



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 been reintroduced to the Zones of Regulation in Year One and can identify the different zones and how they would feel and behave in each zone. They have been introduced to basic strategies to self-regulate and 'get back to green'. Children have learned about families and have identified who is in their family. They have learned about adults who can help them and how to ask for help.	
	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 the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	
	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'. They will learn what a family and that the definition of a family unit in relation to love and care for each other. Children will learn 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.	Key Vocabulary family unit situation commitment
	Overview of PSHE Skills Children will further develop 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. They learn how to ask for help if something about their family is making them feel sad, worried, or scared.	
	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 Can I join your club? John Kelly



	Zones of Regulation: Recap First Thoughts: How can I get back to green? What are the zones? How will I feel / behave in each zone? What strategies can I use to get back to green? Final Thoughts: How can I get back to green?	SGFS Zones of Regulation KS1 Lessons - Recap 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. - Explore each Zone again - Explore expected and unexpected emotions and behaviours in each zone.
	Relationships: Families and people who care for me First Thoughts: What is a family? Knowing what a family is Know the definition of a family unit Know how families can be different Know how to share family worries First Thoughts: What is a family?	Pol Ed Y2 Relationships: What is a family? - Learn what families are. - Learn how families can be different. - Consider how members of our family make us feel. Pol Ed Y2 Relationships: How do I share family worries? - Learn about what the word family means. - Identify the different ways our family can make us feel. - Think about what we can do if our family is making us feel worried
	Assessment: First Thoughts and Final Thoughts	
	Zones of Regulation How can I get back to green? Families and people who care for me What is a family?	
	Enhancements - World Car Free Day - NSPCC Kindness Challenge - Black History Month	

Autumn 2	Relationships
Character	Prior Learning Children have learned how to make new friends and how to be an ally to others. They have learned that friends can sometimes make them sad and strategies to cope with this. Children have learned that name calling is unkind and why safe hands are important. They have learned what bullying is and have defined it specifically (STOP – Several Times On Purpose).
Culture	
Creativity	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.
Challenge	



	• 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 how we are the same and how we can be different. They will learn 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 will learn why relationships are important and how to identify important relationships in own lives. Children will learn what the characteristics of respectful relationships are and what this would look like in their own lives.	Key Vocabulary similarities differences connection
	Overview of PSHE Skills Children will learn how to be respectful and empathetic towards differences. They will develop their skills of resilience and how they can try to feel brave when things change.	
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders How do I achieve my dreams? To know that we all have dreams. To know it's important not to give up on dreams.	No Outsiders book and plan Splash! Claire Cashmore
	Relationships: Respectful, kind relationships First Thoughts: How are we the same / different? How we are the same How we can be different How to work with different people Final Thoughts: How are we the same / different?	Pol Ed Y2 Relationships: How are we the same? How are we different? • Learn how we are the same as each other. • Learn how we are different from each other. • Consider why differences are a good thing Pol Ed Y2 Relationships: How can I work with different people? • Learn about working with different people. • Consider why some people find this exciting and others find it hard. • Consider how we can try and feel brave when things change
	Relationships: Respectful, kind relationships First Thoughts: Why are relationships important? Why relationships are important Identifying important relationships in own lives Characteristics of respectful relationships Final Thoughts: Why are relationships important?	Pol Ed Y2 Relationships: Why are relationships important? • Learn what relationships are. • Consider why relationships are important. • Consider our own relationships. • Develop skills of respect



	Assessment: <u>First Thoughts and Final Thoughts</u> Respectful, kind relationships How are we the same / different? Why are relationships important?
	Enhancements • Anti Bullying Week • Odd Socks Day • UK Parliament Week

Spring 1	Keeping Safe	
Character	Prior Learning Children have learned how to speak up when they need help and about trusted adults. They have learned how to stay safe in new places and how to use things in the home safely. They have learned what 999 is and how / when to ring it. Children have learned how to be safe near/ on the metro / railway. They have learned what private information is and why it is important to keep some information private.	
Culture	Key Learning Intentions • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • Online risks, including that any material provided online might be circulated • 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 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. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	
Creativity		
Challenge		
	Overview of PSHE Knowledge Children will learn how to identify risk when meeting people on and offline. They will learn how to be fire aware – exploring fire risks and knowing how to reduce them. Children will learn what medicines are and how they can be helpful and harmful. They can identify private body parts by their correct names and why it is important to keep them private.	Key Vocabulary online/offline fire risk private parts*



