



Purpose of Study

At South Gosforth First School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their education and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Our pupils are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our Relationships, Health and Sex education (PSHE) curriculum gives our pupils the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

Aims

In line with the National Curriculum, the South Gosforth PSHE Curriculum aims to ensure that all pupils are healthy, safe and prepared for life in modern Britain through:

- Knowing and understanding the meaning of the school's core values and how to live these out in daily school life.
- Understanding the characteristics of a healthy and positive relationship, particularly in terms of friendships, family relationships, relationships with other children and relationships with other adults, and how to recognise when relationships are unhealthy / less positive.
- Understanding what family means and that families can come in many different forms.
- Understanding how to treat others with respect, kindness and consideration, and what this looks like at an age-appropriate level.
- Recognising the importance of truthfulness and honesty, permission seeking and giving and the concept of personal privacy.
- Knowing how to establish personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate / safe and unsafe physical contact.
- Recognising safe and appropriate behaviour online, including data sharing and how information may be used in a way they would not expect.
- Developing their own personal attributes and recognise the importance of self-worth and self-respect.
- Understanding how they can make a difference in their communities, locality and the wider world, and developing a sense of social justice.
- Recognising the diversity of modern Britain, what it means; the benefits of living in a diverse community and how to respond to and challenge stereotypes and prejudice.
- Understand the concept of economic wellbeing, the role of money in modern life and associated risks, and the importance of aspirations for the future, including setting personal goals.
- Knowing their shared responsibilities as citizens of Britain and the wider world, the importance of rules and laws and how they apply to them and the importance of caring for others, the environment and themselves.
- Understanding what they need to do to maintain their physical and mental health, the correct terminology for their body parts and the changes they may experience to their bodies as they grow.



Autumn 1		Relationships (including Zones of Regulation Recap)			
Character	Culture	Creativity	Challenge	Prior Learning Children have recapped the Zones of Regulation in Year Two and know the different zones. They have begun to build a bank of strategies they can use to self-regulate. Children have learned what a family and that the definition of a family unit in relation to love and care for each other. Children have learned how families can be different and know how to share family worries, including how telling a trusted adult reduces risk and improves their family situation. They know how to ask for help if something has made them feel sad, worried or scared.	
				Key Learning Intentions - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. - How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - That families are important for children growing up safe and happy because they can provide love, security and stability. - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. - That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - How to pay attention to the needs and preferences of others, including in families and friendships. - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).	
				Overview of PSHE Knowledge Children will further develop their knowledge of the zones and the emotions and behaviours they might expect in each one. They will learn how to use their toolkit in the best way for them and which strategies they find most effective. Children will learn what is meant by ‘key people’ and who their key people are. They will learn how we should treat others and why, with a focus on respect. Children will learn what consent is and how to ask for it respectfully.	Key Vocabulary key people consent permission
				Overview of PSHE Skills Children will build their resilience by developing their use of the zone’s strategies that best work for them. They will develop their skills of self-worth by recognising their own importance and why they deserve to have key people in their life. They will continue to develop their skills of empathy and respect and what empathy and respect look like in different situations.	
Milestones of Learning				Unit Focus and suggested resources to support learning	
No Outsiders What is discrimination? Understand what discrimination means. Understand how someone can feel like an outsider.		No Outsiders book and plan This Is Our House Michael Rosen			



	Zones of Regulation: Recap First Thoughts: How can I use my toolkit? Expected and unexpected behaviour The Zones in Me Me in my zones Using my toolkit. Final Thoughts: How can I use my toolkit?	SGFS Zones of Regulation KS2 Lessons • Learn about expected and unexpected behaviour • Learn about the zones in me – how my body will feel in each zone. • Learn how to use my toolkit effectively to regulate my emotions.
	Relationships: Families and people who care for me First Thoughts: Who are my key people? Knowing who key people in my life are First Thoughts: Who are my key people?	Pol Ed Y3 Relationships: Who are my key people? • Learn about why key people are important. • Consider how different key people can help us in different ways. • Consider who our key people are
	Relationships: Respectful, kind relationships First Thoughts: How should we treat people? How we should treat others and why What is meant by consent How to give and ask for consent. First Thoughts: How should we treat people?	Pol Ed Y3 Relationships: How should we treat people? • Learn what is meant by the term consent • Understand how to recognise when someone is giving consent • Demonstrate ways to ask for permission respectfully
	Assessment: <u>First Thoughts and Final Thoughts</u>	
	<u>Zones of Regulation</u> How can I use my toolkit? <u>Families and people who care for me</u> Who are my key people? <u>Respectful, kind relationships</u> How should we treat people?	
	Enhancements • World Car Free Day • NSPCC Kindness Challenge • Black History Month	



