible to have everything you want, straight away, if at all • I can set myself simple goals • I can identify positive things about myself and recognize and celebrate my strengths and say what I enjoy about school • I can describe the work that people do in my family, my school and where I live 	<p><u>Half Term 2</u></p> <p><u>Me and my future</u></p> <ul style="list-style-type: none"> • I know some of the essentials that have to be paid for • I know that we can pay for things in a range of ways and that even when not using cash, money is being used • I am able to keep simple financial records • I begin to understand that money is a finite resource and needs to be managed • I understand that the choices we make affect ourselves and others • I can describe why learning is important • I am positive about who I am, what I have achieved and take into account what other people say about me • I am aware that girls and boys have the same choices and opportunities in learning, careers and work 	<p><u>Half Term 2</u></p> <p><u>Me and my future</u></p> <ul style="list-style-type: none"> • I know how to look after and handle money in everyday situations • I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity • I know there are different ways to gain money, including earning it through work • I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society • I know that you can plan for future spending and how to save • I understand that money is a finite resource for individuals, institutions and the community • I am able to make comparisons between prices when deciding what is the best 'value for money' • I begin to understand why we have charities • I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes • I am aware that the learning choices I make will affect my future options. • I can talk positively about what I like to do and what I would like to do in the future

<p><u>Half Term 3</u></p> <p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • I know the role of medicines in promoting health and the reasons why people use them • I know the school rules about personal hygiene and medicines • I know that some substances can help or harm the body • I recognise the need for safety rules –road, fire, farm, school environment, playground and home • I can name an adult in school who can help me and I know there are people and services who can help us 	<p><u>Half Term 3</u></p> <p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • I use simple skills which will help to maintain my personal safety • I understand that all drugs can be harmful if not used properly • I know simple rules about medicines and other substances used • in the home, including solvents and can be harmful if not used properly • I can demonstrate an understanding of E-safety when communicating online or using the internet • I can recognise and say what is right and wrong • I understand that pressure to behave in an unsafe way can come from a range of people, including people I know • I know how to ask for help when I need it and can name a range of people who can help me • I know the difference between secrets and surprises and understand not to keep adults secrets 	<p><u>Half Term 3</u></p> <p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • I can identify and explain how to manage the risks in different familiar situations. • I know how to ask for help and about the people who are responsible for keeping me health and safe • I can make judgements and decisions and use basic techniques for resisting negative peer pressure • I know how to keep myself and others safe in a variety of situations • I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need • I know rules for and ways of keeping physically and emotionally safe, including road safety and safety in the environment • I can demonstrate an understanding of E-safety when communicating online • I understand that some websites may not be age-appropriate • I know what to do if I find something inappropriate online • I can explain how my behaviour may have consequences for myself and others • I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately
<p><u>Half Term 4</u></p> <p><u>My healthy lifestyle</u></p> <ul style="list-style-type: none"> • I know the importance of personal hygiene- regular washing, bathing, showering, cleaning my teeth • I know how to look after my body • I can recognise and name my feelings and those of others • I can make healthy eating choices and prepare simple healthy foods 	<p><u>Half Term 4</u></p> <p><u>My healthy lifestyle</u></p> <ul style="list-style-type: none"> • I know that a healthy lifestyle includes being physically active, rest , healthy eating and dental health • I can make simple choices to improve my physical and emotional • I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health • I have developed my vocabulary to describe my feelings to others • I have simple strategies to manage my feelings 	<p><u>Half Term 4</u></p> <p><u>My healthy lifestyle</u></p> <ul style="list-style-type: none"> • I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences • I know what are the good habits for looking after my growing body • I can recognise the range of human emotions and how they change in different situations • I have developed some simple strategies for managing my feelings

