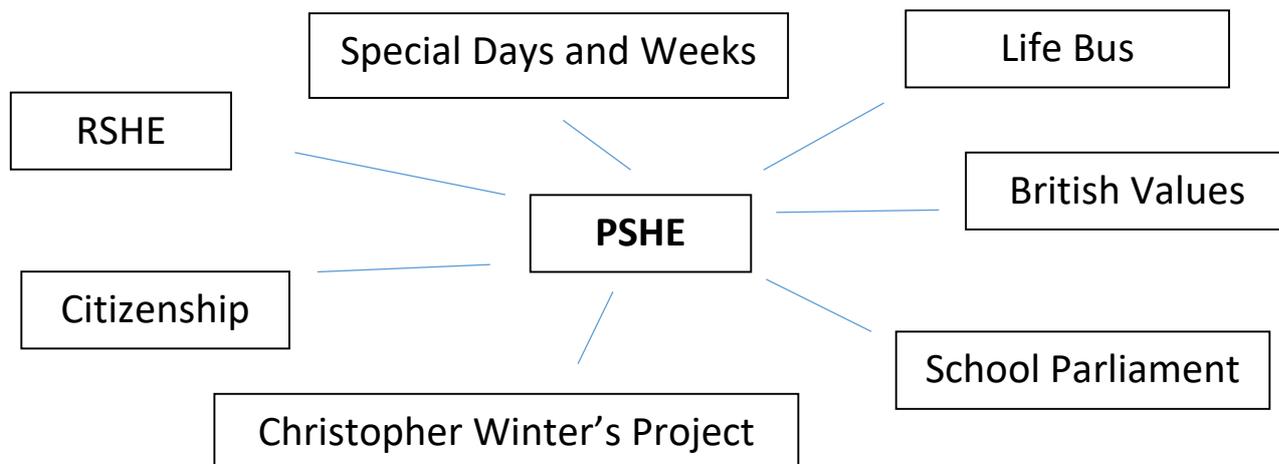




## PSHE at The Mead Academy Trust

*"I believe the children are our future. Teach them well and let them lead the way. Show them all the beauty they possess inside." Whitney Houston*



<p><b>PSHE Intent</b></p>	<ul style="list-style-type: none"> <li>• At The Mead Academy Trust, our children will be taught to be Ready, Respectful and Safe.</li> <li>• At The Mead Academy Trust, we intend to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.</li> <li>• We will recognise that positive relationships also apply online. When teaching relationships content, we will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.</li> <li>• Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices.</li> <li>• Our focus will be on teaching the characteristics of good physical health and mental wellbeing. Our teachers will have a clear understanding that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• We will actively promote the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</li> <li>• Through our School Parliament, our children will take on responsibilities around the school and share their voice to create change within the school community.</li> <li>• Relationships and Sex Education is taught every year in the context of a broad and balanced PSHE curriculum. Core knowledge is broken down into units of manageable size, in a carefully sequenced way, within a planned programme. This is delivered through high quality, age appropriate teaching in order to prepare children for the opportunities, responsibilities and experiences of adult life.</li> </ul>
<p><b>PSHE Implementation</b></p>	<p>In order to ensure the highest standards of teaching and learning in PSHE, our teachers draw on a range of high quality, evidence based schemes of work. All aspects of PSHE are carefully sequenced to equip children with a sound understanding of risk and with the knowledge and understanding to make safe and informed decisions about their wellbeing, health and relationships.</p>
<p><b>Resources</b></p>	<p>Life Bus, SCARF, Christopher Winter Project, Equality and Diversity books, First Aid Training, Oral Health Training, Fire Safety, Walk Safe, Bikeability, NSPCC, Dogs Trust, Trowbridge Youth Parliament, Junior Good Citizen</p>

PSHE Concepts (Aims and purpose of NC)	Substantive Conceptual Knowledge (Revisited over time)
<p>Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.</p> <p>Based on the following documents</p> <ul style="list-style-type: none"> <li>Relationships Education, relationships and sex education (RSE) and health education</li> <li>Guidance on promoting British values in schools</li> </ul>	<p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p> <p>Being safe</p> <p>The Law and money</p> <p>Mental wellbeing</p> <p>Internet safety and harms (internet safety day)</p> <p>Online relationships (internet safety day)</p> <p>Physical health and fitness (through PE curriculum)</p> <p>Healthy eating (through DT and science curriculum)</p> <p>Drugs, alcohol and tobacco</p> <p>Basic first Aid</p> <p>Changing adolescent bodies</p> <p>British Values</p>

