

At Berkswich Primary School, we encourage our children to be independent, healthy and responsible members of the community. Children are given the opportunity to support local charities, fundraise, volunteer within the local community and have their say through school council and class discussion. These opportunities provide the children with lifelong skills which can be carried on to secondary school, further education, career and adult life.

Advice from the PSHE Association website is as follows:

Personal, social, health and economic education (P.S.H.E) - 2013

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE, we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools.

When any school provides SRE they must have regard to the Secretary of State's guidance ; this is a statutory duty.

Advice for schools

We provide grant funding to the PSHE Association to work with schools to advise them in developing their own PSHE curriculums and improve the quality of teaching. The association focuses on signposting schools to high-quality resources and in expanding their Chartered Teacher of PSHE programme. We have also asked the association to promote the teaching of consent as part of SRE, in line with the statutory guidance for that subject.

For drug and alcohol education, we launched a new evidence-based information service in April 2013 called Mentor-ADEPIS for those working with young people, including schools and teachers. The new service provides practical advice and tools based on the best international evidence.

We also provide funding to the Centre for the Analysis of Youth Transitions (CAYT) to develop a database of evaluations of programmes aimed at improving outcomes for young people.

CAYT will score the strength of evidence of impact for a submitted programme, so schools and others will know which programmes have the best evidence of impact.

Additional support

We want teachers to be free to address the topics most relevant for their pupils, drawing on good practice and advice from professional organisations. Schools are free to use the organisations and resources they choose and we encourage organisations to develop guidance for schools in the areas of their expertise.

We have asked the PSHE Association to provide teachers with a range of case studies to inform their teaching. We recommend that schools use reputable professional organisations that will facilitate a broad and balanced approach.

Year One and Two

I can understand the need for class rules, discuss how they help us and relate these to a Christian Bible teachings.	I can explain the need for class rules, understand how they help us and relate them to the ten commandments.	I can Identify a law that adults have to follow and justify this using a bible teaching.
I am inclusive when discussing ideas with one or more people.	I can respectfully take part in a discussion with my class	
I can respectfully listen to other people's ideas and opinions	I can compromise with other children.	
I can describe what the School Council does and how it works	I can accurately explain the role of School Council representative.	I can list some of the skills of School Council Representative.
I can recognise and name a range of feelings (positive and negative).	I can explain ways to deal with different feelings particularly negative ones and relate this to a Bible teaching.	I recognise how I have dealt with a negative feelings exploring Biblical teachings.
	I can recognise and modestly celebrate some of my own skills and attributes.	

Year Three and Four

I can modestly list my own strengths.	I can identify challenges I may face and relate them to a Bible teaching.	
I can respectfully contribute ideas to class rules.	I can describe how I can contribute positively and with faith to the school.	
I can accurately list the skills of a School Council representative.	I can describe the role of a chairperson and secretary.	
I can explain how the Class and School Council works.	I can explain the democratic process of the School Council elections and relate these to elections in the Church.	
I can explain what democracy means.	I can explain my role in the democratic process and be self-motivated to justify my opinion.	
I can describe the role of a local councillor.	I can explain how to raise an issue with the local Councillor.	
	I can respectfully explain my opinion whilst being mindful of other's feelings.	

Year Five and Six

I can modestly list things I am good at.	I recognise my strengths and am respectful to my class when sharing these.	I rejoice in who I am and am confident in my strengths and know how to improve my weaknesses.
I can identify areas I want to improve in and relate these to Bible teachings.	I can identify challenges and can use bible teachings to assess how I will overcome these.	I can suggest ways to overcome challenges using the values understood from parables and Bible teachings.
I can describe how the School Council works and compare these to British Councils.	I can take part in a democratic process and relate this to democratic processes within the Church.	
I can describe the faithful and educational contribution I have made to the school.	I can explain the different roles I take on in the school environment, Church community and at home.	I can identify when there maybe conflicts between these roles, yet use my judgement and faith to overcome the situation.
I can accurately describe the skills and qualities a School Council representative needs.	I can describe the role of a School Council representative.	* I am aware of the different role in secondary school to primary school.
I can describe how people apply for jobs.	I can write an application for a job in school in an organised manner.	



My Relationships

Autumn Two



Year One and Two

I can recognise characteristics which make me special and unique.	I can describe the range of school, home and church groups I belong to.	I respect personal and religious similarities and differences between people.
I can identify and describe a person in the <u>local church community</u> who is special to me.	I can identify positive and negative ways that families care for each other.	I can describe types of families and explain why all families are special.
I can describe how my positive and negative behaviour affects other people.	When I play and work with others, I treat them with respect and dignity.	I can identify strategies from Bible teachings to resolve simple arguments.
I can use inclusive adjectives to describe a good friend.	I can demonstrate forgiveness and kindness in order to be a good friend.	I can recognise friendly and unfriendly behaviours.
I can identify that there are different types of teasing and bullying.	I use religious teaching to understand when teasing and bullying is wrong and unacceptable.	I can explain how to resist teasing and bullying, if I experience or witness it.
I can list some of the religious choices I might have.	I can recognise the choices I make will be affected by different factors.	I use my wisdom, knowledge and skills to create a strategy for making decisions.
	I can recognise that choices can be right or wrong	
	I can respectfully explain why relationships might change.	I can describe how people from different religions and communities might deal with these changes.
	I can say who I could go to in my school, church and home community in order to seek help.	