Half Term 5

Me and my relationships

- I know that there are different types of relationships – family, friends/others
- I know that family and friends should care for each other
- I know about change and loss and the associated feelings
- I know the names for the main body parts (including external genitalia)
- and the similarities/differences between boys and girls
- I know that individuals have rights over their own bodies, and that there are differences between good and bad touching
- I can recognise there are different types of teasing
- I can play and work cooperatively
- I can listen to other people
- I can share appropriately
- I can recognise that my behaviour affects others
- I know the difference between right and wrong, fair and unfair and kind and unkind

Half Term 5

Me and my relationships

- I know about the changes that have happened to my body since birth
- I can question whether boys and girls should behave differently
- I understand the importance of valuing of one's own body and recognising it's uniqueness
- I know who I can go to if I am worried about something
- I know about the process of growing from young to old and how people's needs change
- I know that there are different types of negative behaviours, bullying and teasing I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help
- I can listen to others and respect their viewpoints
- I can identify and respect differences and similarities between people
- I can identify people who are special to me, what makes them special and how we should care for each other
- I know how to be a good friend

Half Term 5

Me and my relationships

- I can identify different types of relationships and show ways to maintain positive and healthy relationships
- I understand that relationships may change over time
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them
- I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine
- I understand that it is OK to be different to others
- I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring
- I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)
- I can empathise with other people and situations through topical issues, problems and events
- I can listen to and show respect for the views of others
- I know the importance of valuing myself
- I can recognise and challenge stereotypes
- I know about change and loss including separation, divorce and bereavement and the associated feelings

Half Term 6

Moving on

- I can identify positive achievements during my time in Year 1
- I can identify my strengths, areas for improvement and set myself some goals for Year 2
- I can explain what I am worried about and what I am looking forward to in Year 2
- I know what to expect when I start Year 2
- I know some of the reasons why change can feel uncomfortable and scary.
- I know some of the ways of dealing with the feelings that sometimes arise from changes

Half Term 6

Moving on

- I can identify positive achievements during my time in Year 2
- I can identify my strengths, areas for improvement and set myself some goals for Year 3
- I can explain what I am worried about and what I am looking forward to in Year 3
- I know what to expect when I start Year 3
- I know that even changes we want to happen can sometimes feel uncomfortable.
- I can tell you how I would feel if a change that I didn't want to happen was imposed on me.

Half Term 6

Moving on

- I can identify positive achievements during my time in Year 3
- I can identify my strengths, areas for improvement and set myself some goals for Year 4
- I can explain what I am worried about and what I am looking forward to in Year 4
- I know what to expect when I start Year 4
- I can sometimes understand why other people are behaving as they are when they are finding change difficult.

