



SUBJECT ON A PAGE

PSHE

Intent – We aim to...

Each student at Berry Hill Primary School will receive a toolbox from PSHE that will enable them to build positive relationships, value and respect themselves, and apply these skills to tackle problems in the 21st century. While at Berry Hill children will be equipped with an understanding of wider issues and challenges. They will be reflective, resilient and respectful. They will be good communicators, who are able to listen and provide support for one another.

Equip our pupils with the necessary knowledge to make informed decisions and keep themselves safe and healthy

Help pupils to grow into responsible citizens and make positive contributions to school and their wider community

Instil good levels of self-awareness – enabling our pupils to respect themselves and others

Give pupils the relevant skills to understand how to both cope and thrive in a 21st century world

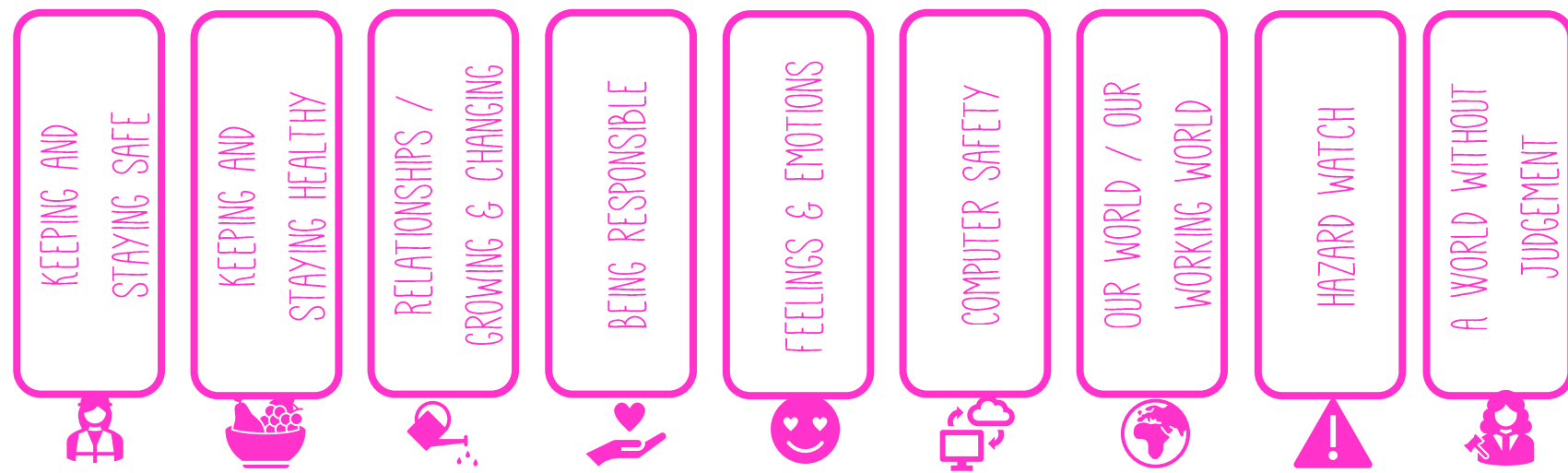
Implementation – How do we achieve our aims?

"I believe we are here on the planet Earth to live, grow up and do what we can to make this world a better place for all people to enjoy" Rosa Parks

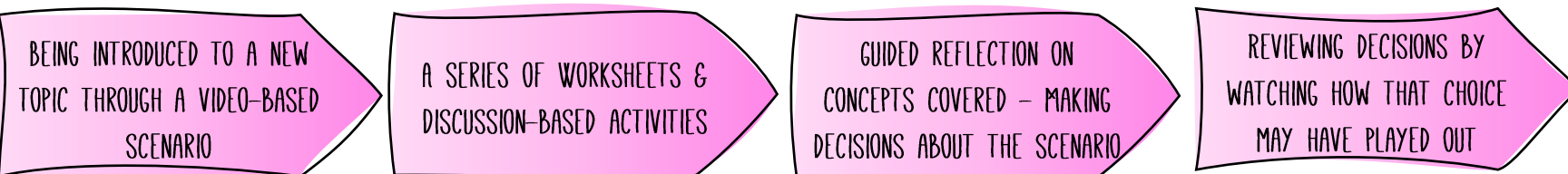
PSHE areas of study across school

The PSHE curriculum is delivered through discreet lessons but will, by nature, also be supplemented by reactive sessions as issues arise. '1Decision' is the scheme which underpins school's PSHE curriculum.