Year Three and Four

I can respectfully identify the differences between males and females.	I can accurately name the main internal and external parts of the body.	I can name of the sexual parts of the body using the agreed names.
I can recognise that families come in many different forms.	I can explain why children might be in different family arrangements and am sensitive to the feelings of others when explaining this.	
I know that choices require decisions.	I know that actions have consequences, am able to anticipate the results of them, but know that I may ask forgiveness of these.	I have shown effective decision making skills using Bible teachings from collective worship.
I can describe features of a positive friendship using respect and dignity.	I can discuss feelings about arguments whilst celebrating differences.	I have some ideas about how to recognise negative feelings and behaviour, suign examples from the Bible.
I know when and where to get help in my school, church and home community.	I can say who I can talk to if I have any school, home or religious concerns.	I can say where and how to get help, share feelings and help myself.
I can recognise that personal, religious and educational change is a natural process.	I can reflect on how I have changed and how I may change in the future.	
I can explain that during puberty the body changes from a child into an adult.	I know that changes are a natural part of growing up and that change is a gradual process	
I can accept my own feelings and understand how they affect behaviour.	I can explain that feelings change during puberty and that feelings and actions can impact on others	I have practised basic skills to think for myself and manage my feelings.
I can explain that some parts of my body are private.	I understand that nobody should make me do something I don't want to do or makes me feel bad.	I recognise that I have the right to say no in different situations.
I know when I should or should not agree to keep something confidential or secret.	I know when it is right to 'break a confidence' or 'share a secret' with my teacher or priest.	
I recognise strong feelings and when I may have these.	I can describe personal and religious ways to deal positively with experiences and situations of loss, separation and death.	
I have discussed my feelings about arguments and violence with my teacher or priest.	I have considered whether it is ever acceptable to use violence to resolve arguments and use bible teachings to address my decisions.	



Year Five and Six

I can respectfully explain the main physical and emotional changes which occur during puberty	I can accurately explain what menstruation is, why menstruation only happens to females and how it happens.	* I know how to independently stay clean during puberty and who to contact in primary and secondary school if I need help.
	I can identify what I am and am not looking forward to as I grow up.	I can identify ways of coping with growing up and understand that there are school and church leaders I can ask for help.
I have explored my own perception of gender and challenged stereotypes using case studies and Bible teachings.	I can explain about some impacts of gender stereotypes.	
I can understand how the media can affect how I think.	I have strategies about how to combat a negative impact from the media.	* I understand that the media may play a larger role in secondary school than primary school.
I can describe the different sorts of relationships I have and compare them to relationships in the bible..	I can explain how relationships change from primary school into secondary school.	
I understand how racial bullying can affect mental health.	I can explain some possible consequences of racial bullying and how to celebrate our differences and be inclusive of diversity.	I can advise my peers about who to turn to in the event of racial bullying.
Using dignity and respect, I can describe the important qualities in a friend/partner.	I can discuss why some people choose to marry in a religious setting and others do not.	
I can discuss feelings about secrets and friendships within my school and church community.	I know that some secrets are unhealthy and that it is ok to ask for help from teachers or the church community.	



My Health

Spring One



Year One and Two

I can accurately name the main parts of the body.	I can name boy's and girl's body parts.	I can describe the differences between boys and girls.
I can describe how I have changed since I was born.	I can describe how I might change in the future both physically, mentally and in my religious decisions.	I can identify some new opportunities and responsibilities I may have as I grow up to live well together.
I can describe how to keep different parts of the body clean.	I can describe how common infections are spread.	I can explain ways to limit or avoid infections.
I can name some things that help me keep physically healthy.	I can describe the components of a balanced diet.	I can put together a healthy lunchbox.
	I can describe the contribution physical activity and sleep make to well being.	
	I can identify things which help me feel emotionally healthy.	
I can respectfully choose what I like and dislike and give a reason for my choices.	I can recognise that choices have consequences both good and bad.	

