



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		Zones of Regulation		
Character Culture Creativity Challenge	Prior Learning Children have been introduced to the Zones of Regulation during Summer 2 of Reception so should know the colours and basic emotions that relate to them.			
	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.			
	Overview of PSHE Knowledge Children will deepen their understanding of their emotions and how they and their bodies act in each zone. They will also learn key strategies to regulate their emotions when in zones other than green and the concept of ‘getting back to Green’.		Key Vocabulary emotion behaviour self-respect	
	Overview of PSHE Skills Children will learn a range of strategies and skills to help them self-regulate and how to deal with the changes their bodies and minds will experience when they are experiencing ‘big’ emotions.			
	Milestones of Learning		Unit Focus and suggested resources to support learning	
	No Outsiders Do I have to change to be the same as everyone else? To be proud of myself and my family. To know the importance of self-respect.		No Outsiders book and plan Elmer David McKee	
	What are Zones of Regulation? First Thoughts: What are Zones of Regulation? What are the Zones of Regulation? How will I feel and behave in the Green Zone? How will I feel and behave in the Blue Zone? How will I feel and behave in the Yellow Zone? How will I feel and behave in the Red Zone? How do I know which zone I am in? Final Thoughts: What are Zones of Regulation?		SGFS Zones of Regulation KS1 Lessons Lesson 1 • Introduce the zones and how they relate to emotions. • Broadly introduce each zone with their accompanying meaning e.g. green means go, blue means going slow. • Share story of ‘How do you feel?’ • Match the emotions to the zone. SGFS Zones of Regulation KS1 Lessons Lesson 2 • Explore the Green Zone in more depth SGFS Zones of Regulation KS1 Lessons Lesson 3 • Explore the Blue Zone in more depth SGFS Zones of Regulation KS1 Lessons Lesson 4 Explore the Yellow Zone in more depth SGFS Zones of Regulation KS1 Lessons Lesson 5 Explore the Red Zone in more depth SGFS Zones of Regulation KS1 Lessons Lesson 6 Explore expected an unexpected emotions and behaviours in each zone.	
	Assessment: First Thoughts and Final Thoughts			
Zones of Regulation				



	What are Zones of Regulation?
	Enhancements - World Car Free Day - NSPCC Kindness Challenge - Black History Month

Autumn 2	Relationships	
Character Culture Creativity Challenge	Prior Learning Children have explored how to be a good friend and the qualities that make a good friend. They have learned strategies for playing nicely with others. They know who trusted adults are and who / how to ask for help when they need it.	
	Key Learning Intentions - How important friendships are in making us feel happy and secure, and how people choose and make friends. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. - How to manage conflict, and that resorting to violence is never right. - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when 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. - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. - 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. - The importance of self-respect and how this links to their own happiness. - The different types of bullying (including online bullying), the impact of bullying and how to get help	
	Overview of PSHE Knowledge Children will learn how to make new friends. They will learn what an ally is and how to be an ally to others. They will learn that friends can sometimes make them sad and strategies to cope with this. Children will learn why name calling is unkind and why safe hands are important. They will learn what bullying is and how to define it specifically (STOP – Several Times On Purpose).	Key Vocabulary ally bullying safe
	Overview of PSHE Skills	



