

# Keston Primary School



**PHSE Programme of Study for KS1 and KS2**

**PHSE Programme of Study**

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## PHSE Programme of Study - Key Stage One

<b>KS1 Assembly and Class Discussion Topics</b>	
<b>Class Discussion/assembly</b>	<b>Key Stage Assembly</b>
Choices – physical and emotional health, consequences	Choices – physical and emotional health, consequences
Keeping secrets	Keeping Safe
Physical Contact	People who look after us
People who look after us – how to attract their attention and what we can do to help	Right and Wrong
	Differences
	Special People
	Anti-bullying/teasing

## Health and Wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Pupils should have the opportunity to learn:	Year Group	Opportunities to learn
1. what constitutes a healthy lifestyle including the benefits of physical activity, rest and healthy eating	Year 1 Year 2	I'm Alive! topic Marvellous Medicines
2. to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences	Year 1 & 2	KSI Assemblies
3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	Year 1 & 2	Assembly Certificates Gap Tasks Targets in books
4. about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings	Year 1 & 2	Anti-bullying week
5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	Year 1 & 2	Year 2 to 3 transition KS1 assembly
6. the importance of and how to maintain personal hygiene	Year 2	Marvellous Medicines Daily hygiene
7. how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others	Year 1 & 2	Daily hygiene
8. about the process of growing from young to old and how people's needs change	Year 2	Marvellous Medicines
9. about growing and changing and new opportunities and responsibilities that increasing independence may bring	Year 2	Marvellous Medicines Year 2 prefects
10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls	Year	I'm Alive!

11. that household products, including medicines, can be harmful if not used properly	Year 2	Marvellous Medicines
12. rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))	Year 1 & 2	Assemblies Computing – online safety Swimming lessons
13. about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them	Year 1 & 2	School Signs KS1 assembly's Anti-bullying week
14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'	Year 1 & 2	Assemblies

## Relationships

Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

Pupils should have the opportunity to learn:	Year Group	Opportunities to learn
1. to communicate their feelings to others, to recognise how others show feelings and how to respond	Year 1 & 2	Through shared books
2. to recognise how their behaviour affects other people	Year 1 & 2	Class / school rules KS1 assemblies
3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises	Year 1 & 2	Class discussion
4. to recognise what is fair and unfair, kind and unkind, what is right and wrong	Year 1 & 2	KS1 assemblies Through shared books Class rules
5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Year 1 & 2	Debating / talk partners School council Show and tell
6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)	Year 1 & 2	Class / playground rules PE KS1 assemblies
7. to offer constructive support and feedback to others	Year 1 & 2	Peer assessment Class sharing of work
8. to identify and respect the differences and similarities between people	Year 1 Year 2	I'm alive KS1 assemblies Marvellous medicines RE Curriculum
9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	Year 1 & 2	RE Curriculum KS1 assemblies
10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)	Year 1 & 2	Class discussion

11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	Year 2	Marvellous Medicines Class discussion
12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say	Year 1 & 2	Shared stories Class rules / discussion KS1 assemblies
13. that there are different types of teasing and bullying, that these are wrong and unacceptable	Year 1 & 2	Anti-bullying week Class rules KS1 assembly
14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help	Year 1 & 2	School signs Anti-bullying week

## Living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

Pupils should have the opportunity to learn:	Year Group	Opportunities to learn
1. how to contribute to the life of the classroom	Years 1 & 2 Year 2	Class rules Prefects Classroom jobs
2. to help construct, and agree to follow, group and class rules and to understand how these rules help them	Years 1 & 2	Class rules
3. that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)	Years 1 & 2 Year 1 Year 2	Class rules I'm alive! Buckets and spades
4. that they belong to various groups and communities such as family and school	Years 1 & 2	KS1 assemblies Team points RE Curriculum St Georges Day
5. what improves and harms their local, natural and built environments and about some of the ways people look after them	Year 1  Year 2	I'm alive I wish I lived in a castle Buckets and spades
6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	Years 1 & 2	My money week Maths lessons Book / toy sale
7. about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices	Years 1 & 2	Book / toy sale My money week



## PHSE Programme of Study - Key Stage Two

<b>KS2 Assembly and Class Discussion Topics</b>	
<b>Class Discussion/assembly</b>	<b>Key Stage Assembly</b>
Media Influences and presentation (years 5 & 6)	Anti-Bullying
People who look after us –what we can do to help	Resisting pressure
Body rights - Physical contact	Positive relationships <ul style="list-style-type: none"> <li>• Support</li> <li>• Different relationships</li> <li>• Building relationships</li> </ul>
Keeping secrets	Responsibilities , rights and duties
Dares	Rules
	United Nations Declaration of the Rights of the Child

