

## Litcham School All-through PHSE Curriculum Implementation

	KS1			KS2				KS3			KS4	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Health and well being</b>	<p><b>Feelings</b> Recognise and understand basic feelings (sad/happy/angry/scared).</p> <p><b>Our bodies</b> Name basic parts of the body.</p> <p><b>Healthy lifestyle</b> Explain how to keep our bodies healthy e.g. fruits/vegetables/water/exercise.</p>	<p><b>Feelings</b> Recognise and understand a broader range of feelings and emotions.</p> <p><b>Healthy Lifestyle</b> Understand good and bad actions that influence our health, personal hygiene and stopping the spread of infection.</p>	<p><b>Feelings</b> Recognise that we can have more than one feeling at a time.</p> <p><b>Healthy Lifestyles</b> Identify influences and consequences of their choices, personal and oral hygiene, spread of germs and their effects on the body, differences between males and females.</p>	<p><b>Feelings</b> Internal and external feelings, feelings can change and often have opposites, accepting all feelings, physical signs of feelings, feelings intensity.</p> <p><b>Healthy Lifestyles</b> Germs, bacteria, viruses and how to stop their spread, the effects of illness on the body and how to manage it.</p>	<p><b>Feelings</b> Feelings intensity, confusion during problems, strategies to change feelings or behaviour.</p> <p><b>Healthy Lifestyles</b> Short-term and long-term consequences of our choices on our health, positive, neutral and negative impacts, a balanced diet, choices that promote health and wellbeing, personal care routines.</p>	<p><b>Feelings</b> Consequences, feelings, goals, solutions, I feel statements, being responsible.</p> <p><b>Health and puberty</b> Growing and puberty, drugs and alcohol, human reproduction, how a baby grows</p> <p><b>Wellbeing</b> Understand unrealistic ideals/expectations e.g. models/social media, habits and strategies to maintain/ stop them.</p>	<p><b>Feelings</b> Stress, self-control, goals, enthusiasm, motivation, aspirations.</p> <p><b>Health and puberty</b> Positive and negative influences on health and wellbeing, puberty and body changes, sexual intercourse, pregnancy, contraception, masturbation, STIs, consent.</p> <p><b>Transition</b> Setting aspirations, preparing for transition to secondary school.</p>	<p><b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid, rail, water and road safety online safety, trip to Bramley lakes</p> <p><b>Health and puberty</b> Healthy routines, influences on health, puberty, periods, unwanted contact, sleep, mindfulness, dental care, exercise, mental health, diet, emotions, growth mindset</p>	<p><b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use</p> <p><b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies, unhealthy coping strategies, self-confidence and awareness.</p>	<p><b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, knife crime and gang exploitation</p> <p><b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid</p>	<p><b>Mental health</b> Mental health and ill health, stigma, safeguarding, health, including during periods of transition or change, abortion. Fertility</p> <p><b>Exploring influence</b> The influence and impact of drugs, gangs, role models, celebs, AA and the media</p>	<p><b>Building for the future</b> Self-efficacy, stress management, mental health sleep and future opportunities, Safety online and off line</p> <p><b>Independence</b> Responsible health choices, and safety in independent contexts,</p>
<b>Living in the Wider World</b>	<p><b>Recognising safe and unsafe feelings/ situations.</b> Identify when they feel uncomfortable and understand how to notify an adult.</p> <p><b>Safety</b> Understand how to keep safe near roads.</p>	<p><b>Recognising safe and unsafe feelings/ situations.</b> Recognise comfortable and uncomfortable feelings.</p> <p><b>Setting goals</b> Recognise their strengths and set goals.</p> <p><b>Planning, doing, reviewing.</b> Make choices for themselves and begin to evaluate those choices and change strategies if appropriate.</p> <p><b>Safety</b> Understand who takes care of them and how they can ask for help.</p>	<p><b>Stereotypes</b> Understand that girls and boys can do and enjoy the same activities. Begin to understand diversity and showing respect to all.</p> <p><b>Caring for the environment.</b> Name ways that people care for their environment e.g. picking up litter, turning off electricity, recycling.</p> <p><b>Safety</b> Safe and unsafe situations, 'secret'/'surprise, shared responsibility for safety (at home, in class, in the</p>	<p><b>Growth mindset</b> Increase awareness of relationship between effort and results.</p> <p><b>Safety</b> School rules for healthy and safety, emergencies, how and when to find help, people who help us and their responsibility, physical, emotional and online safety, risk, danger and hazards, resisting negative pressure.</p>	<p><b>Safety</b> Managing risks, dangers and hazards, rules in different situations, comparing and managing risks in familiar situations, people who help us in the wider community to stay safe.</p> <p><b>Wellbeing</b> Resisting negative pressure and making informed choices regarding goals and next steps, uniqueness and difference.</p>	<p><b>Safety</b> Using social media safely, managing risk and judging safety of situations, ways to protect personal information online</p> <p><b>Diversity</b> Stereotypes, discrimination, fairness, equal treatment, authority, commemoration.</p> <p><b>Setting goals</b> Setting goals, obstacles, resilience,</p>	<p><b>Safety</b> How the media affects our choices, body image in the media, protecting information and images online, protecting others online, managing risk in unfamiliar situations.</p> <p><b>Growth mindset</b> Setting goals and high aspirations.</p> <p><b>Growing up</b> Peer pressure, aspirations, independence and increased responsibility, motivation</p>	<p><b>Developing skills and aspirations</b> <b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices</p> <p>Multiculturalism Stereotyping Multiculturalism in the UK. PREVENT Bullying, stereotyping</p>	<p><b>Community and careers</b> Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work, growth mindset <b>Digital literacy</b> Online safety, digital literacy, media reliability, and gambling hooks</p> <p>Guilty or Not Guilty: A Trial</p>	<p><b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process</p> <p><b>Employability skills</b> Employability and online presence</p> <p>British Politics, UN, Child Poverty, British and International politics, Child Labour, Government,</p> <p>Disability, Living with a disability</p>	<p><b>Financial decision making</b> Gambling and the impact of advertising on financial choices</p> <p><b>Work experience</b> Preparation for and evaluation of work experience and readiness for work, writing letter, interviews Interview technique, applications, CV</p>	<p><b>Next steps</b> Application processes, and skills for further education, employment and career progression, study skills, managing money,</p> <p>The impact of financial decisions, debt, young drivers education.</p>