Substantive Concept	Revisited over time in these topics
<p>Families and people who care for me</p> <p>Caring friendships</p> <p>Respectful relationships</p>	<p>Early Years</p> <p>Special people in their lives</p> <p>Explore different types of families</p> <p>Resolving conflict with friends and identifying bullying</p> <p>People are similar as well as different</p> <p>Things sometimes seem unfair even if they are not</p> <p>Year 1</p> <p>Family and close friends</p> <p>Explore different types of families</p> <p>Resolving conflict with friends and identifying bullying</p> <p>People are similar as well as different</p> <p>Things sometimes seem unfair even if they are not</p> <p>Year 2</p> <p>Know how to get help if you are being bullied or teased and know the difference</p> <p>Know the characteristics of a good friendship</p> <p>Identify people who are special to them</p> <p>Explain some of the ways those people are special to them</p> <p>Year 3</p> <p>Accept the views of others and understand we don't always agree</p> <p>Know how to be a good friend and how to make up with a friend if we fall out</p> <p>Know about things that make positive and negative relationships</p> <p>Year 4</p> <p>Understand how people are feeling by their body language</p> <p>Know what to do if you are being bullied</p> <p>Know what assertive means</p> <p>Know what a bystander is and act accordingly</p> <p>Know why people get married</p> <p>Understand negotiation and compromise</p> <p>Year 5</p>

	<p>Understand emotional needs and why they are important  Understand compromise and why it is important  Give examples of how to be assertive and when these skills might be needed  Give examples of different faiths and cultures and positive things about having these differences</p> <p>Year 6  Understand what a bystander is and what to do when someone is being bullied  Explain the difference between passive and active bystanders and give examples of how active bystanders can help in bullying situations  Give examples of negotiation and compromise  Reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason  Recognise and empathise with patterns of behaviour in peer group dynamics  Recognise the benefit of community participation  Explain what environmentally sustainable living means and give an example of how we can live in a more sustainable way</p>
Being safe	<p>Early Years  Knowing what to do when you are sad or need help  Knowing how to keep myself healthy  Know the importance of showing care and kindness towards others  Know about the people whose job it is to help keep us safe</p> <p>Year 1  Knowing what to do when you are sad or need help  Knowing how to keep myself healthy  Talk about how to keep your body healthy and safe  Know how to stay safe in the home, classroom and outside  Understand the PANTS rule  Recognise appropriate and inappropriate touch</p> <p>Year 2  Knowing safe people who can help if something feels wrong  Know examples of safe and unsafe secrets  Recognise appropriate and inappropriate touch  Know that body language and facial expression can help show how safe someone feels</p> <p>Year 3  Identify risk factors in given situations and suggest ways of managing those risks  Identify situations which are safe or unsafe  Know strategies for keeping safe  Define the words danger and risk and explain the difference between the two</p> <p>Year 4  Know that you have choices about taking risks  Define the terms danger, risk and hazard  Suggest simple strategies for managing risk  Describe stages of identifying and managing risk</p> <p>Year 5  Identify risk factors in a given situation  Define the terms danger, risk and hazard  Identify situations that are risky and hazardous  Describe stages of identifying and managing risk  Define what is meant by dare</p> <p>Year 6</p>

	<p>Explain inappropriate touch  Give examples of a secret that should be shared with a trusted adult  Understand how independence and responsibility go together  Young Citizens</p>
<p>The Law and money</p>	<p>Early Years  Classroom rules  Understand that they can make a difference  Talk about how they can make an impact on the natural world</p> <p>Year 1  Know classroom rules  Explain the importance of looking after things that belong to themselves or others  Explain where people get money from</p> <p>Year 2  Suggest rules and know what will help you to keep them  Explain and be able to use strategies for dealing with impulsive behaviour  Identify what they like and any problems with the school environment  Recognise they all have a responsibility for helping to look after the school environment</p> <p>Year 3  Accept the views of others and accept that we can't always agree with others  Explain that people earn their income through their jobs  Identify people who are volunteers in the school community and understand why people volunteer including mental health and wellbeing of those that volunteer</p> <p>Year 4  Identify how people are different including religious or cultural differences  Know how to challenge stereotypes  Explain what is meant by income tax, national insurance and VAT  Understand how a payslip is laid out</p> <p>Year 5  Explain that local councils make decisions on how money is spent in our community  Explain some of the areas that local councils have responsibility for  Understand that local councils are elected</p> <p>Year 6  Explain the advantages and disadvantages of the different ways of saving money  Young Citizens  To recognise rules and laws and consequences of not adhering to them  To understand how laws are made</p>
<p>Mental wellbeing</p>	<p>Early Years  Understanding yours and other's feelings  To know that it is okay to get things wrong and to have the courage to try again  Talk about similarities and differences in themselves</p> <p>Year 1  Understanding yours and other's feelings  Understand there is physical and mental health and what they can do to improve their mental health  Give and receive positive feedback and experience how this makes them feel</p> <p>Year 2  Know how to express feelings in a safe and controlled way  Understand how to deal with loss and change</p>