## Health and Wellbeing

Pupils should be taught:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

Pupils should have the opportunity to learn:	Year Group	Opportunities to learn
1. what positively and negatively affects their physical, mental and emotional health (including the media)	Year 3  Year 5 & 6  Year 6	Animals Inc. Humans (eating & exercise) Teeth (science) E-safety Sex education Healthy us
2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	Year 3  Year 6	Balanced diet Everyday teaching Healthy us
3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet	Year 3 Year 5 Year 6	Healthy Eating Mediterranean Healthy us / science
4. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	All year groups	Celebration assembly - Certificates Targets Writing certificates School motto
5. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others	All year groups	Some in everyday teaching School ethos Assemblies
6. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement	All year groups Year 5 & Year 6	As arises  Visits to secondary school Year 5 visit to Oasis & de Stafford
7. to differentiate between the terms, 'risk', 'danger' and 'hazard'	Year 6	Drugs
8. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	Year 3 & Year 4  Year 5 & 6  Year 6	Road safety Assembly Workshops Cycle taster Road safely Bikeability Safety talks before visits TFL

9. to recognise their increasing independence brings increased responsibility to keep themselves and others safe	Year 5 & 6  Year 6	Leave school independently at the end of the day Young leaders Year 6 monitors
10. that bacteria and viruses can affect health and that following simple routines can reduce their spread	Year 3 & 4 Year 6	Everyday teaching Health and Lifestyle
11. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media	Year 6	Transition talks
12. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong	All year groups	Anti-bullying week Speak to these staff posters Assemblies
13. school rules about health and safety, basic emergency aid procedures, where and how to get help	All year groups	Everyday teaching Risk assessments on trips Fire drills First aiders General class talks
14. what is meant by the term 'habit' and why habits can be hard to change	Year 4 Year 6	Dental habits Health and Lifestyles
15. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others	Year 6	Health and Lifestyles
16. how their body will, and emotions may, change as they approach and move through puberty	Year 5	Circle of Life (E & D)
17. about human reproduction	Year 5	Circle of Life (E & D)
18. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights	Year 5	Circle of Life (E & D)
19. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)	All years  Years 5 & 6  Year 4	Assemblies, swimming, E safety lessons Bikeability  Bike taster day
20. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	All year groups	E –safety
21. about people who are responsible for helping them stay healthy and safe and ways that they can help these people	Year 3 & 4 All year groups	RE Road safety

<b>Relationships</b>		
Pupils should be taught: 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.		
<b>Pupils should have the opportunity to learn:</b>	<b>Year Group</b>	<b>Opportunities to learn</b>
1. to recognise and respond appropriately to a wider range of feelings in others	All year Groups	Empathy in English Class assemblies
2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	All Year Groups  Year 5	Everyday discussions about good friends Assemblies Sex Ed
3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.	All year groups	Anti-bullying week Assemblies
4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,	All year groups	Year group/class assemblies
5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	All year groups	Year group/class assemblies
6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so	All year groups	Year group/class assemblies
7. that their actions affect themselves and others	All year groups	Year group/class assemblies
8. to judge what kind of physical contact is acceptable or unacceptable and how to respond	All year groups Year 5 & 6	School/class rules Year group/class assemblies NSPCC talk / workshop
9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	All year groups Year 5 & 6	e-safety Year group/class assemblies NSPCC talk / workshop

10.to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view	All year groups	English Group work Peer assessment Whole school ethos Assemblies
11.to work collaboratively towards shared goals	All year groups	Group work across all subjects Whole school ethos assemblies
12.to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	All year groups	Group work Playground Class assemblies
13.that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex and disability (see 'protected characteristics' in the Equality Act 2010)	Year 4 All year groups	Stories from different cultures RE Assembly
14 .to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)	All year groups	Anti-bullying School rules Everyday discussion Assembly E-safety talks
15.to recognise and manage 'dares'	All year groups	Assemblies
16.to recognise and challenge stereotypes	All year groups	Everyday teaching Assemblies

## Living in the wider world

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise

Pupils should have the opportunity to learn:	Year Group	Opportunities to learn
1. to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people	Year 3 Year 4	Science – Ready Steady Grow Home and Away - teeth
2. why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules	All year groups	School rules Class rules Assemblies
3. to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	Year 5 & 6	Assemblies
4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	Year 5 & 6	Assemblies
5. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities	All year groups	School rules Anti-bullying week Assemblies
6. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	Year 3 Year 4 Year 5 & 6	Ready Steady Grow RE environment topic Mentors / prefects Assemblies
7. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	All year groups	Group work Discussion Classroom ethos
8. what being part of a community means, and about the varied institutions that support communities locally and nationally	Year 3 All year groups	Ready steady grow St Georges Community linked activities
9. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	All year groups	Charity collections and events

10. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	All year groups	RE – each religion / subject relate to UK
11. to think about the lives of people living in other places, and people with different values and customs	Year 3 All year groups	Veni, Vidi Vici -Earthquakes & volcanoes in poor / rich countries English - other cultures RE
12. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	All year groups Year 5	My money week (maths) Micro society
13. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	Year 5 Year 6	Micro society Mathematics
14. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	Year 3 Year 5 All year groups	Veni, Vidi, Vici – build earthquake safe buildings Micro society Assembly Charity activities
15. about enterprise and the skills that make someone 'enterprising'	Year 5 All year groups	Micro society Enterprise activities
16. to explore and critique how the media present information	Year 5 & 6	Class assemblies/activities