Year Three and Four

I can list some of the components of a balanced diet.	I can recognise balanced meals.	I can suggest ways to make a meal more balanced.
I can respectfully reflect on my own diet.	I can explain the benefits of eating healthily.	I can identify a range of things which keep me healthy.
I can list the opportunities I have to make choices for myself at school and in the wider church community.	I can recognise some of the influences on my choices.	
I can explain what makes me ill.	I can recognise ways to reduce the spread of bacteria and viruses.	I can describe ways we can help ourselves feel better when we are ill.
I can explain reasons medicines could be dangerous.	I can recognise that all drugs are not medicines.	
I can explain how smoking can affect health.	I can explain some of the benefits of being a non- smoker.	
I can explain what a habit is.	I can recognise that habits can be good and bad.	
I can respectfully express an opinion on a food related issue and celebrate cultural food differences.		

Year Five and Six

I can accurately identify components of a healthy lifestyle.	I can explain key facts about health and well being.	
I can list things which have a positive and negative impact on physical and mental health.	I can identify factors which affect emotional and mental health.	I can recognise how the media might influence physical, mental and emotional health.
I can list the physical, emotional and social changes that take place during puberty.	I can explain strategies to manage feelings and experiences during puberty.	
I can use the correct names for and functions of the internal organs of the body.	I can explain what menstruation is and about the menstrual cycle.	I can explain some basic facts about pregnancy and conception.
I can use a variety of religious and non-religious sources to research a topical issue.	I can discuss an issue with dignity and respect in a small group.	I can responsibly take part in a debate that celebrates everyone's differences.
	* I understand that I need to take care of my physical, emotional and mental health.	* I know who to turn to in primary and secondary school if I am worried about my physical, emotional and mental health.



My Safety

Spring Two



Year One and Two

I can identify some things which can be harmful if they go inside my body.	I can try different ways to overcome worries about a substance going into my body.	I can describe how to keep myself safe.
I can identify some things which might be dangerous in the home and use my wisdom, knowledge and skills to make the right decision.	I can explain what I might do if I find something which could be dangerous at home.	I can describe some things that I can do to make the home safer.
I can describe ways to keep myself safe when walking.	I can describe ways to keep myself safe in the car.	I can describe how to keep myself safe in relation to unsafe places.
I can name some unsafe situations.	I can describe how to keep myself safe in relation to people.	
	I can explain the difference between secrets and surprises.	I can recognise that I should not keep adult's secrets and can talk about issues to teachers or a trusted adult.
	I can identify a range of people who help to keep us safe.	
	I can ask thoughtful questions about a person's job.	

Year Three and Four

I can identify risk in a range of situations and use my wisdom, knowledge and skills to make the right decision.	I can list potential hazards at home, in school and the local area.	I can identify possible dangers from the hazards.
I can explain rules for keeping safe on the road.	I can recognise that sometimes we know what to do but we do something else and learn from this.	I know that pressure to behave in an unacceptable or risky way can come from a variety of people and I can reflect on this in class or in collective worship.
I can explain that medicines should be used properly or they can be harmful		
I understand and I am able to resist peer and media pressure		
I can explain which parts of my body are private.	I can accurately explain the underwear rule.	I can judge what type of physical contact is acceptable or unacceptable and ask for guidance from my school or trusted adult if I am unsure.
I can explain what to do if I experience unacceptable touches from anyone.	I can explain the difference between secrets and surprises.	I can discuss how rules allow people to live life to the fullest.
I can explain how school rules help to keep us safe and I can link these to Bible teachings.	I can explain how rules and laws keep people safe using religious and non-religious texts.	I can link ways of staying safe online within my everyday life.
	I can explain ways to keep safe on line.	I can respectfully challenge people's views or habits.
	I can explain ways I can keep myself safe (in given situation).	I know my own value and the need for me to avoid risks.
	I can define risk.	
	I know who can help and support me within the school and in communities such as home and church.	



Year Five and Six

I can describe times when I do not feel safe and use my wisdom, knowledge and skills to make the right decision.	I can list things that will help keep me safe in a given situation using examples of Bible teachings or those from another faith.	I can decide how to behave responsibly in a range of situations using my learning from discussion, reflection or collective worship.
* I can describe some techniques for resisting pressure at primary school and secondary school.	I can understand difference between being passive, assertive and aggressive.	I can describe the impact that assertive behaviour can have in a difficult situation.
	I can list people who help to keep me safe and healthy in my school, faith and home community.	
I know there is always hope when trying to overcome a fear.	I can explain how overcoming a fear can be a positive experience.	I can explain some consequences of decisions and reflect on the value of forgiveness and compassion.
I can explain some of the effects and dangers of drugs on an individual.		I can describe some of the effects and dangers of drugs on communities and the environment.
	I can use basic first aid skills including getting help.	* I know who will help me at primary and secondary school if there is a first aid emergency.
* I can discuss helpful sources at primary, secondary school and within my local community who can give me advice.	I can list different sources of help and advice available to people my age.	I understand the role of wisdom and hope, when someone seeks or accepts help.