	<p>Understand there is mental as well as physical health and know how to improve or maintain mental health</p> <p><b>Year 3</b>  Set myself personal goals and identify my talents  Know that there is mental as well as physical health  Know how to improve their own mental health</p> <p><b>Year 4</b>  Understand the importance of self- respect and how it links to our own happiness  Know how we can maintain and improve mental health  Identify ways in which everyone is unique and appreciate your own uniqueness</p> <p><b>Year 5</b>  Name qualities that make people attractive that are nothing to do with how people look but behave  Recognise basic emotional needs, understand they change according to circumstance  Explain strategies they can use to build resilience  Use a range of words and phrases to describe the intensity of different feelings</p> <p><b>Year 6</b>  Explain why emotional needs are as important as physical needs and explain what might happen if someone doesn't get emotional needs met  Give examples of an emotional and physical risk  Tell you how to overcome problems and challenges on the way to achieving my goals  Give examples of ways in which a person feels about themselves can be affected (e.g. images of celebrities)</p>
<p>Internet safety and harms (internet safety day)  Online relationships (internet safety day)</p>	<p><b>Early Years</b>  Knowing who to talk to when you need help online</p> <p><b>Year 1</b>  Knowing who to talk to when you need help online  Know age appropriate ways to stay safe online- telling an adult</p> <p><b>Year 2</b>  Give examples of how to keep myself safe online  Know who to talk to about feeling safe online</p> <p><b>Year 3</b>  Know how to keep my personal details safe online  Know the benefits about rationing time spent online</p> <p><b>Year 4</b>  Identify positive and negative influencers  Understand media influence and why that might be a problem  Know the benefits of rationing time online</p> <p><b>Year 5</b>  Explain how some people aim to create an impression of themselves that is not real and the factors that might make them do this  Give examples of things that might influence people to take risks online and understand that I have a choice</p> <p><b>Year 6</b>  Explain some ways that I can keep myself safe when using a mobile phone including around sharing images and understand there are laws around this</p>

	<p>Understand how social media can affect how a person feels about themselves</p> <p>Understand social media bias and why it occurs</p>
<p>Healthy eating (through DT and science curriculum)</p>	<p><b>Early Years</b></p> <p>Understand that you can make healthy choices and how this keeps us well</p> <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p><b>Year 1</b></p> <p>Understanding why certain foods are healthy and why it is important to eat at least 5 portions of fruit and vegetables a day</p> <p>Know that the body gets energy from food, water and air</p> <p>Know that food, water and sleep are very important to our health</p> <p><b>Year 2</b></p> <p>Understand what I need to get energy and which parts of the body turn food into energy</p> <p>Understand exercise and sleep are important to their health</p> <p>Know the body gets energy from food, water and oxygen</p> <p><b>Year 3</b></p> <p>Recognise the impact of diet, exercise, drugs (including medicines) and life style on the way their bodies function</p> <p>Take responsibility for areas of my health</p> <p><b>Year 4</b></p> <p>Give examples of how to keep healthy</p> <p>Recognise the impact of diet, medicine, drugs and exercises on how bodies function</p>
<p>Drugs, alcohol and tobacco</p>	<p><b>Early Years</b></p> <p>Understanding when medicines can be harmful</p> <p><b>Year 1</b></p> <p>Understanding when medicines can be harmful</p> <p>Recognise the impact of diet, exercise and medical drugs on how their bodies function</p> <p><b>Year 2</b></p> <p>Understand that medicines can be helpful or harmful and explain how some can be used safely</p> <p>Recognise the impact of diet, exercise and medical drugs on how the body functions</p> <p><b>Year 3</b></p> <p>Can say why medicines can be helpful or harmful</p> <p>Know nicotine and alcohol are drugs and how they are harmful to the body</p> <p><b>Year 4</b></p> <p>Identify risks of smoking and drinking on the body</p> <p><b>Year 5</b></p> <p>Know the % of people aged 11-15 years in the UK that smoke and understand why some people think it is a lot more than this</p> <p>Recognise the impact of drugs including medicine on lifestyles including body functions</p> <p>Identify risk factors in a given situation including smoking</p> <p>Understand the complexities of categorising drugs</p> <p>Know that all medicines are drugs but that not all drugs are medicines</p> <p><b>Year 6</b></p> <p>Explain why some people believe that more young people drink alcohol than do</p> <p>Misperceive the norm</p> <p>Recognise the impact of exercise, diet, drugs and medicine on how your body functions</p>