PSHE and Citizenship Entitlement Framework Upper Primary

<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><u>Half Term 1</u></p> <p><u><i>Becoming an active citizen</i></u></p> <ul style="list-style-type: none"> • I know why and how rules and laws are made and enforced, why different • rules are needed in different situations and how to take part in making and changing rules • I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities • I understand that there is great diversity locally and across the world which affects peoples' choices • I can begin to respond to, or challenge, negative behaviours such as stereotyping and homophobia • I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices • I understand how my choices may impact on the environment • I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves 	<p><u>Half Term 1</u></p> <p><u><i>Becoming an active citizen</i></u></p> <ul style="list-style-type: none"> • I know how to access local and national support groups • I can talk and write about my opinions • I know that circumstances in other countries and cultures may be different from our own • I know about Fair Trade and what it means • I know that individual and community rights and responsibilities need to be taken into account when making decisions • I understand that choices we make as individuals, a community and a nation impact internationally • I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances • I can recognise and challenge stereotypes • I know where to find impartial advice to inform my decision making • I can express my views confidently and listen to and show respect for the views of others • I can resolve differences, looking at alternatives, making decisions and explaining choices 	<p><u>Half Term 1</u></p> <p><u><i>Becoming an active citizen</i></u></p> <ul style="list-style-type: none"> • I can describe some of the different beliefs and values in British society and demonstrate respect and tolerance towards people who are different from myself • I understand what being part of a community means and I can take part more fully in school and community activities • I can demonstrate a sense of social justice and moral responsibility • I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child • I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment • I can research, discuss and debate topical issues, problems and events • I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • I am aware of how the media present information and that the media can be both a positive and negative influence • I know about the basic institutions that support democracy locally and nationally • I can act upon the different kind of responsibilities, rights and duties at home, at school, in the community and towards the environment • I can critique how the media present information • I can discuss controversial issues in a mature manner
<p><u>Half Term 2</u></p> <p><u><i>Me and my future</i></u></p> <ul style="list-style-type: none"> • I can demonstrate how to look after and save money • I can begin to develop an understanding that people have different financial circumstances • I can begin to understand the different values and attitudes that people have with regard to money • I recognise the range of jobs carried out by people they know • I can explain how I will develop skills for work in the future • I understand and use larger sums of money in calculations • I know a range of different ways to pay for things, some may involve debt or credit ('borrowing') • I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different) • I am able to keep track of spending, keeping accurate records • I am able to make informed choices about how to pay for something • I am aware that the learning choices I make will affect my future options. • I can identify my strengths, areas for improvement and set high aspirations and goals 	<p><u>Half Term 2</u></p> <p><u><i>Me and my future</i></u></p> <ul style="list-style-type: none"> • I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices • I know and understand how I can develop skills to make a contribution in the future • I know that there are a range of earnings for different jobs • I am able to plan for future spending • I understand how and why people save • I can differentiate between essentials and desires – needs and wants I understand 'value for money' and can make informed choices to get 'value for money' • I am able to assess 'best buys' in a range of circumstances • I am able to understand and manage feelings about money, my own and others • I can discuss wider issues such as 'does money make you happy?' 	<p><u>Half Term 2</u></p> <p><u><i>Me and my future</i></u></p> <ul style="list-style-type: none"> • I can describe the different ways of looking at people's careers and how they develop and I am aware of the main types of employment in my area now and in the past • I know that I have the same rights and opportunities in learning and work the same as other people. • I recognise and use the qualities and skills to be enterprising • I can describe and start to demonstrate some of the key qualities and skills that employers are looking for • I know what is deducted from earnings and why • I can differentiate between manageable and unmanageable debt • I am able to use cheques, credit and debit cards etc • I understand that money we earn also supports the community • I understand different ways of keeping track of my money and can manage a budget • I understand simple risk and return • I am able to 'read', bank statements etc • I understand that managing money is complex but there are people who can help.

<p><u>Half Term 3</u></p> <p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • I know the difference between risk, danger and hazard • I can describe what risk means to me • I can take responsibility for my own behaviour and safety and realise that actions have consequences • I have some strategies to cope with peer influence and peer pressure • I know that not everything on the internet is true and know what to do if I access something inappropriate • I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones • I understand the need to keep some information private in order to protect myself when communicating online • I begin to recognise how electronic communications may be used for manipulation or persuasion • I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety) 	<p><u>Half Term 3</u></p> <p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, in the local environment (rail, farm, water and fire) • I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks • I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website • I can use online tools safely to exchange information and collaborate with others within and beyond school • I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school • I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others • I understand that the person that I think I am communicating with on-line may not be who they say they are. • I know how to present myself safely online eg social media sites • I understand the need to use respectful language and know the legal consequences for sending offensive e-communications • I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media 	<p><u>Half Term 3</u></p> <p><u>Keeping myself safe</u></p> <ul style="list-style-type: none"> • I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help • I recognise the responsibility I have due to increased independence and can keep myself and others safe • I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly • I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term 'habit' and why habits can be hard to change • I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school • I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online • I understand that the person that I think I am communicating with on-line may not be who they say they are • I understand how the media (advertising and internet) may influence my opinions and choices
<p><u>Half Term 4</u></p> <p><u>My healthy lifestyle</u></p> <ul style="list-style-type: none"> • I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media • I can make informed choices about healthy eating and exercising • I know the importance of taking care of my own body, whilst respecting cultural differences • I have a range of strategies for managing and controlling strong feelings and emotions 	<p><u>Half Term 4</u></p> <p><u>My healthy lifestyle</u></p> <ul style="list-style-type: none"> • I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including positive self-image. • I know where individuals, families and groups can get help and support • I can express my views confidently and listen to and show respect for the views of others • I can resolve differences, looking at alternatives, making decisions and explaining choices • I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others • I understand what resilience is and have strategies I can use to build my own resilience • I can look after my body as I go through puberty • I can manage my periods (menstruation) 	<p><u>Half Term 4</u></p> <p><u>My healthy lifestyle</u></p> <ul style="list-style-type: none"> • I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions • I can manage my time to include regular exercise • I understand that the media can have a positive and negative effect on Emotional Health and Wellbeing, e.g. body image, managing finances etc • I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet • I understand the impact of growth and adolescence on my hygiene, physical activity and nutrition needs