	Children will learn to be empathetic towards others and understand how unkind behaviour can make others feel. They will develop their skills of resilience and strategies to use when they are feeling sad or finding it hard to make friends. Children will learn the importance of respect within a friendship group and how to treat others with respect through words and actions.		
	Milestones of Learning	Unit Focus and suggested resources to support learning	
	No Outsiders What is great about me? To know how I am different. To know what is great about me.	No Outsiders book and plan I Love Me Marvyn Harrison Diane Ewan	
	Relationships: Caring Friendships First Thoughts: How can I make friends? How can we make new friends Final Thoughts: How can I make friends?	Pol Ed Y1 Relationships: How can I make friends? • Learn how we can make new friends. • Consider why some people find it tricky to make new friends. • Consider how we can be friendly friends. • Develop skills of resilience and empathy.	
	Relationships: Respectful, kind relationships First Thoughts: How can I be an ally? How to be an ally What to do if friends are making you sad. Final Thoughts: How can I be an ally?	Pol Ed Y1 Relationships: How can I be an ally? • Learn what an ally is. • Learn why it's important to be an ally. • Consider how people can be an ally. Pol Ed Y1 Relationships: What if my friends are making me sad? • Learn how we can make new friends. • Consider why some people find it tricky to make new friends. • Consider how we can be friendly friends	
	Relationships: Respectful, kind relationships First Thoughts: What is bullying? Why name calling is unkind Why safe hands are important What bullying is specifically. Final Thoughts: What is bullying?	Pol Ed Y1 Relationships: Why is name calling unkind? • Learn why names are important. • Learn what nicknames are and why they have special rules. • Consider how unkind names can make people feel. Pol Ed Y1 Relationships: Why are safe hands important? • Learn what is meant by safe hands. • Identify safe and unsafe hands. • Think about why children might forget to use safe hands Pol Ed Y1 Relationships: What is bullying? • Learn what the word bullying means. • Identify behaviours that could make other children feel sad. • Think about why children might bully others.	



	Assessment: <u>First Thoughts and Final Thoughts</u> Caring Friendships How can I make friends? Respectful, kind relationships How can I be an ally? What is bullying?
	Enhancements • Anti Bullying Week • Odd Socks Day • UK Parliament Week

Spring 1	Keeping Safe	
Character Culture Creativity Challenge	Prior Learning Children have explored how to play safely e.g. when using equipment / staying with friends and how to stay safe in school. They have also learned how to stay safe at home, identifying potential risks and how to reduce these risks e.g. not going near hot pans.	
	Key Learning Intentions • What sorts of boundaries are appropriate in friendships with peers and others (including online). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around railways, including level crossings.	
	Overview of PSHE Knowledge Children will learn how to speak up when they need help and know who trusted adults are that they can speak up to. They will learn how to stay safe in new places and how to use things in the home safely. They will learn what 999 is and how / when to ring it. They will learn how to be safe near/ on the metro / railway, including on level crossings. Children will learn what private information is and why it is important to keep some information private.	Key Vocabulary trust private emergency



	Overview of PSHE Skills Children will learn strategies that they can use to seek support so trusted adults can help. They will learn how to make informed decisions in relation to risk e.g. in relation to household products and metro safely. They will further develop their understanding of risk in relation to using 999 and when to use it.	
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders Why do we say everyone can join in? Know we can play together and that everyone can join in. Celebrate differences in the context of friends	No Outsiders book and plan Going to the Volcano Andy Stanton
	Keeping Safe: Safety out and about First Thoughts: How can I speak up? How to speak up when I need help Know who trusted adults are Final Thoughts: How can I speak up?	Pol Ed Y1 Keeping Safe: How can I speak up? - Learn why it's important to speak up when we are worried. - Identify what makes us feel certain emotions Pol Ed Y1 Keeping Safe: Who are my trusted adults? - Learn what is meant by the word trust. - Consider why it is important to have adults we can trust. - Identify who our trusted adults are
	Keeping Safe: Safety out and about First Thoughts: How can I stay safe at home and on the metro? How to stay safe in new places How to use things in the home safely What 999 is How to be safe near/ on the metro / railway. Final Thoughts: How can I stay safe at home and on the metro?	Pol Ed Y1 Keeping Safe: How can I keep safe in new places? - Learn what is meant by the word risk. - Learn how we can keep ourselves safe in new situations. Pol Ed Y1 Keeping Safe: How can I use things at home safely? - Learn what different items we have in our homes. - Learn which are safe and which could be unsafe Pol Ed Y1 Keeping Safe: What is 999? - Learn why 999 is such a special number. - Practice using 999 PSHE Association Rail Safety KS1 / Nexus Metro Resources CONTEXTUAL - Learn why it is important to stay safe near / on the metro. - Identify ways to stay safe when travelling on the metro / when near railways e.g. Kingston Park Level Crossing.
	Keeping Safe: Being safe First Thoughts: What is private information? Knowing what private information is Final Thoughts: What is private information?	Pol Ed Y1 Relationships: What is private information? Learn about risk in relation to private information, both sharing it and keeping it