Each year group will study 7 or 8 separate units which build throughout school. These units comprise of:



A typical PSHE unit of study will consist of:



Impact – How will we know we have achieved our aims?

Pupils are empowered to make informed decisions which enable them to keep themselves safe and healthy

Pupils are self-aware and able to self-regulate well which enables them to form and maintain healthy and sustainable relationships with others

Berry Hill pupils leave primary school with a sense of determination to contribute to the society or world in which they live

Children leave Berry Hill equipped with the life skills to thrive in a 21st century world

By the end of primary, pupils should...

- Know what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.
- Know about personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent
- Have respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on
- Be told explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- Know the principles of positive relationships also apply online. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures.
- Know that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)
- Develop a growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks
- Be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Have a clear understanding of boundaries and privacy, ensuring they understand that they have rights over their own bodies.

LIFE-SKILLS & KNOWLEDGE OF A 21ST CENTURY

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEEPING AND STAYING SAFE	<p>Managing Myself F1 – make healthy choices about food, drinks, activities and tooth brushing F2 – Using a range of large and small apparatus alone and in a group Use a range of tools competently Manage own basic needs – being a good pedestrian</p>	<p>Road Safety</p> <ul style="list-style-type: none"> • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay Safe 	<p>Tying Shoelaces</p> <ul style="list-style-type: none"> • Know the reasons to make sure your laces are tied • Learn how to tie up laces properly • Know rules to keep yourself and others safe • Understand the differences between safe and risky choices 	<p>Staying Safe – Windows</p> <ul style="list-style-type: none"> • be able to recognise a range of warning signs • be able to spot the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices 	<p>Cycle Safety</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe 	<p>Peer Pressure</p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequence 	<p>Water Safety</p> <ul style="list-style-type: none"> • identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident
KEEPING AND STAYING HEALTHY	<p>Making healthy choices F1 – be increasingly independent in meeting their own care needs – cleaning teeth, washing hands, toileting and drying hands Make healthy choices about food, drinks, activities and tooth brushing F2 – Manage their own basic hygiene and personal needs including dressing, going to the toilet, toothbrushing, healthy food choices, and having a good sleep routine, having regular physical activity</p>	<p>Washing Hands</p> <ul style="list-style-type: none"> • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices 	<p>Healthy Eating / Brushing Teeth</p> <ul style="list-style-type: none"> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices 	<p>Medicine</p> <ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices 	<p>Healthy Living</p> <ul style="list-style-type: none"> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle 	<p>Smoking</p> <ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills and strategies to resist any pressure to smoke. 	<p>Alcohol</p> <ul style="list-style-type: none"> • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe
RELATIONSHIPS (YEARS 1-3) GROWING AND CHANGING (YEARS 4-6) RSE	<p>Myself and Others F1 – Play with one or more other children, extending and elaborating play ideas Help find solutions to conflicts and rivalries Talk with others to solve conflict Talk about feeling Understand how others might be feeling Develop appropriate ways of being assertive F2 – Build constructive and respectful relationships Work and play co-operatively and take turns with others Form positive attachments with adults and peers Show sensitivity to their own and others needs</p>	<p>Friendships</p> <ul style="list-style-type: none"> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view 	<p>Bullying</p> <ul style="list-style-type: none"> • be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours 	<p>Touch</p> <ul style="list-style-type: none"> • understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts 	<p>Appropriate Touch</p> <ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel Uncomfortable 	<p>Puberty</p> <ul style="list-style-type: none"> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty 	<p>Conception</p> <ul style="list-style-type: none"> • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent

LIFE-SKILLS & KNOWLEDGE OF A 21ST CENTURY

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BEING RESPONSIBLE	<p>F1 – Develop their sense of responsibility and sense of community</p> <p>F2 – Manage our own hygiene needs</p>	<p>Water Spillages</p> <ul style="list-style-type: none"> • know how you can help people around you • understand the types of things you are responsible for • know how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being Irresponsible 	<p>Practice Makes Perfect</p> <ul style="list-style-type: none"> • be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to set goals and work to reach them 	<p>Stealing</p> <ul style="list-style-type: none"> • understand the differences between borrowing and stealing • be able to describe how you might feel if something of yours is borrowed and not returned • know why it is wrong to steal • be able to understand the differences between being responsible and Irresponsible 	<p>Coming Home on Time</p> <ul style="list-style-type: none"> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and Responsible 	<p>Looking out for others</p> <ul style="list-style-type: none"> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way 	<p>Stealing</p> <ul style="list-style-type: none"> • explain what consent means • recognise the importance of being honest and not stealing • explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way
FEELINGS AND EMOTIONS	<p>Early Emotions</p> <p>F1- talk about feelings using words like happy/sad</p> <p>F2 – Express own feelings and feelings of others</p> <p>Identify and moderate their own emotions</p> <p>Show an understanding of own and others emotions.</p>	<p>Jealously</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant / uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>Worry</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant / uncomfortable emotions • understand that feelings can be communicated with and without words 	<p>Grief</p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant / uncomfortable emotions • understand that feelings can be communicated with and without Words 	<p>Jealousy</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as loneliness and jealousy 	<p>Anger</p> <ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and Manage unpleasant / uncomfortable emotions, such as anger 	<p>Worry</p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people
COMPUTER SAFETY	<p>Computing Choices</p> <p>F1 – Increasingly follow rules and understand why they are important</p> <p>F2 – Know and talk about the different factors that support their overall health and wellbeing including sensible amounts of screen time</p>	<p>Online Bullying</p> <ul style="list-style-type: none"> • understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments 	<p>Image Sharing</p> <ul style="list-style-type: none"> • Understand how your online actions can affect others • Be able to name the positive and negative ways you can use technology • Know the risks of sharing images without permission • Understand the types of images that you should and should not post online 	<p>Making Friends Online</p> <ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online 	<p>Online Bullying</p> <ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for Help 	<p>Image sharing</p> <ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and pressures to share images online 	<p>Making friends online</p> <ul style="list-style-type: none"> • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online

LIFE-SKILLS & KNOWLEDGE OF A 21ST CENTURY

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>OUR WORLD (YEARS 1-3)</p> <p>THE WORKING WORLD (YEARS 4-6)</p>	<p>Understanding the World F1 – Begin to make sense of their own life story and family history Show interest in different occupations Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries and talk about the differences they have seen in paces or photos F2 – Talk about members of immediate family and community Name and describe people who are familiar to them Explore the natural world around them</p>	<p>Growing in our World</p> <ul style="list-style-type: none"> • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to describe the common features of family life • be able to recognise the ways in which your family is special and unique 	<p>Living in our World</p> <ul style="list-style-type: none"> • understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean 	<p>Looking After our World</p> <ul style="list-style-type: none"> • be able to explain the meaning of reduce, reuse, and recycle • recognise how we can help look after our planet • be able to identify how to reduce the amount of water and electricity we use • understand how we can reduce our carbon footprint 	<p>Chores at Home</p> <ul style="list-style-type: none"> • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school and community • identify the skills we may need in our future job roles 	<p>Enterprise</p> <ul style="list-style-type: none"> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise 	<p>In app purchases</p> <ul style="list-style-type: none"> • know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money
<p>HAZARD WATCH</p>	<p>Is our play safe? F1 – Increasingly follows rules understanding why they are important F2 – Negotiate space and obstacles safely with consideration for themselves and others</p>	<p>Is it safe to eat or drink?</p> <ul style="list-style-type: none"> • know what food and drink items are safe or unsafe to eat or drink • be able to name dangers that can affect others, for example younger siblings 	<p>Is it safe to play with?</p> <ul style="list-style-type: none"> • know what items are safe to play with and what items are unsafe to play with • be able to name potential dangers in different environments 				
<p>A WORLD WITHOUT JUDGEMENT</p>	<p>Wonderful World F1 –Continue to develop positive attitudes about the differences between people F2- Understand some places are special to members of their community Recognise some environments are different to the one in which they live Recognise that different people have different beliefs and celebrate in different ways Know some similarities and differences between different religious and cultural communities in this country.</p>				<p>Breaking down Barriers</p> <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality 	<p>Inclusion and Acceptance</p> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion 	<p>British Values</p> <ul style="list-style-type: none"> • understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion

VOCABULARY PROGRESSION OF A 21ST CENTURY CITIZEN

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KEEPING AND STAYING SAFE	Healthy; Pedestrian ; tooth brushing	Road Safety Community; Discuss; Choice; Pedestrian; Zebra crossing; Pelican crossing; Puffin crossing; Toucan crossing; Avoid; Situation; Risk; Safe; Imaginary	Tying Shoelaces Laces; Buckle; Accident; Velcro; Unsafe	Staying Safe – Windows PCSO; Appliances; Dangerous; Chemicals; Warning Signs; Pressured; Permission	Cycle Safety Statement; Opinion; Fact; Strategy; Junction; Cycle Safety	Peer Pressure Peer pressure; Encourage; Risk; Risk assessment; Support network	Water Safety Consequences; Water safety; Water pollution; Hidden currents; Warning flags
KEEPING AND STAYING HEALTHY	Clean Teeth; Toileting ; Sleep; Healthy; Unhealthy	Washing Hands; Hygiene; Germs	Healthy Eating / Brushing Teeth Ingredients; Energy; Repair; Vitamins; Natural; Saturated fat; Decay	Medicine Medicine Allergies Vaccination Antibodies Research Immune System Doctors	Healthy Living Lifestyle Balanced diet Blood Pressure Carbohydrate Saturated fat Vital organs Food chart Mind map Protein Calorie	Smoking Nicotine Addictive Illegal Tobacco e-cigarette Respiratory system Cardiovascular disease Cigarette	Alcohol Alcohol Ethanol Legal age limit Alcohol poisoning Fermentation Unit
RELATIONSHIPS/ GROWING	Friends; Love; Feelings; Respectful; Sensitivity; Take Turns ; Positive	Friendships Relationships Love Security Stability Disagree	Bullying Bullying Mean Describe Teasing Threatening Advice Imagine Anti-bullying	Touch Communicate; Situation; Penis; Testicles; Vagina; Vulva; Anus; Private parts; Appropriate	Appropriate Touch Nervous; Scared; Inappropriate; Connection; Civil partnership; Marriage	Puberty Puberty; Hormone; Ovaries; Anonymous question; Fallopian tube; bladder; Foreskin;	Conception Conception; Reproduction; Consent; Womb; Urethra; Fertilised; Conceived; Caesarean; Cervix IVF
BEING RESPONSIBLE	Community ; Hygiene	Water Spillages Responsibility; Responsible; Accident; Honesty; Dishonest	Practice Makes Perfect Abilities; Thoughtful; Qualities; Manners; Courteous; Appropriately; Self-respect; Improve	Stealing Borrowing; Stealing; Consequence; Irresponsible; Responsible	Coming Home on Time Punctual; Appointment	Looking out for others Considerate; Inconsiderate; Isolation; Loneliness; Mental health	Stealing Consent; Possession; Stealing; Permission; Borrowing
FEELINGS AND EMOTIONS	Happy; Sad; Feelings	Jealously Recognising; Loneliness; Frustration; Experience; Jealously	Worry Fidgety; Annoyed; Worried; Control; Trust; Anger; Manage	Grief Grief; Confusion; Memory box; Emotions	Jealousy Physical health; Mental health; Strategies	Anger Displeasure; Hostility; Annoyance	Anxious; Troubled; Positive action; Prepare for change; Mindfulness strategies
COMPUTER SAFETY	Rules; Wellbeing; Screenime	Online Bullying Online; Positive; Negative	Image Sharing Permission; Opinion Rules; Declaration	Making Friends Online Chatroom; Report; Reply; Respond; ChildLine	Online Bullying Online relationship; Online bullying; Offensive; Insulting; Posting; False content; Insulting; Rude; Device; Opinion; Rumours	Image sharing Application; Survey; Kind action; Image sharing; Illegal	Making friends online Application; Pretending; Age restriction; Online activity; Social media; Password
OUR WORLD	Understanding the world; Life story; Family history; Natural Environment; Immediate Family; Natural	Growing in our World Planet; World; Environment; Unique; Common	Living in our World Humans; Reproduce; Protect; Wildlife; Community; Credit Card; Spend; Receive; Save	Looking After our World Reduce; Re-use; Recycle; Environment; Carbon; Footprint; Carbon Dioxide; Global; Warming	Chores at Home Income tax; VAT; Contribution; Self-motivation; Apprenticeship; Volunteer; HM revenue and customs; Society; Chore; Independence; Stereotype	Enterprise Enterprise; Priority; Fundraising;	In app purchases Bank account; Loan; Tax; Budget; Comparison; Fairtrade; Interest; Debit card; Credit card; Wages; Debt; In-app purchase; Gambling
HAZARD WATCH	Space	Is it safe to eat or drink? Potential; Sibling; Community; Hazard; Danger	Is it safe to play with?				
A WORLD WITHOUT JUDGEMENT	Special; Beliefs; Celebrate				Breaking down Barriers Judgement; Equality; Diversity; Disability; Polite; Cohesion; Barrier; Attributes; Similarities; Differences; Courteous; Respectful	Inclusion and Acceptance Inclusion; Acceptance; Discrimination; Anti-social; Hate crime	British Values Democracy; Rule of law; Individual liberty; Values; Cohesion; Equal rights; Mutual respect; Tolerance; Faiths and beliefs;