Overview of PSHE Skills Children will learn how to make informed decisions in relation to potential risk and strategies to keep themselves safe when meeting new people: on and offline. They will further develop their understanding of risk in relation to fire-related situations and will become increasingly fire aware. Children will learn to be respectful towards their bodies and the bodies of others, especially in relation to private body parts.		<i>*where they are on the body for males and females; and their correct names</i>
Milestones of Learning	Unit Focus and suggested resources to support learning	
No Outsiders What makes a good friend? Understand what a friend is Identify how to be a good friend.	No Outsiders book and plan Amazing Steve Anthony	
Keeping Safe: Safety on and offline First Thoughts: How can I keep safe when meeting new people on and offline? How to identify risk when meeting people on and offline Final Thoughts: How can I keep safe when meeting new people on and offline?	Pol Ed Y2 Keeping Safe: What are different types of meetings? - Learn what different types of meetings there are. - Consider how these meetings make us feel. - Learn how we can keep ourselves safe when meeting people Pol Ed Y2 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: What is Fire Safety? First Thoughts: How can I stay safe at home and on the metro? How to be fire aware Exploring fire risks and reducing them. Final Thoughts: How can I stay safe at home and on the metro?	Pol Ed Y2 Keeping Safe: What is fire safety? - Learn about fire safety. - Consider how to make safe decisions. - Recap what 999 is used for.	
Keeping Safe: Being safe First Thoughts: How can I keep my body private and well? What medicines are Identify private body parts Why it is important to keep them private. Final Thoughts: How can I keep my body private and well?	Pol Ed Y2 Keeping Safe: What are medicines? - Learn what medicines are. - Learn how medicines can help us. - Consider how we can take medicines safely Pol Ed Y2 Keeping Safe: What are private body parts? - Learn what private means. - Learn what private parts are. - Consider how we can keep private parts, private	



	Assessment <u>First Thoughts and Final Thoughts</u> <u>Safety on and offline</u> How can I keep safe when meeting new people on and offline? <u>Fire Safety</u> What is fire safety? <u>Being Safe</u> How can I keep my body private and well?
	<u>Enhancements</u> • Children's Mental Health Week • Safer Internet Day

Spring 2	Understanding the Law	
Character	Prior Learning Children have deepened their understanding of what rules are and why there are different rules in different places. They have learned what can happen when rules are broken. Children have learned what the police do and how the police help during emergencies.	
Culture	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	
Creativity	Overview of PSHE Knowledge Children will learn how we use the internet and why age matters to access internet content. They will learn about potential risks of using the internet and how to best avoid these, they will also learn 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 will learn how wants and needs are different. Children will learn what a job is and why they are needed, and that they can consider many career paths.	Key Vocabulary internet age limit self-confidence
Challenge	Overview of PSHE Skills Children will learn how to learn how to future-plan for their needs and wants and how these needs change overtime. They will develop their understanding of online risks and strategies for managing their online usage, so they stay safe and healthy. Children will learn to be aspirational and what skills they may need to develop for their chosen career.	
	Milestones of Learning	Unit Focus and suggested resources to support learning



	No Outsiders How can you help someone feel more confident? Know what it means to be self-confident and how this is sometimes hard. Develop strategies to build self-confidence	No Outsiders book and plan How To Be a Lion Ed Vere
	Understanding the Law: The Internet First Thoughts: What is the internet? How we use the internet Why age matters to access internet content Final Thoughts: What is the internet?	Pol Ed Y2 Understanding the Law: How can I be responsible? - Learn what the internet is and what it is used for. - Learn how to keep safe when using the internet. - Consider why the internet could be unsafe or confusing Pol Ed Y2 Understanding the Law: Why does age matter? - Learn what age restriction law is. - Discuss why age restriction laws are important
	Understanding the Law: Careers First Thoughts: What is a job? How wants and needs are different What a job is and why they are needed Final Thoughts: What is a job?	Pol Ed Y2 Understanding the Law: What are needs and wants? - Learn what is meant by needs and wants. - Learn how needs and wants change over time. Pol Ed Y2 Understanding the Law: What is a job? - Learn why people have jobs. - Consider jobs we might like.
	Assessment First Thoughts and Final Thoughts The Internet What is the internet? Careers What is a job?	
	Enhancements - World Down Syndrome Day - LGBT History Month	

Summer 1	Health and Wellbeing
Character	Prior Learning Children have learned how we are all unique and that it is okay to have different likes and dislikes. They have learned how to share their feelings and that some feelings are comfortable, but some can feel uncomfortable. Children have learned how to stay safe in the sun.
Culture	Key Learning Intentions - The importance of promoting general wellbeing and physical health. - The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. - Understanding the importance of a healthy relationship with food. - The principles of planning and preparing a range of healthy meals.
Creativity	
Challenge	