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			playground), risk and personal safety.						The real game: budgeting  Financial Education: Interest Credit 4 Life, Currency Perfect PINs  Fisherman's Game	Organ Donation, Extremism		
<b>Relationships</b>	<p><b>Forming attachments</b> Initiate conversation and exhibit friendly behaviour.</p> <p><b>Managing behaviour</b> Take steps to resolve conflicts that arise. Express their wants/need/opinions to others.</p> <p><b>Attachments</b> Develop firm attachments with adults and peers.</p>	<p><b>Forming relationships</b> Identify positive traits in others and express their feelings in words and actions.</p> <p><b>Managing Behaviour</b> Begin to understand how to regain self-control. Understand positive and negative choices. Solve problems and resolve conflicts within friendships.</p> <p><b>Collaboration</b> Begin to work collaboratively in pairs or small groups Share and take turns within group activities.</p>	<p><b>Forming relationships</b> Learn to read physical cues and facial expressions to understand other's feelings, suggest resolutions, compromises for conflicts, maintain long-term friendships.</p> <p><b>Managing behaviour</b> Name and practice ways of regaining self-control from an emotion, describe method to calm down, suggest resolutions to problems.</p> <p><b>Collaboration</b> Active listening, taking turns, understand leader position in a group, respect and patience within group activities.</p>	<p><b>Maintaining relationships.</b> Learn to read facial expression, body posture, tone of voice to understand others feelings. Explore scenarios of accident/on purpose, fair/ not fair.</p> <p><b>Managing behaviour</b> Distinguishing between feeling and behaviour, all feelings are ok but not all behaviours are, learning steps to calm down. Evaluate possible responses to a situation.</p> <p><b>Collaboration</b> Learn the importance of communication to explain feelings, ideas,</p>	<p><b>Maintaining Relationships</b> Explore that friendships have conflicts and problems which can be resolved.</p> <p><b>Managing behaviour</b> Recognising and controlling anger, calming down, gossip and rumours, misinterpreting situations, peer pressure, being responsible for your own behaviour</p> <p><b>Collaboration</b> roles and responsibilities in small groups, uniqueness and difference, creating solutions.</p>	<p><b>Types of Relationships</b> Identifying different types of relationships, family, intimate etc., open ended questioning, conversational skills.</p> <p><b>Managing behaviour</b> Managing anger and emotion after a conflict, teasing, positive and negative talk, gossip, forgiveness.</p> <p><b>Collaboration</b> Co-operation, evaluating decisions and adapting, making group decisions.</p>	<p><b>Managing Relationships</b> Help and advice from others, intimate, familial, friendly relationships, I and You statements</p> <p><b>Managing behaviour</b> Careful informed choices, independent decisions, attentiveness, de-escalation.</p> <p><b>Conflict in relationships</b> interpersonal conflict, negative and violent conflict, managing conflict, resolutions win-win, lose-lose situations,</p>	<p><b>Diversity</b> Diversity, prejudice, and bullying, loneliness</p> <p><b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries, consent, peer pressure, body satisfaction.</p>	<p><b>Discrimination</b> Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> <p><b>Identity and relationships</b> Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception, parenting. FGM, e-safety and body image.</p>	<p><b>Respectful relationships</b> Families and parenting, healthy relationships, romantic relationships conflict resolution, and relationship changes</p> <p><b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs,</p>	<p><b>Healthy relationships and Families</b> Marriage, families, parental responsibilities,</p> <p>Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media, unplanned pregnancy, Gender and sexual identity, Contraception, STI's, adoption.</p> <p><b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism</p>	<p><b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, self-body examination, pornography, sharing sexual images, consent, harassment</p>