	Assessment <u>First Thoughts and Final Thoughts</u> <u>Safety out and about</u> How can I speak up? How can I stay safe at home and on the metro? <u>Being Safe</u> What is private information?
	<u>Enhancements</u> • Children's Mental Health Week • Safer Internet Day

Spring 2	Understanding the Law	
Character Culture Creativity Challenge	Prior Learning Children have explored how following rules is a sign of respect towards others and positive consequences of this. They have also developed an understanding of the police and the work they do.	
	Key Learning Intentions • Conventions of courtesy and manners • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • 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	
	Overview of PSHE Knowledge Children will deepen their understanding of what rules are and why there are different rules in different places. They will learn what can happen when rules are broken. Children will learn what the police do and the police help during emergencies; make sure people are following the law and keeps people safe.	Key Vocabulary rules responsible law
	Overview of PSHE Skills Children will learn how to be responsible and the importance of showing responsible behaviour towards others. They will learn how to show respect through following rules that apply to the place you are in and the people you are sharing it with. Children will learn how to make sensible decisions about following rules.	
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders How do I ask for help? To know how to work with different people.	No Outsiders book and plan Errol's Garden Gillian Hibbs



	To know how to ask for help.	
	Understanding the Law: Rules and Responsibilities First Thoughts: What happens when rules are broken? How to be responsible What happens when rules are broken What the police do Why there are different rules in different places. Final Thoughts: What happens when rules are broken?	Pol Ed Y1 Understanding the Law: How can I be responsible? - Learn what responsibility means. - Consider why being responsible isn't always easy. - Consider why being responsible is important Pol Ed Y1 Understanding the Law: What can happen when rules are broken? - Learn what rules are. - Consider how rules can keep us safe and make us happy. - Consider what can happen when rules are broken Pol Ed Y1 Understanding the Law: What do the police do? - Learn what a police officer does day to day. - Discuss how a police officer helps during emergencies, makes sure people are following the law and keeps people safe Pol Ed Y1 Understanding the Law: Why have different rules in different places? - Learn why rules are important. - Discuss why having different rules in different places is a good thing
	Assessment First Thoughts and Final Thoughts Rules and responsibilities What happens when rules are broken? Enhancements - World Down Syndrome Day - LGBT History Month	

Summer 1	Health and Wellbeing
Character	Prior Learning Children have learned how to recognise and deal with big emotions. They have learned about basic self-care and why hand washing is important to stay healthy. Children have learned why exercise is good for them in helping them to stay happy and healthy. They have learned about healthy food choices.
Culture	
Creativity	Key Learning Intentions - The importance of promoting general wellbeing and physical health. - 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 isolation and loneliness can affect children, and the benefits of seeking support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
Challenge	