• The importance of building regular physical activity into daily and weekly routines and how to achieve this. • The risks associated with an inactive lifestyle, including obesity. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • That for almost everyone the internet is an integral part of life.		
Overview of PSHE Knowledge Children will learn how to cope with changes in their lives and develop their understanding of why these changes happen. They will learn how to look after their bodies. They will learn about the importance of sleep and when and why to take breaks. They will learn the health risks of video gaming and why they need to be mindful of their usage of them to stay healthy. Children will learn about the importance of having healthy teeth and how to maintain good oral hygiene.		Key Vocabulary change dental health rest
Overview of PSHE Skills Children will further develop their empathy skills by considering the feelings of others and learning that people experience and react to change in different ways. They will learn how to make informed decisions in relation to their health e.g brushing their teeth twice a day. They will continue to build self-respect and how they can make themselves feel better e.g. by taking breaks.		
Milestones of Learning		
No Outsiders What can be different about our families? To know that all families look different. To recognise that the families of others can be different to their own, but they should respect this difference.		Unit Focus and suggested resources to support learning No Outsiders book and plan Is that your Mama? Patrice Lawrence and Diane Ewan
Health and Wellbeing: Change First Thoughts: How do I deal with change? How to cope with changes in life. Final Thoughts: How do I deal with change?		Pol Ed Y2 Wellbeing: How do I deal with change? • Learn about different types of change. • Learn how change can make us feel. • Consider what we can do if change is making us feel sad or worried.
Health and Wellbeing: Healthy Lifestyle First Thoughts: What does it mean to be healthy? How to look after my body The importance of sleep When and why to take breaks The health risks of video gaming. Final Thoughts: What does it mean to be healthy?		Pol Ed Y2 Wellbeing: How can I look after my body? • Learn why looking after our body is important. • Learn how a healthy diet, exercise, and good hygiene can help our bodies. Pol Ed Y2 Wellbeing: Why is sleep important? • Learn why sleep is important. • Learn why rest is important Pol Ed Y2 Wellbeing: Why do I need to take breaks? • Learn why taking a break is important. • Learn about different ways we can take a break. Pol Ed Y2 Wellbeing: What are the risks of video gaming?



		• Learn that video games can be fun however they also have risks. • Learn what can happen if we play video games for too long. • Learn ways to keep gaming safe, balanced and fun
	Health and Wellbeing: Dental Health First Thoughts: How can I look after my teeth? The importance of healthy teeth. How to have good dental hygiene. Final Thoughts: How can I look after my teeth?	Oak Academy RSHE Healthy Teeth • Learn that brushing and flossing help remove plaque and prevent cavities. • Learn that sugary foods and drinks can harm teeth. • Learn that healthy habits like regular dental check-ups and avoiding regular sugary snacks promote healthy teeth.
	Assessment First Thoughts and Final Thoughts Change How do I deal with change? Healthy Lifestyle What does it mean to be healthy? Dental Health How can I look after my teeth?	
	Enhancements • Earth Day • Stop Food Waste Day • Walk to School Week	

Summer 2	Economic Wellbeing	
Character Culture Creativity Challenge	Prior Learning Children have learned that money has value and needs to be kept safe They have learned what happens when money is spent and the difference between needs and wants. Children have learned about spending and saving and the positives / negatives of both.	
	Key Learning Intentions • To know where money comes from. • To understand that money can create different feelings in different people. • To know that I can choose what to do with my money.	
	Overview of PSHE Knowledge Children will learn where money comes from and the different ways people can receive money e.g. through jobs or gifts. They will learn how money can make us feel and how it can create different feelings in different people. Children will learn that they have spending choices and how to spend wisely.	Key Vocabulary earn regret charity
	Overview of PSHE Skills	



Children will further develop their understanding of how to make informed decisions in relation to money and how they can make their own choices about spending, saving or giving money, such as donating to charities. Children will develop their skills of empathy by understanding that not everyone may have the same amount of money as them and why we donate money.		
Milestones of Learning	Unit Focus and suggested resources to support learning	
No Outsiders How can I fit in? To know the importance of friendships in making us feel safe and secure. To know how it feels to be included and how to include everyone.	No Outsiders book and plan The Perfect Fit Naomi and James Jones	
Economic Wellbeing: My money and me First Thoughts: Where does my money come from? Know where money comes from How money can make us feel Spending choices: spend, save or give? Final Thoughts: Where does my money come from?	Oak Academy Financial Education Y2 My money and me Where does my money come from? Know where money comes from.	
	Oak Academy Financial Education Y2 My money and me Money and how it makes us feel. Understand that money can create different feelings in people.	
	Oak Academy Financial Education Y2 My money and me Spending choices: save, spend or give? Know that I can choose what to do with my money.	
Assessment <u>First Thoughts and Final Thoughts</u> <u>My money and me</u> Where does my money come from?		
Enhancements - Aspirations Week - Refugee Week		