

NAWTON AND ROSEDALE ABBEY FEDERATION

Curriculum Statement for PSHE

Rationale:

At Nawton and Rosedale Abbey CP School, we wish personal, social and health education (PSHE) to make our children to become healthy, independent, **safe** and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We endeavour to provide our children with a well-planned and progressive curriculum which gives them opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Be able to keep themselves safe on and offline
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Curriculum Intent:

Intent at a glance

To prepare children to be global citizens now and in their future roles within a global community. To enable pupils to be healthy, safe, and prepare them for life and work in modern Britain and be responsible global citizens.

Intention 1: Diversity, mental health and wellbeing

When children leave Nawton and Rosedale Abbey CP schools they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to live and breathe the SPIRIT of Nawton and Rosedale Abbey CP. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and wellbeing.

Intention 2: Global citizen/RSE

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Curriculum Implementation:

Curriculum Coverage:

ACADEMIC YEAR 2023/2024	ACADEMIC YEAR 2024/2025	ACADEMIC YEAR 2025/2026	ACADEMIC YEAR 2026/2027	ACADEMIC YEAR 2027/2028	ACADEMIC YEAR 2028/2029	ACADEMIC YEAR 2029/20230
YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B	YEAR A

There is a one year rolling programme as each year group work towards their own individual learning outcomes each year.

YEAR A: -

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CLASS 2	Me and My Relationships	Keeping Myself Safe My Healthy Lifestyles	Becoming an Active Citizen Me and My Future
CLASS 3	Me and My Relationships	Keeping Myself Safe My Healthy Lifestyles	Becoming an Active Citizen Me and My Future
CLASS 4	Me and My Relationships	Keeping Myself Safe My Healthy Lifestyles	Becoming an Active Citizen Me and My Future

YEAR B:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CLASS 2	Me and My Relationships	Keeping Myself Safe My Healthy Lifestyles	Becoming an Active Citizen Me and My Future
CLASS 3	Me and My Relationships	Keeping Myself Safe My Healthy Lifestyles	Becoming an Active Citizen Me and My Future
CLASS 4	Me and My Relationships	Keeping Myself Safe My Healthy Lifestyles	Becoming an Active Citizen Me and My Future