Autumn 2		Relationships		
Character Culture Creativity Challenge	Prior Learning Children have learned how we are the same and how we can be different. They have learned how to work with different people and why it is important to be able to get along with those who are different to themselves. They have learned why relationships are important and how to identify important relationships in own lives. Children have learned what the characteristics of respectful relationships are and what this would look like in their own lives.			
	Key Learning Intentions - How to pay attention to the needs and preferences of others, including in families and friendships. - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. - Conventions of courtesy and manners - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.			
	Overview of PSHE Knowledge Children will learn the differences between bullying and falling out. They will learn how to stand up for others and not be a bystander, and what this means. They will learn how to deal with disputes with friends and what consent in friendships means.		Key Vocabulary bystander disputes boundaries	
	Overview of PSHE Skills Children will develop their skills of informed decision making by showing them how to make calm and sensible decisions when dealing with friendship disputes. They will deepen their understanding of why respect is important in relationships and how to show respect towards themselves and others, even when disputes arise.			
	Milestones of Learning		Unit Focus and suggested resources to support learning	
	No Outsiders What is a bystander? Understand what a bystander is. Understand what it means to be unique		No Outsiders book and plan We're All Wonders AJ Palacio	
	Relationships: Respectful, kind relationships First Thoughts: How can I be an 'upstander'? Explore the differences between bullying and falling out How to stand up for others and not be a bystander. Final Thoughts: How can I be an 'upstander'?		Pol Ed Y3 Relationships: What is bullying? - Explore the difference between bullying and falling out. - Review different scenarios which may, or may not, be bullying, - Learn ways to be an 'upstander' not a bystander.	
	Relationships: Caring Friendships First Thoughts: What can I do when friendships go wrong? Know how to deal with disputes with friends		Pol Ed Y3 Relationships: What can I do when friendships go wrong? - Learn what friendship means. - Consider when friendships can be tricky.	



	What consent in friendships means. Final Thoughts: What can I do when friendships go wrong?	- Consider what to do if friendships go wrong. Pol Ed Y3 Relationships: What do we mean by consent in friendships? - Learn what is meant by the term consent - Understand how to recognise when someone is giving consent
	Assessment: First Thoughts and Final Thoughts Respectful, kind relationships How can I be an 'upstander'? Caring Friendships What can I do when friendships go wrong?	
	Enhancements - Anti Bullying Week - Odd Socks Day - UK Parliament Week	

Spring 1	Keeping Safe	
Character	Prior Learning Children have learned how to identify risk when meeting people on and offline. They have learned how to be fire aware, including exploring fire risks and knowing how to reduce them. Children have learned what medicines are and how they can be helpful and harmful. They have identified private body parts by their correct names, why it is important to keep them private and have learned the PANTS rule.	
Culture	Key Learning Intentions - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. - How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	
Creativity		
Challenge		
	Overview of PSHE Knowledge Children will learn about different types of secrets, when they should share secrets and how they can share their worries. They will learn what is meant by 'risk' and how to assess risk. Children will learn how to be safe near / on water and how to minimise water risk. They will learn strategies to stay safe when near or on the water, including rivers and the sea.	Key Vocabulary stereotype secret gut feeling



	Overview of PSHE Skills Children will develop their skills of fact-finding because they will understand who is best placed and most experienced to offer appropriate advice and support. This introduces pupils to the concept of signposting and safeguarding, so that they can continue to make appropriate choices when seeking advice in the future. They will develop respect towards the emergency services for the important jobs that they do. Children will learn how to pay attention to how their body feels when experiencing potential risk.	<i>water safety vocabulary e.g. floatation aid</i>
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders What is a stereotype? Recognise stereotypes and how they affect people Know how to challenge stereotypes	No Outsiders book and plan The Truth About Old People Elina Ellis
	Keeping Safe: Good and bad secrets First Thoughts: When should I break a secret? When we should share secrets How I can share my worries. Final Thoughts: When should I break a secret?	Pol Ed Y3 Keeping Safe: When should I break a secret? - Learn about different types of secrets. - Consider what safe secrets are and how these might feel. - Consider what unsafe secrets are and how these might feel Pol Ed Y3 Keeping Safe: How can I share my worries? - Consider how different people respond to feeling worried. - Consider why it is important to share our worries with others. - Learn about the different people and places that we can go to for appropriate support
	Keeping Safe: Risks out and about First Thoughts: How can I stay safe on or near water? What is meant by 'risk' How to assess risk How to be safe near / on water Final Thoughts: How can I stay safe on or near water?	Pol Ed Y3 Keeping Safe: What do we mean by risk? - Learn what is meant by risk. - Learn about the importance of asking questions when in risky situations. - Learn what is meant by 'gut feeling' and explore our own gut feelings RNLI Water Safety Lessons KS2 - Learn the range of dangers near water - Learn where is/isn't a safe place to swim, including recognising flags - Learn why not to enter the water if someone is in trouble but to look for a floatation aid to support them and wait for help to arrive
	Keeping Safe: Emergencies First Thoughts: What are emergency services? What the emergency services consist of and what they do Know what an emergency is Final Thoughts: What are emergency services?	Pol Ed Y3 Keeping Safe: What are emergency services? - Learn what the emergency services are and what they do. - Learn how to make a call to the emergency services Pol Ed Y3 Keeping Safe: What are emergency situations? - Learn what an emergency is and the different types of emergencies - Consider what we need to do during a fire alarm, evacuation and during a medical emergency.