<p><u>Half Term 5</u></p> <p><u>Me and my relationships</u></p> <ul style="list-style-type: none"> • I feel good about myself and my body • I understand the language used to describe changes and feelings • I understand that my body and emotions will change as I grow older • I can recognise what love is • I know that there are different kinds of families and partnerships • I can respond appropriately to other people's feelings • I can acknowledge that others have different points of view • I can recognise the worth of other people • I can recognise my worth as an individual • I can identify positive things about myself and recognise my mistakes • I can set personal goals • I can demonstrate the features of good friendship 	<p><u>Half Term 5</u></p> <p><u>Me and my relationships</u></p> <ul style="list-style-type: none"> • I understand simple, safe routines to prevent the spread of bacteria and viruses • I can name and explain male and female body parts, relating to Sex and Relationship Education • I know the ways in which boys and girls grow and develop in puberty – physically and emotionally • I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way • I am aware of different types of relationships and what makes them a positive, healthy relationships and I have the skills to form and maintain a healthy relationship • I know where individuals, families and groups can get help and support • I understand the physical and emotional changes I will go through at puberty • I understand the importance of being respectful to everyone and to recognise and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point 	<p><u>Half Term 5</u></p> <p><u>Me and my relationships</u></p> <ul style="list-style-type: none"> • I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities • I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability) • I know about human reproduction including conception • I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable • I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people • I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship • I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret • I can recognise the difference between aggressive and assertive behaviour and developed some strategies to resolve disputes and conflict
<p><u>Half Term 6</u></p> <p><u>Moving on</u></p> <ul style="list-style-type: none"> • I can identify positive achievements during my time in Year 4 • I can identify my strengths, areas for improvement and set myself some goals for Year 5 • I can explain what I am worried about and what I am looking forward to in Year 5 • I know what to expect when I start Year 5 • I can tell you about the changes I can make happen • I can make some changes quickly and easily, and some changes are hard and can take a long time 	<p><u>Half Term 6</u></p> <p><u>Moving on</u></p> <ul style="list-style-type: none"> • I can identify positive achievements during my time in Year 5 • I can identify my strengths, areas for improvement and set myself some goals for Year 6 • I can explain what I am worried about and what I am looking forward to in • Year 6 • I know what to expect when I start Year 6 • I can understand why other people are behaving as they are when they are finding change difficult. • I know some of the ways of dealing with the feelings that sometimes arise from changes 	<p><u>Half Term 6</u></p> <p><u>Moving on</u></p> <ul style="list-style-type: none"> • I can identify positive achievements during my time in Primary School • I can explain what I am worried about and what I am looking forward to in • Year 7 • I can identify my strengths, areas for improvement and set myself some goals for Year 7 • I know what to expect when I start Year 7 • I can take part and reflect on a planned programme of transition to KS3 • I know how change can interfere with our feelings of belonging

Key Documents and websites: (All websites were correct at time of printing September 2015)

2015 DfE, Personal, social, health and economic (PSHE) education: a review of impact and effective practice

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412291/Personal Social Health and Economic PSHE Education_12_3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412291/Personal_Social_Health_and_Economic_PSHE_Education_12_3.pdf)