PSHE PROGRESSION DOCUMENTS

Me and My Relationships – End of Year Expectations					
Nursery			Reception		
I can resolve a conflict. I can talk about my feelings by using words such as happy, sad, cross/angry. I know how other might be feeling in a certain situation. I know what I can do to calm down if I feel cross. I can deal with a situation without getting cross and frustrated. I am becoming more confident with unfamiliar people. I can show some confidence in unfamiliar social situations. I can play with more than one child and extend our play. I can help to find solutions to conflicts and rivalries. I can talk about the family I live with.			I can listen to others in my peers and adults in my class. I can share with others and my peers. I can cooperate with my peers. I can be kind to my peers. I can help and support my peers. I can follow instructions. I can show kind and considerate behaviour. I can express my feelings if I feel hurt or upset by using descriptive vocabulary. I can talk about my feelings. I can express my opinions. I can stay calm in the face of frustration. I can take turns, wait politely and tidy up after myself. I can talk about my own feelings. I can explain how I think someone would be feeling in a certain scenario. I can calm down if I am frustrated and then return to an activity. I know when I have not followed the class rules. I know why it is important to respect and abide by the class rules. I can explain how different characters feel about a challenge in a story and how they could overcome them. I can explain to others how I thought about a problem or an emotion and how I dealt with it. I can use social phrases appropriately - for example, arriving in school: "Good morning, how are you?" I can explain what makes me special. I explain who is in my immediate and wider family. I can name who helps me in the community. I can explain how they help me.		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know that there are different types of relationships including families, friends and others (this includes some sex families) and I respect those differences. I know that family and friends should care for each other and families can give love, security and stability. I can name people who look after me, my network and who to go to if I am worried about anything, to on and offline and how to attract their attention. I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help. I know what being a good friend means both on and offline and how they should make us feel happy and secure. I can recognise that my behaviour affects others both on and offline. I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline. I can recognise there are different types of teasing both on and offline. I know how to be nice to people both on and offline. I can play and work cooperatively. I can share appropriately. I know the names for the main body parts (including external genitalia) and why it is important to keep them private. I can listen to other people and show them respect. I understand what is meant by 'privacy': my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends.	I know the characteristics of a healthy family life and the importance of caring for each other and spending time together. I can name people who look after me, my network and who to go to if I am worried about anything on and offline and how to attract their attention. I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help. I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically). I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient. I know that there are different types of negative behaviour, bullying and teasing both on and offline. 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 know the names for the main body parts (including external genitalia) and the similarities/differences between most boys and girls. I can listen to others and respect their viewpoints. I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers). I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change. I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change.	I can identify different types of relationships (and show ways to maintain positive and healthy relationships) (this includes some sex relationships) both on and offline. I understand that relationships both on and offline may change over time and how to ask for help if this makes me unhappy. I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies). I know how other families are similar or different to mine (this includes some sex). I respect those differences and I know families are characterised by love and care. I know about change and loss including separation, divorce and bereavement and the associated feelings. I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring. I understand that it is OK to be different to others. I know the importance of valuing myself. I can name people who look after me, my network and who to go to if I am worried about anything on or offline and how to attract their attention. 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	I know that there are different kinds of families and partnerships (includes some sex) and I understand the importance of stable, loving and caring relationships. I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out. I can recognise what love is and understand that marriage/civil partnerships represent a legally recognised commitment freely entered into by two people. I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body. I feel good about myself and my body and having an understanding of how the media presents body image. I can recognise my worth as an individual and the worth of other people. I can name people who look after me, my network and who to go to if I am worried about anything on or offline and how to attract their attention.	I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation. I know the ways in which children grow and develop in puberty - physically and emotionally. I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this. 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 positive, healthy relationships both on and offline 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 know how to be a good friend both on and offline, and how to manage a fall out with a friend without a physical reaction e.g. not violent. I understand what boundaries are appropriate in friendships with peers and others both on and offline. I can name people who look after me, my network and who to go to if I am worried about anything on or offline and my health and how to attract their attention. I know how to respond safely and appropriately to adults I meet (including online) whom I do not know.	I can look after my body and health as I go through puberty. I understand the physical and emotional changes I will go through at puberty. I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this. I know about human reproduction including conception. I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include some sex relationships). I know that relationships change over time and the features of a positive healthy relationship both on and offline (including friendships). I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict. I can name people who look after me, my network and who to go to if I am worried about anything on or offline and my health and how to attract their attention. I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers). I know how to ask for help and have a range of strategies to meet pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a