	Assessment <u>First Thoughts and Final Thoughts</u> <u>Good and bad secrets</u> <u>When should I break a secret?</u> <u>Risks out and about</u> <u>How can I stay safe on or near water?</u> <u>Emergencies</u> <u>What are emergency services?</u>	
	<u>Enhancements</u> • Children's Mental Health Week • Safer Internet Day	
Spring 2	Understanding the Law	
Character	Prior Learning Children have learned how we use the internet and why age matters to access intent content. They have learned about potential risks of using the internet and how to best avoid these, they have also learned that not everything they see or hear on the internet is true and why it's important to check with a trusted adult if they are not sure about anything. They have learned how wants and needs are different. Children have learned what a job is and why they are needed, and that they can consider many career paths.	
Culture	Key Learning Intentions • Conventions of courtesy and manners • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	
Creativity	Overview of PSHE Knowledge Children will learn how to be a responsible citizen and what that means in a local and national context. They will learn about the UNICEF rights of the child and how these apply to them and other children. They will learn what is not a right and why, and corresponding responsibilities. Children will know what UK laws are and why we have them. They will learn how the law is enforced and the role of the police in this.	Key Vocabulary citizen rights enforced
Challenge	Overview of PSHE Skills Children will develop their understanding of respect and how following the law is a way of respecting others. They will make informed decisions about how to behave based on their understanding of the law. Children will develop their understanding of children's rights and the responsibilities that come with these. They will then live out these responsibilities in their own lives e.g. by knowing they have a responsibility to behave well in class so that all children can access their right to education.	
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders Why are names important? To show respect	No Outsiders book and plan I am Nefertiti Annemarie Anang and Natalie Quek



	To know why names are important.	
	Understanding the Law: Citizenship First Thoughts: How can I be a responsible citizen? How to be a responsible citizen What being a good citizen means in a local/ national context. Final Thoughts: How can I be a responsible citizen?	Pol Ed Y3 How can I be a responsible citizen? • Understand what is meant by a responsible citizen. • Consider the type of person we want to be. • Consider why doing the right thing is not always easy
	Understanding the Law: Rights First Thoughts: What are children's rights? UNICEF rights of the child and what these are. Rights and responsibilities Final Thoughts: What are children's rights?	Pol Ed Y3 Understanding the Law: What are children's rights? • Learn about what human rights are and why they are important. • Learn about the special extra rights that children have. • Consider how we can help ourselves and others enjoy our rights • Explore their corresponding responsibilities
	Understanding the Law: Rules and laws First Thoughts: What is the law and why do we have it? Know what UK laws are Why we have laws How the law is enforced Final Thoughts: What is the law and why do we have it?	Pol Ed Y3 Understanding the Law: What are needs and wants? • Learn about what human rights are and why they are important. • Learn about the special extra rights that children have. • Consider how we can help ourselves and others enjoy our rights • Explore their corresponding responsibilities
	Assessment First Thoughts and Final Thoughts Citizenship How can I be a responsible citizen? Rights What are children's rights? Rules and Laws What is the law and why do we have it?	
	Enhancements • World Down Syndrome Day • LGBT History Month	