- 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. - What constitutes a healthy diet (including understanding calories and other nutritional content). - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		
Overview of PSHE Knowledge Children will learn how we are all unique and that it is okay to have different likes and dislikes. They will learn how to share their feelings and that some feelings are comfortable, but some can feel uncomfortable. Children will learn how to stay safe in the sun.		Key Vocabulary Comfortable / uncomfortable unique protect
Overview of PSHE Skills Children will learn how to develop empathy skills and become ‘empathy experts’. They will learn how to use the right words to express what they are feeling and that all feelings are valid. Children will build confidence in expressing themselves and grow their understanding of their own self-worth.		
Milestones of Learning		Unit Focus and suggested resources to support learning
No Outsiders How can we make others feel welcome? To make everyone feel welcome		No Outsiders book and plan The Boy Who Loved Everyone Jane Porter and Maisie Paradise Shearing
Health and Wellbeing: Self-worth First Thoughts: What makes me special? How we are all unique Likes and dislikes Final Thoughts: What makes me special?		Pol Ed Y1 Wellbeing: What makes me special? - Learn what makes us special. - Consider ways in which we are all unique. - Consider what we are good at and what we like and dislike.
Health and Wellbeing: Feelings First Thoughts: How can I share my feelings? Comfortable and uncomfortable feelings How to share feelings Develop skills of empathy Final Thoughts: How can I share my feelings?		Pol Ed Y1 Wellbeing: How can I share my feelings? - Learn about different feelings. - Learn about how we can show comfortable / uncomfortable feelings. - Consider why using words to show our feelings is a good idea Pol Ed Y1 Wellbeing: What do feelings feel like? - Learn about different feelings. - Learn about comfortable and uncomfortable feelings. - Consider what feelings do to our bodies Pol Ed Y1 Wellbeing: How can I be an empathy expert? - Learn what empathy means. - Consider what can make us feel happy and sad in the classroom. - Consider how we can be empathy experts



	Health and Wellbeing: Sun Safety First Thoughts: How do I stay safe in the sun? How to stay safe in the sun. Final Thoughts: How do I stay safe in the sun?	Oak Academy RSHE Y1 Sun Safety • Learn that small amounts of sunshine are good for us. • Learn that sunshine is very powerful and can hurt us. • Learn that our skin and eyes can get badly damaged by the sun. • Learn that we must protect our skin from the sun and how. • Learn that we must protect our eyes from the sun and how.
	Assessment <u>First Thoughts and Final Thoughts</u> <u>Self-worth</u> What makes me special? <u>Feelings</u> How can I share my feelings? <u>Sun Safety</u> How do I stay safe in the sun?	
	Enhancements • Earth Day • Stop Food Waste Day • Walk to School Week	

Summer 2	Economic Wellbeing	
Character	Prior Learning Children have learned what money is and what it is used for on a basic level.	
Culture	Key Learning Intentions • To understand that money has a value and needs to be kept safe. • To understand what happens when I spend money. • To know the difference between a need and a want and make spending decisions. • To understand the difference between saving and spending.	
Creativity	Overview of PSHE Knowledge Children will learn that money has value and needs to be kept safe They will learn what happens when money is spent and the difference between needs and wants. Children will learn about spending and saving and the positives / negatives of both.	Key Vocabulary spend save afford
Challenge	Overview of PSHE Skills Children will learn how to make informed decisions in relation to money and how they can make their own choices about spending or saving money, such as pocket money or birthday gifts. Children will learn about making money decisions in relation to planning ahead e.g. saving money so they can buy a more expensive toy.	
	Milestones of Learning	Unit Focus and suggested resources to support learning



	No Outsiders	No Outsiders book and plan
	How can we work together to solve a problem? To know how we can achieve success if we work together	Bathe the Cat Alice McGinty and David Roberts
	Economic Wellbeing: Introduction to money	Oak Academy Financial Education Y1 An introduction to money
	First Thoughts: What happens when I spend money? Know money has value and needs to be kept safe Know what happens when money is spent Needs and wants Spending and saving.	Is my money safe? Understand that money has a value and needs to be kept safe.
	Final Thoughts: What happens when I spend money?	Oak Academy Financial Education Y1 An introduction to money What happens when I spend money? Understand what happens when I spend money
		Oak Academy Financial Education Y1 An introduction to money Do I need that or want that? Know the difference between a need and a want and make spending decisions.
		Oak Academy Financial Education Y1 An introduction to money Should I spend or save? Understand the difference between saving and spending.
	Assessment <u>First Thoughts and Final Thoughts</u> Introduction to money What happens when I spend money?	
	Enhancements - Aspirations Week - Refugee Week	