I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).		secrets and surprises and understand not to keep secrets both on and offline and when to support a friend to tell a trusted adult. I can empathise with other people and understand how people can react differently to the same situation. I can listen to and show respect for the views of other both on and offline. I can recognise and challenge stereotypes (including supporting trans children).		confidential secret all of which can happen both on and offline. I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers). I realise the consequences of antisocial and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities. I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability). I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult.
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Keeping Myself Safe- End of Year Expectations					
NURSERY			RECEPTION		
I can follow classroom rules and routines. I know why rules are important. I am aware of the 'panti' rule. I know the smart rules when using a digital device. SMART RULES To tell an adult if they see something on a digital device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true. I can follow rules in school (not always needing an adult to remind them).			I know the importance of regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' and having a good sleep routine. I know how to travel safely in my local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians. Internet safety I know the smart rules when using a digital device. SMART RULES To tell an adult if they see something on a digital device that upsets them. To know not to give out any information about themselves. To know that not everything they see on the internet is true. I know the names for the main body parts (including external genitalia) and why it is important to keep them private (also covered in Year 1) I understand what is meant by 'privacy': my right to keep things 'private' and the importance of respecting others' privacy. I am aware of the 'panti' rule.		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline. I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines. I know that some substances can help or harm the body including household substances like dishwasher tablets. I recognise the need for safety rules -road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules. I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency. I know that people you don't know are strangers and this applies online as well as off line. I know the internet has many benefits but I know I need to balance my time spent on and offline. I understand that some websites, games and social media sites have age restrictions and I know what to get help if I see something I am unhappy with online. I know that when people I don't know ask me for private information I don't share it online or in person, associated with people I have never met.	I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep. 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 which can be harmful if not used properly. I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online. I know how to ask for help when I need it and can name a range of people who can help me including how to call 999 in an emergency. I can recognise and say what is right and wrong both on and off line. I know that people sometimes behave differently online, including friends or by pretending to be someone they are not. I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games. I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online. I use simple skills which will help to maintain my personal safety both on and offline. I have an understanding of what a healthy online friendship is and awareness of the risks	I can identify and explain how to manage risks in different situations including on and offline. I can make judgements and decisions and use basic techniques for managing negative peer pressure both on and offline. I can explain how my behaviour may have consequences for myself and others both on and offline. I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc. I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency. I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online. I know how to report concerns and get support with issues online. I know the internet has many benefits but I know I need to balance my time spent on and off line and adhere to the age rating of computer games.	I can describe what risk means to me both on and offline. I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline. I have some effective strategies to cope with peer influence and peer pressure both on and offline. 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, rail, online, electricity and personal safety) and I know how to call 999 in an emergency. I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this. I know how to recognise and display respectful behaviour online. I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this. I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.	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 both on and offline and the media. I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency. I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others. I know which commonly available substances (alcohol, tobacco, e-cigarettes, 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 I have strategies for identifying the origin of a website. I know how to present myself safely online and understand the potential risks of providing personal information online. I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend. I know how to manage requests for images of myself or others (this includes from friends) what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request. I understand that the person that I think I am communicating with online may not be who they say they are. I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games.	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media. I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency. I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly. I have an understanding of how my information and data is shared and used online. I understand how the media (advertising and internet) may influence my opinions and choices. I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the terms, 'habit' and why habits can be hard to change. I am able to recognise risks, harmful content and contact and now how to report them. I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications. I know how to manage requests for images of myself or others (this includes from friends) what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request. I know how to report concerns and get support with issues online.
					I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe. I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games. I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

My Healthy Lifestyles- End of Year Expectations					
NURSERY			RECEPTION		
I can manage some of my own personal needs (putting on shoes/coat/washing hands/going to the toilet/using cutlery). I can make healthy food choices. I can make healthy choices about drinks. I know it is important to brush my teeth. I know it is important to do exercise.			I know it is important to wash my hands before snack time as I don't want germs in my tummy as they could make me feel poorly. I know the importance of eating plenty of fruit and vegetables. I can manage my own toileting needs.		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I understand what physical and mental health means and that all humans have it. I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day. I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences. I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing. I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences. I can list my favourite foods. I can recognise what I like and dislike. I can say which foods are important to keep me healthy and which ones need to be eaten in moderation. I can talk about my emotions and recognise them in others. I know what makes me happy. I understand what being resilient means to me and I have strategies I can use. I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes.	I can make simple choices to improve my physical and emotional health. I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health. I am able to wash my hands properly. I know that a healthy lifestyle includes being physically active, neat, healthy eating, dental health, sun protection and emotional health. I can give examples of what I do on a daily and on a regular basis to keep myself healthy. I know how they can be controlled and my responsibilities for my own and others health. I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations. I have simple strategies to manage my feelings. I understand what being resilient means to me and I have strategies I can use. I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings.	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 the benefits of physical exercise and time outdoors. I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis. I know how to look after my mental wellbeing through some self-care techniques e.g. relaxation, benefits of hobbies and interest. I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately. I can understand why other people are behaving as they are when they are finding change difficult. I understand what being resilient means to me and I have strategies I can use.	I understand what is meant by a healthy diet (including understanding calories, and nutritional content). I can make informed choices about healthy eating and exercising. 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, online and have started to develop ways of counteracting the negative factors. I understand a range of feelings and how these make me feel both emotionally and physically. I have a range of strategies for managing and controlling strong feelings and emotions. I can respond appropriately to other people's feelings. I can recognise my worth as an individual and the worth of other people.	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 having a positive self-image. I understand the importance of good oral hygiene, including regular visits to the dentist. 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 having a positive self-image. 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 know some of the ways of dealing with the feelings that sometimes arise from changes. I know where individuals, families and groups can get help and support both on and offline. I understand what resilience is and have strategies I can use to build my own resilience. I can resolve differences, looking at alternatives, making decisions and explaining choices. I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidently challenge their view point.	I understand early signs of physical illness, such as weight loss, or unexplained changes to the body. I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation. I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing. I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs. I can recognise opportunities to make my own choices about food, what might influence my choices and the benefits of eating a balanced diet. I know how change can impact with our feelings of belonging. I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions. I understand that the media can have a positive and negative effect on mental health, e.g. body image. I have an understanding of mental ill health and how important it is for people to get early help to support them. I understand what being resilient means to me and I have strategies I can use.