Summer 1		Health and Wellbeing	
Character Culture Creativity Challenge	Prior Learning Children have learned how to cope with changes in their lives and developed their understanding of why these changes happen. They have learned how to look after their bodies. They have learned about the importance of sleep and when and why to take breaks. They have learned the health risks of video gaming and why they need to be mindful of their usage of them to stay healthy. Children have learned about the importance of having healthy teeth and how to maintain good oral hygiene.		
	Key Learning Intentions - The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. - The importance of promoting general wellbeing and physical health. - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). - That it is common to experience mental health problems, and early support can help. - The characteristics and mental and physical benefits of an active lifestyle - The facts and scientific evidence relating to vaccination and immunisation.		
	Overview of PSHE Knowledge Children will learn how to identify what they are good at and the importance of valuing their own self-worth. They will learn what mental health is and how they can look after their own mental health. They will learn what vaccinations are and how they help us, including how vaccines support the immune system to recognise and fight off germs, illness and disease. Children will learn what grief is and that it is a natural response to loss. They will learn healthy ways to cope with grief.		Key Vocabulary bereavement grief vaccinations
	Overview of PSHE Skills Children will be able to identify personal strengths, skills and talents and how these contribute to a sense of self-worth. They will learn skill to help them manage intense feelings and how behaviours resulting from these allows pupils to develop resilience. Children will build resilience by using positive strategies and knowing who and where to turn to for support.		
	Milestones of Learning		Unit Focus and suggested resources to support learning
No Outsiders How can we be welcoming? To be able to show welcoming behaviour. To understand that healthy friendships are welcoming.		No Outsiders book and plan Shu Lin’s Grandpa Matt Goodfellow and Yu Rong	
Health and Wellbeing: Emotional Wellbeing First Thoughts: How can I look after my mental health? How to identify what I’m good at What mental health is How I can look after my own mental health		Pol Ed Y3 Wellbeing: What am I good at? - Learn to identify what our strengths and qualities are. - Learn that everyone has different talents and strengths. - Learn to value and appreciate our own abilities and those of others Pol Ed Y3 Wellbeing: What is mental health?	



	Final Thoughts: How can I look after my mental health?	• Learn what mental health means and how it can change over time. • Learn who we can talk to when we feel worried, sad, or need help. • Consider ways to look after our mental health Pol Ed Y3 Wellbeing: How does school help me? • Learn the different ways school helps us learn, grow and feel safe. • Learn about the people that help us in school and how they support us. • Reflect on what we enjoy about school and what makes us feel happy and confident
	Health and Wellbeing: Healthy Lifestyle First Thoughts: How can vaccinations support our health? What vaccinations are How vaccines help fight off disease Final Thoughts: How can vaccinations support our health?	Pol Ed Y3 Wellbeing: How can vaccinations support our health? • Learn how the body fights germs and how vaccinations help. • Learn how vaccines help protect us and others from illnesses. • Learn when and where we can have vaccines and that we can choose not to.
	Health and Wellbeing: Bereavement First Thoughts: What is grief? What grief is and that it is a natural response to loss Healthy ways to cope with grief. Final Thoughts: What is grief?	Pol Ed Wellbeing: How can vaccinations support our health? • Learn to define grief and understand it is a natural response to loss. • Learn to recognise different emotions people may feel when grieving. • Learn healthy ways to cope with and express grief.
	Assessment First Thoughts and Final Thoughts Emotional Wellbeing How can I look after my mental health? Healthy Lifestyle How can vaccinations support our health? Bereavement What is grief?	
	Enhancements • Earth Day • Stop Food Waste Day • Walk to School Week	



Summer 2		Economic Wellbeing		
Character Culture Creativity Challenge	Prior Learning Children have learned where money comes from and the different ways people can receive money e.g. through jobs or gifts. They have learned how money can make us feel and how it can create different feelings in different people. Children have learned that they have spending choices and how to spend wisely.			
	Key Learning Intentions • Know that money has developed over time. • Know money comes to me in different ways and that in the future I can earn it • Understand that keeping track of money helps to keep it safe • Understand why they might, or might not, want to give money to help others.			
	Overview of PSHE Knowledge Children will learn that money comes in many different forms and what the purpose of money is in relation to exchanging it for other things. They will understand that it comes to them in different ways and that in future they can earn it. They will understand why they might, or might not, want to give money to help others.		Key Vocabulary common ground exchange donate	
	Overview of PSHE Skills Children will know how to take responsibility for their own and make informed choices about what to spend their money on. They will develop their understanding of why some people donate to charity and show respect and empathy when they make decisions about whether to donate or not. They will recognise that money can be a negative influence as well as a positive one.			
	Milestones of Learning		Unit Focus and suggested resources to support learning	
	No Outsiders How do we find ‘common ground’? To know we have more things in common than that divide us. To understand what is meant by ‘common ground’ and the importance of compromise.		No Outsiders book and plan Aalfred and Aalbert Morag Hood	
	Economic Wellbeing: The purposes of money First Thoughts: Why do we have money? Know why we have money Where money comes from How to keep track of money When money can be given Final Thoughts: Why do we have money?		Oak Academy Financial Education Y3 The purposes of money Why do we have money? • Know that money has developed over time. Oak Academy Financial Education Y3 The purposes of money Where could my money come from? • Know money comes to me in different ways and that in the future I can earn it Oak Academy Financial Education Y3 The purposes of money How can I keep track of my money? • Understand that keeping track of money helps to keep it safe Oak Academy Financial Education Y3 The purposes of money When can you give money?	



		Understand why they might, or might not, want to give money to help others.
	Assessment <u>First Thoughts and Final Thoughts</u> <u>The purpose of money</u> <u>Why do we have money?</u>	
	Enhancements - Aspirations Week - Refugee Week	