



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Cycle B

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Impact

The children will become reflective, independent and aspirational citizens who understand the impact of the choices they make on themselves, their community and the wider world. They will enjoy learning about themselves, and see PSHE as a subject that actively supports their development.

During each unit of PSHCE, and as part of ongoing pastoral care, there will be a focus on healthy relationships and friendships. These relate to the statutory National Curriculum statements for the end of Primary Education. Guidance is also taken from the non-statutory Citizenship guidance (2015).

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2
Respecting ourselves and others		<ul style="list-style-type: none"> • Making friends; feeling lonely and getting help • Recognising things in common and differences; playing and working cooperatively; sharing opinions • Belonging to a group; roles and responsibilities; being the same and different in the community 	Pupils should know: Caring friendships <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Respectful relationships <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online Being safe <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice, for example family, school or other sources Mental wellbeing <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) Internet safety and harms <ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> • about meeting and making friends, being a good friend, and playing and working cooperatively • about what causes arguments between friends and how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else • to recognise that, even though friends, classmates, and other people can have both similarities and differences, they are all equal • about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2
Money and Work		<ul style="list-style-type: none"> What money is; needs and wants; looking after money 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle		
1 week	B Term 3		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments about getting, keeping and spending money that people are paid money for the job they do how money can be kept and looked after how to recognise the difference between needs and wants how people make choices about spending money, including thinking about needs and wants 	

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2
Keeping safe		<ul style="list-style-type: none"> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Safety in different environments; risk and safety at home; emergencies 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Duration	Cycle		
1 week	B Term 4		
Key Vocabulary		Children will learn:	
Refer to whole school vocabulary progression document		<ul style="list-style-type: none"> how to recognise hurtful behaviour, including online and what to do and whom to tell if they see or experience hurtful behaviour about what bullying is, different types of bullying and how someone may feel if they are being bullied about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use to identify potential unsafe situations and risks, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger in everyday situations, e.g. road, water and rail safety, medicines how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say 	

Focus		Milestone for end of KS1 (Year 2)	National Curriculum Objectives: By the end of KS2	
<p style="text-align: center;">All about me</p>		<ul style="list-style-type: none"> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing older; naming body parts; moving class or year 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 	
				<table border="1"> <tr> <th>Duration</th> <th>Cycle</th> </tr> <tr> <td>1 week</td> <td>B Term 6</td> </tr> </table>
Duration	Cycle			
1 week	B Term 6			
Key Vocabulary		Children will learn:		
<p>Refer to whole school vocabulary progression document</p>		<ul style="list-style-type: none"> about routines and habits for maintaining good physical and mental health why sleep and rest are important for growing and keeping healthy that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies the importance of, and routines for, brushing teeth and visiting the dentist and how food and drink that affect dental health how to describe and share a range of feelings ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others how to manage big feelings including those associated with change, loss and bereavement when and how to ask for help, and how to help others, with their feelings about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) about change as people grow up, including new opportunities and responsibilities preparing to move to a new class and setting goals for next year 		