Becoming an Active Citizen- End of Year Expectations					
NURSERY			RECEPTION		
I can select and use resources I need to complete an activity. I have developed a sense of responsibility in the classroom community eg handing out snack.			I can resolve a problem or difficulty. I know that mistakes are an important part of learning and going back is trial and error not failure. I am confident to try new activities. I can show independence in a range of circumstances. I can show resilience in a range of circumstances. I can show perseverance in a range of circumstances. I can manage the school day successfully. • Lining up/ queuing • Waiting I know that some people in my community go to different places of worship. I know why people go to these places of worship. I know that different people follow different religions. I am aware of cultural differences between people locally, nationally, and globally. I am aware of different celebrations that are celebrated by different religions and cultural communities. I am aware of how these celebrations are celebrated. I am able to describe my life and how it is the same and different to others.		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I play a full part in the life of my classroom. I can agree and follow rules for my group and classroom. I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council. I can represent the views of others. I can express a simple opinion, agreement and disagreement. I can respectfully ask questions and listen to the answers. I can state my own opinion. I can say if I agree or disagree with someone else. I can respectfully ask questions and listen to the answers.	I know that I belong to different groups and communities in school, family. I can contribute positively to the life of the class and the school. I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council. I can take part in discussions/simple debate with others about topical issues. I can describe what makes an environment pleasant to live in. I can give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect). I can give examples of different ways that the environment can be improved (e.g. signposting, litter picking/ tidy, bins, benches, tree planting, swings, marked playing areas). I can explain the shared responsibility we have to take care of our environments for others. I can suggest some steps I could take as an individual and as a class to improve my local environment.	I know why different rules are needed in different situations. I can participate in making and changing rules. I can empathise with other people and situations through topical issues, problems and local and global events. I know that the 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 understand the media can be biased.	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 in school. I can acknowledge that others have different points of view both on and offline. 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 and viewpoints. I can demonstrate respect and tolerance both on and off line towards people different from themselves. I can describe the values of the school and know why they are important. I can describe the 'British Values' and give examples of what they mean in school and in society. I understand what being resilient means to me and I have strategies I can use. I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers. I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism. I understand how my choices my impact on the environment. I can identify positive things about myself, recognise some of my mistakes and learn from them. I can make some changes quickly and easily but also understand that some changes are hard and can take a long time.	I know what democracy is and how a democratic government works. I have taken part in democratic events in school (eg voting for school council, mock election). I understand the consequences of breaking the law and how the criminal justice system works in the UK. I know that circumstances in other countries and cultures may be different from our own. I understand why some people have chosen to leave their country and migrate to the UK. I understand the difference between economic migrant, asylum seeker and refugee. I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg public enquiries, planning decisions for new roads/housing, etc). I understand that choices we make as individuals, a community and a nation impact internationally. I know about Fair Trade and what it means. I can talk and write about my opinions confidently and listen to and show respect for the opinions of others. 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 recognise and challenge stereotypes. I know where to find impartial advice to inform my decision making and understand about media bias. I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc). I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances. I know how to access local and national support groups both on and offline.	I understand how democracy works in the UK at a local, regional and national scale. I understand that there are other forms of government that are not democratic and can give some examples of these. I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment. I understand what being part of a community means and I can take part more fully in school and community activities. I understand the mental health benefits of community participation and volunteering. I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment. I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism. 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 and the benefits of being a multi-cultural nation. I can critique how the media present information. I am aware of how the media present information and that this media can be both a positive and negative influence.