2014 DfE Promoting Fundamental British Values through SMSC

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

2015 DfE Protecting children from radicalisation: the prevent duty

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

2013 Ofsted report on PSHE 'PSHE Not Yet Good Enough'

<http://www.ofsted.gov.uk/resources/not-yet-good-enough-personal-social-health-and-economic-education-schools>

2013 Ofsted report on Citizenship, 'Citizenship consolidated?'

<http://www.ofsted.gov.uk/resources/citizenship-consolidated-survey-of-citizenship-schools-between-2009-and-2012>

PSHE Association

<https://www.pshe-association.org.uk/>

Association for Citizenship

www.teachingcitizenship.org.uk/

The PSE / Health and Wellbeing room and SMSC rooms in Fronter (Education and Skills virtual learning platform)

www.fronter.com/northyorks

North Yorkshire resources and further guidance:

A wide range of guidance materials and resources to support with the development of policy related to wellbeing and teaching and learning related to the PSHE and Citizenship curriculum – including a teaching and learning resource on ‘risk taking’ can be located in the PSE / Health and Wellbeing Room on Fronter – www.fronter.com/northyorks . A username and password is required to access the materials which is available free of charge to all schools in the E and S Service Level agreement.

This room has all the national and local guidance and policy template documents e.g sex and relationships policy and drugs and alcohol policy etc.

This room has the teaching and learning resources for both primary and secondary schools and the teaching and learning resources on ‘risk’.



Health and Wellbeing



Welcome

Health and Wellbeing provision ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need now and in the future. There are strong links between health, wellbeing and achievement. It is particularly important that children and young people's health and wellbeing is enhanced at key transition points in their lives.

This site will support schools in working with our young people, especially our most vulnerable, to promote their health and well-being through and beyond the curriculum. This forms part of schools' duty to promote well-being. This information and guidance also supports North Yorkshire schools in promoting inclusive practice.

Aspects of a broad and balanced curriculum that promote health and well-being include:

- Personal, Social Health, Economic education,
- Citizenship,
- Physical Activity,
- Information, Advice and Guidance, including Careers Education and Guidance,
- Risk taking,
- Sex and Relationship Education; and
- Drugs Education.



Vision and Policy

Gives access to Q and I Strategic Vision for Personal Development and Wellbeing and all related health and wellbeing statutory and non-statutory policy guidance.



Policy into Practice

Gives access to all information and guidance for the North Yorkshire Health and Wellbeing Award, and further guidance and resources to support middle leaders and teachers in delivering high quality health and wellbeing provision.

Where else to look...

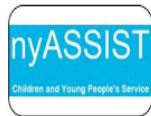
Links to other rooms in Fronter that offer further information and support to complement the content of the 'Health and Wellbeing' room: 'Behaviour & Attendance', 'Vulnerable Learners', 'E-Safety' and 'Physical Education' rooms

Newsletters	Networks and Training	Contacts and Support

Further rooms can be found under ‘other resources’ on the front page of Fronter: Emotional Health and Wellbeing, Sexual Orientation, E-safety, Student Voice etc



Curriculum Subjects



Request bespoke advice and support



OFSTED and SEF



Headteacher Resources



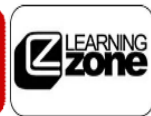
Curriculum Subjects



Other Resources



Services and Groups



Register for NYCC training & courses

B&A Behaviour & Attendance	EHE Elective Home Education	EHW Emotional Health & Wellbeing	e-Saf eSafeguarding	G&T Gifted & Talented	Gov Governors	H&W Health & Wellbeing
GUpNY Growing up in North Yorkshire	Mod Moderation	PriAs 0-11 Assessment	RI Reading Intervention	SeO Sexual Orientation	Smsc Spiritual, Moral, Social & Cultural Development	SPM Sensory, Physical & Medical Teaching
SuSc Sustainable Schools	SV Student Voice	VL Vulnerable Learners	PPrac Peer Practitioner			