My Community

Summer One



Year One and Two

I can recognise that I am a member of different groups and communities.	I can describe how it might feel to be excluded or ignored by from a group	I can use strategies to make sure that everyone is included.
I can describe different types of teasing and show respect and care for dignity.	I can describe strategies for dealing with teasing	I can define what bullying is and give examples, carefully using experiences and Bible stories.
		I can explain what to do if I am being bullied and know that I can turn to teaching staff and other trusted adults.
I can accurately talk about differences and similarities between boys and girls.	I can question beliefs about what boys and girls can do using examples from my school and church community.	
I can respectfully describe different types of families .		
	I can describe similarities between people of different ethnicities in the UK and celebrate this diversity.	I can understand that Britain is a diverse place and celebrate this diverse culture.

Year Three and Four

I can describe myself in a educational, religious, and social way.		
I can describe different communities.	I can identify some institutions which support the community including my local church.	I can identify and celebrate similarities and differences between local communities.
I can recognise the range of identities in our wider community today.	I recognise the range of identities in Britain today.	
	I can explain why respect, diversity and tolerance are important.	

Year Five and Six

I can respectfully talk about different people's points of view on different issues.	I can express my own point of view and that of others, with respect and dignity.	I can consider my own point of view and that of others in school and other communities.
I can contribute positively to the local school and other communities I am part of.	I can explain how over time people can make a difference using their wisdom, knowledge and skills.	I know how courageous advocacy can impact others and me.
	I can explain what stereo typing is.	I can debate the advantages and disadvantages of stereotyping.
	I can explain strategies that I can use to manage difficult situations and know that I can talk to the teaching staff and other trusted adults if I am unsure.	
* I understand the differences between primary school and high school.	* I can predict changes that may happen throughout the end of primary and beginning of high school.	* I am aware of coping strategies to help me deal with the transition between primary and high school.
	I know who to ask if I have transition queries within the teaching staff and other trusted adults.	I reflect on the ways in which I cope with change and I am supportive of the needs of others.



My World

Summer Two



Year One and Two

I can recognise what I like and dislike.	I can begin to identify right and wrong and give reasons using evidence from case studies and the Bible.	
I can identify fair and unfair using examples from Bible stories.		
I can describe the needs of animals.	I can recognise that some needs have a cost attached to them.	I can describe the needs of animals and how people can meet their needs.
	I can identify some needs humans have using case studies from Britain and around the World.	I can describe how adults in school ensure children's needs are met.
I can describe some of the positive and negative features of the local environment.	I can describe positive things about the local area and how people look after it	I can describe negative things about the area and understand that they can contribute to making it better.
	I can take part in a discussion with the whole class with integrity.	I can take part in a simple debate whilst valuing other's opinions.
I can list some different sources of money.	I can describe some things money can be used for including spending and saving.	I can identify choices I can make about spending money and what influences these choices
	I can explain the role money plays in our lives using examples from the Bible and other faith texts.	I can identify ways I can help others through, for example fund raising and prayer. I can relate this to Jesus' example.

Year Three and Four

I can identify where money comes from.	I can identify what money is used for.	I can describe a range of things that money can be used for.
I can explain why something is or is not good value for money.	I can explain things that we need to consider when we decide to buy something.	I can use research skills to develop as a critical consumer.
I can name a range of resources that we need as humans.	I can begin to recognise how resources are allocated.	I can describe ways to reduce the impact resource use has on the environment.
I can explain what a right is and use case studies and religious texts as examples.	I can explain what a responsibility is and why it is important for our individual hopes, aspirations and courageous advocacy.	I can describe what a duty is and why it is important for our individual hopes, aspirations and courageous advocacy.
	I can describe how people respectfully campaign for their rights and those of other people.	I can reflect on the examples from campaigns and use this to challenge my own thinking.
I can list a range of jobs and voluntary positions in school and in the local community.	I can list the responsibilities and duties people have towards the environment.	

Year Five and Six

I can explain key aspects of Parliament.	I can explain how rules are made in the UK.	I can explain why and how rules and laws change over time.
I can discuss the role of 'good disagreements'.	I can respectfully take part in a debate on a topical issue.	I can use persuasive language to make the case for a new rule or law.
I can explain the function of cheques, credit and debit cards.	I can plan for future spending.	I can explain how and why people save.
	I can explain how money we earn also supports the school, church and local community.	
	I can explain the role of a pressure group and understand that there are school and church leaders I can discuss this with.	I can plan appropriate actions to address an issue of interest to me.
I can ask appropriate questions to find out more information on a given topic.	I am self-motivated to present findings to other people.	I can identify skills I have used in a project.
	I can take part in appropriate action or activity.	I can reflect on how my actions affect who I am and how I live.
	I can explain how the media present information to different groups.	I can challenge unfair views with respect and courage.