Me and My Future- End of Year Expectations					
NURSERY			RECEPTION		
I can work towards a goal I have given myself or been suggested to me.			I can recognise things that I have done well. I can talk about my work and play. I can reflect and self-evaluate my own work. I can set own goals and to achieve them.		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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 say what I enjoy about school. I can identify what I enjoy doing outside of school. I can describe the work that people do in my family, my school and where I live. I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school. 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 set myself simple goals.	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 understand that the choices we make affect ourselves and others. 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 describe why learning is important. I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (gender, different ethnicities, different backgrounds, etc). I am positive about who I am, what I have achieved and take into account what other people say about me. 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 why people work and the different jobs that people do and can challenge some of the work stereotypes. 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 begin to understand why we have charities. I understand that money is a finite resource for individuals, institutions and the community. I know there are different ways to gain money, including earning it through work. 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. 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 how I will develop skills for work in the future. I recognise the range of jobs carried out by people they know. 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 am aware that the learning choices I make will affect my future options. I can identify positive achievements during my time in Year 4. I can identify my strengths, areas for improvement and set high aspirations and goals. I can identify my strengths, areas for improvement and set myself some goals for Year 5.	I am able to make considered decisions about saving, spending and giving. 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 know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly. I know that there are a range of earnings for different jobs. I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this. I am starting to consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths. I know and understand how I can develop skills to make a contribution in the future. 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 know that people buy things online and have online bank accounts and passwords to keep money safe. I understand that money we earn also supports the community. I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do. I understand that employers must treat all employees equally and there are certain protected characteristics under the Equality Act. I know how to keep myself safe when working and what the law says to protect workers. I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising. I can describe a range of local businesses and how they are run and the products and / or services they provide. I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices. 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.

PSHE VOCABULARY PROGRESSION

Highlighted words show when they are used in more than one year. Those words in **bold** are the Nawton and Rosedale Abbey SPIRIT Values.

PSHE UNITS	Nursery	Reception	Year 1		Year 2	Year 3	Year 4	Year 5	Year 6	
Me and My Relationships	sad happy cross/ angry teamwork friend mummy daddy sister brother	kind sad happy cross/angry worried annoyed frustrated calm rules respect polite special friend unique mummy daddy sister brother grandparent uncle community	sister brother parent husband wife grandparent aunt uncle friendship relationship family boy girl respect similar/different sister brother grandparent aunt uncle community	change worry body Parts penis testicles scrotum vulva vagina nipples right wrong acceptable unacceptable safety love security fair unfair stable/stability unsafe private/Privacy sharing secret online/ offline teasing	respect stereotype gender bullying physical culture male female faith religion race rights ethnicity viewpoint	separation divorce bereavement empathy/empathise responsible/responsibilities independence consequences ethnicity value (myself) stereotype transgender sex religion culture faith nationality same-sex relationship witness perspective	media legal marriage civil partnership emotionally physically commitment strategies freely entered body image worth	bacteria virus immunisation puberty menstruation periods forced marriage dispute conflict compromise dares challenge boundaries confidential	reproduction conception peer pressure aggressive behaviour assertive behaviour anti-social cyber-bullying homophobia transphobia biphobia Xenophobia racism hate crime discrimination diversity disability sexuality prejudice conflict resolve disputes	
Keeping Myself Safe	rules safe private healthy eating germs	healthy balanced diet exercise rules safe private germs healthy balanced diet	medicines help harm rules 999 emergency services online/offline privacy age restrictions safety - road, water, rail, fire, online etc risk wellbeing secrets internet balance strangers privacy games websites social media choices	personal safety harmful substances pressure secrecy age ratings risks communicating pretending healthy friendship online offline right wrong behaviour aware pretending strangers household products choices contact touch	safety online passwords substances safety privacy personal information decisions choices peers pressure consequences health procedure emergency first-aid wellbeing support advice pressure influence media	safety online passwords substances safety privacy personal information decisions choices peers pressure consequences health procedure emergency first-aid wellbeing support advice pressure influence media	responsibility pressure influence media safety risk consequence social media forwarding private public sharing behaviour information strategies internet self-aware	communication environment physical substances consequences safety online offline risks benefit bully risks media online presence personal information report	responsibility safety health emergency risk injury independence challenge/dares substance -drugs, alcohol, tobacco, medicines, caffeine hazard peer pressure habit e-safety personal information passwords images request acceptable/unacceptable device support internet social media reality fantasy influences	negative/positive safety impact offensive consequences impact communicate collaborate uncomfortable appropriate media advertising balance rules law/legal privacy sharing personal boundaries harassment discrimination Human Rights aggression anti-social behaviour situations LGBTQ hate crimes