	<p>Identify risk factors in any given situation involving alcohol</p> <p>Understand the law in connection to legal and illegal drugs and understand that both can cause harm</p> <p>Understand the complexities of categorising drugs</p>
Basic first Aid	<p>Early Years CPR, call 999</p> <p>KS1 CPR, call 999</p> <p>Lower KS2 Cuts, bruises, bandages, breaks, CPR, call 999</p> <p>Upper KS2 Cuts, bruises, bandages, breaks, 999 call, CPR, Sepsis</p>
Changing adolescent bodies (taken from Christopher Winters)	<p>Early Years Knowing that babies grow into adults Know which parts of their bodies are kept private and safe and why To know that male and female body parts differ</p> <p>Year 1 Understanding the importance of good hygiene Knowing that babies grow into adults Knowing male and female babies are physically different</p> <p>Year 2 Know there are differences between boys and girls including stereotypes Know the physical differences between male and female animals and their life cycles Naming female and male body parts</p> <p>Year 3 Know about personal body space and inviting people in to in Know the names of female and male body parts Differences between male and female animals and how this is part of their life cycle</p> <p>Year 4 Name female and male body parts Know the main stages of the human life cycle Know some of the changes that happen during puberty</p> <p>Year 5 Learning about emotional and physical changes that happen during puberty Have the confidence to ask questions freely Consider gender stereotyping and sexuality</p> <p>Year 6 Know about growing up, body changes, puberty and reproduction Understand the responsibilities of being in a relationship Understand emotional changes associated with puberty and how some people may feel when their bodies change</p>
British Values	<p>Tolerance of those of different faiths and beliefs</p> <p>Mutual respect</p> <p>Individual liberty</p> <p>The rule of law</p> <p>Democracy</p>

<b>Disciplinary Knowledge</b>	Responsive circle times Behaviour curriculum Restorative conversations – conflict resolution Thrive curriculum Meaningful adult interactions Oracy skills – discussion, challenge Persona dolls Stilling/mindfulness Taking on leadership roles Links with the local community School Parliament Shared decision making Clubs Play times / lunch times Classroom responsibilities Visitors
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Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
special same different safe private danger rules proud real fake angry excited worried needs wants healthy unhealthy exercise	safe special belonging rights responsibilities consequences respect online routine choice community challenge difference dilemma	family male female birth medicine pharmacy asthma emergency responsible hazards danger excluded resolve vaccination hygiene risk	drug tobacco smoking medicine harmful asthma bullying racism cyber- bullying bystander mental health physical empathy acceptance courage conflict qualities influencers diverse judge admire positive pressure decisions charity community occupation wage culture belief	physical changes puberty reproduction life cycles emotional caffeine nicotine tobacco addiction age restrictions drugs legal illegal prescribed substances peer- pressure age concession ethical fair trade consumers well- being budget democracy election influence organisation council government customs citizen diverse stereotype community	cigarette e-cigarette influence pressure substance prescribed trustworthy conflict bereavement misleading consumers manipulate stereotype homophobic sexist disability transphobic discrimination prejudice anti-social migration lesbian transgender diverse gay dare	puberty attitudes stereotyping reproduction menstruation tobacco nicotine solvents alcohol consequence strategies stigma discrimination debt credit cards higher purchase unmanageable reliable enterprise careers ballot