My Healthy Lifestyle			clean wash body teeth germs feelings health/healthy mind active likes/dislikes exercise online proud	happy pleased excited sad angry cross scared worried shocked afraid lonely	physical health mental health active responsibility/ies choices changes hygiene dental resilient strategies independence diseases rest	sun protecti on private comfortable/ uncomfo rtable disappointed gloomy miserable annoyed frustrated delighted joyful puzzled confused	consequences benefits responsibilities good habits hobbies bacteria virus included/excluded relaxed/relaxation drugs/medicine/alcohol/tobacco belonging anxious	stress media influence self-image nutrition calories balanced diet responsible diet counter argument reality / fantasy routines sun exposure managing feelings / behaviours responding	lifestyle positive/negative puberty oral hygiene resolve intensity resolving differences alternatives support	counteracting conflicting emotions adolescence weight loss/gain
Me and My Future	independent/ do things by myself proud kind keep trying	pride independence resilience perseverance tolerance kindness different some respect believe	coins notes change value saving spending safe goals strengths achievements aspiration career calculate positive wages community future		credit card debit card contactless needs wants stereotypes - gender, ethnicities respect resilience balance unique		budgeting finance bank account gaining earning enterprise charity finite debt in credit poverty	attitudes needs wants debt ambition reflection job prospects poverty benefits - what are they? food bank discount work, life balance	essentials desires cheap expensive bargain saving spending discount 'Value for money' recruitment interview incomings outgoings contributing loan tax bill benefits manage money CV cost of living 'best buys	employer employee employability enterprise online banking equality discrimination entrepreneur pay scale pay progression business interest equalities act credit card debit card contactless passwords pin number chip & pin mortgage insurance
Becoming an Active Citizen			Do you know? I think I feel I know I challenge agree disagree fair belonging yes/no rules democracy vote who what where when how why		belonging family community environment rules fight to be heard harms/damages improve local contribute fairly democracy vote needs wants responsibility pollution recycling similarities differences		rules decisions biased media empathise local national global participate problems impartial advice choices	law enforced online offline consequences choice stereotyping homophobia transphobia biphobia racism aggressive antisocial behaviour British Values Respect Tolerance Equality individual minorities resolve LGBTQ values Liberty Mutual	justice equality poverty migrate immigration democratic/democracy election law criminal justice system fairtrade explained choice: asylum seeker refugee economic migrant international migrate migration	United Nations Rights of a child Dictatorship communist mental health participation volunteer social justice moral responsibility research discuss debate ethnic identities positive & negative influence critique controversial issues sensitive manner multicultural nations

						respect individual liberty		
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Implementation 1:

- Clear and comprehensive scheme of work.
- The PSHE scheme of work has five themes; **relationships, keeping safe, healthy lifestyle, the future and becoming an active citizen**. It also incorporates the RSE policy and identifies links to Nawton and Rosedale Federation values (SPIRIT), which incorporate the British Values and the protective characteristics.
- Children have access to key knowledge, language and meanings to understand PSHE and to use across the curriculum and vocabulary is built upon.
- Displays across school PSHE, SPIRIT, British Values and healthy schools displays throughout school reinforce the PSHE curriculum enabling children to make links.
- Assemblies- Whole school, Key Stage and class assemblies always make a link to PSHE, SPIRIT, British Values, Heathy Schools Award.

Implementation 2:

- Clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE.
- The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more.
- RSE programme of work is explicitly resourced.

- Children will become more aware of RSE and know the purpose of it.

Cross Curricular Links:

PSHE/RSE provides numerous links with other curriculum subjects through text selection for reading and writing stimulus.

Examples include:

English- Document learning (writing), learn through a range of books (reading)

Science – Correct terminology of body parts, puberty and conception of a baby

History – Diversity and treatment of minority groups in history and how things have changed.

ICT – Online safety

Geography – Looking at differences and similarities between themselves and others that live around the world- rights, access to school and basic resources.

Art – Depict their thoughts and feelings on a subject through art eg) draw their family and look at how it differs from others, draw a picture of a “risky” situation.

Enrichment:

The PSHE Curriculum is enriched in a variety of ways including:

- Visits from a variety of people who come from different backgrounds and cultures
- Healthy Schools Award
- Healthy Mind Lessons
- Celebrating days/ weeks:
Black History Month
Online Safety Week
Dot Day
Down Syndrome Day
Fair Trade Fortnight

Assessments

Nursery and Reception

Regular observations and assessments of learning are recorded and contribute to the end of term assessments, the end of nursery each child’s year, as well as the end of EYFS using the Early Years Outcomes. As with the rest of the school, any class work that is done based on PSHE will be documented in a “big book”.

Year 1- Year 6

At Nawton and Rosedale CP School, there is an expectation that each teacher is assessing the children all the time, be this be notes on their planning, quotes of what children say that are placed in the class discussion books or written work. The teachers are required every term to complete the assessment grids on insight, which includes the outcomes that have been covered that half term, for each child in their class based on the evidence they have collected. The teacher also needs to assess if the child is working towards age related expectations, working at the expected standard or working at greater depth. The PSHE lead then analyses the data and creates next steps for this area of the curriculum.

Evidence of Impact:

The impact of our curriculum can be seen through pupils' enthusiasm and knowledge of their learning and their individual progression throughout the year. Pupil voice is implemented so that the enjoyment and the impact of the curriculum for the children in the school can be monitored and the curriculum can be tailored to each group of children.

Through lessons and pupils' comments, discussions and written work monitoring, it is evident that pupils are being well supported to acquire the necessary skills and subject knowledge to meet the statutory requirements for each age range

Lesson observations will be performed to monitor the standard and effectiveness of the teaching and learning.

Data from 'Growing up in North Yorkshire 2022'.

Gaining the Gold Healthy Schools Award – September 2025

Impact 1:

Children will know more and remember more about PSHE, with the large majority of children achieving age related expectations across the wider curriculum in addition to the core subjects.

Children will demonstrate a healthy outlook towards school –attendance will be at least in-line with national and behaviour will be good.

Recognise and apply the SPIRIT of Nawton and Rosedale Abbey (incorporating British Values), as well as appreciating differences and diversity in their day to day lives.

To approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life, as well as achieving good mental health, wellbeing and staying safe.

Supportive data from Ofsted 2022 (Nawton).

Supportive data from 'Growing up in North Yorkshire 2022 survey'.

Gaining the Gold Healthy Schools Award – September 2025

Impact 2

Develop positive, healthy lifestyles, respectful relationships and enable them to keep safe both on and offline. Children are active global citizens now and in the future.

To understand and manage their emotions as well as looking after their mental health and well-being.

Understand the physical and emotional aspects involved in RSE at an age appropriate level.

Supportive data from Ofsted 2022 (Nawton).

Supportive data from 'Growing up in North Yorkshire 2022 survey'.

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