

PSHE at Angel Oak Academy

Our PSHE curriculum is a programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It is based on three key threads: Relationships, Health and Well-being and Living in the wider world, which are divided into smaller sections of learning. Our overall aim is to support the well-being and emotional development of pupils across early years and KS1/2. In addition, we hope to give children the, knowledge, skills and confidence they need to lead safe and healthy lives whilst thriving as individuals in society

In the Early Years Foundation Stage, PSHE is referred to as personal, social and emotional development (PSED). PSED lays the foundation for KS1/2 content as it supports children to have a positive sense of themselves, respect for others, develop social skills, understand and talk about feelings, learn about right and wrong and develop independence. Children's early PSED is the building blocks for their PSHE learning as content is taught in a simple way that allows children to apply their understanding to more complex concepts in KS1/2.

Across the school, PSHE concepts are then built upon every year. Thus allowing the children to retrieve past knowledge and deepen their understanding. Each year group covers content related to each concept, gradually extending thinking, expanding knowledge and developing skills. Where possible, we make cross-curricular links between PSHE and other subjects such as computing, RE, science, history and geography.

Teachers assess children's knowledge, understanding and skills in PSHE formatively through observation and discussion. Children have opportunities to recall their knowledge regularly within lessons in quizzes and group discussions. Children receive verbal feedback regularly to address misconceptions during lessons, independent tasks and discussions.

Our PSHE curriculum is built around our community. We cover community and responsibility within the 'Living in the Wider World' theme of our PSHE. This is beneficial for children as it enables them to thrive as an individual within their community. We support the children to understand that difference is special and unique. Children will develop an understanding of diversity and the value it brings to their communities.

PSHE Key Learning Indicators

Autumn – Relationships			
EYFS	Families and friendships Recognising that all families are different To identify different family members and understand how they can care for each other. To understand different types of families.	Safe relationships Recognising the importance of friendship To identify how friendships make us feel. To recognise feelings in others and ourselves.	Respecting ourselves and others Recognising the importance of saying sorry and forgiveness To understand how to resolve arguments within friendships To recognise that it is never appropriate to act violently towards others. To work and play cooperatively and take turns with others.
	Spring – Living in the wider world		
KLI	Belonging to a community To develop their sense of responsibility and membership of a community To know some similarities and differences between different religious and cultural communities in this country. To understand that some places are special to members of their community	Media literacy and Digital resilience To recognise ways we use computers. To understand a sensible amount of screen time is good for health and wellbeing.	Money and Work To recognise the roles of people within their community. Begin to use everyday language related to money.

	Summer – Health and wellbeing		
	<p style="text-align: center;">Physical health and Mental wellbeing</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To know and talk about the different factors that support their overall health and wellbeing such as regular physical activity, healthy eating, tooth brushing, and having a good sleep routine.</p>	<p style="text-align: center;">Growing and Changing</p> <p>To be able manage their own basic hygiene and personal needs, including dressing, going to the toilet.</p> <p>To understand the importance of food choices.</p>	<p style="text-align: center;">Keeping Safe</p> <p>To identify a trusted adult.</p> <p>To know what it means to be a safe pedestrian.</p>
Year 1	Autumn – Relationships		
KLI's	<p style="text-align: center;">Families and friendships Roles of different people; families; feeling cared for</p> <p>To identify the different types of people who care and look after them.</p> <p>To identify different types of families.</p>	<p style="text-align: center;">Safe relationships Recognising privacy; staying safe; seeking permission</p> <p>To understand different situations where people's bodies or feelings can be hurt and who can help.</p> <p>To understand what it means to keep things private. Including body parts.</p> <p>To identify different types of touch and understand that they can give or not give consent to touching.</p>	<p style="text-align: center;">Respecting ourselves and others How behaviour affects others; being polite and respectful</p> <p>To identify what kind and unkind behaviour looks like and how it makes others feel.</p> <p>To understand the meaning of respect.</p>

Spring – Living in the wider world		
<p>Belonging to a community What rules are; caring for others’ needs; looking after the environment</p> <p>Discuss examples of rules in different settings and why they are important.</p> <p>To understand how to care for other humans and animals.</p> <p>To understand ways to look after the environment.</p>	<p>Media literacy and Digital resilience Using the internet and digital devices; communicating online</p> <p>To understand how and why people use the internet and the benefits it has.</p> <p>To understand how to use the internet safely.</p>	<p>Money and Work Strengths and interests; jobs in the community</p> <p>To identify strengths in themselves and others and recognise that everyone’s strengths are different.</p> <p>To identify different jobs that people have.</p>
Summer – Health and wellbeing		
<p>Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety</p> <p>To identify what it means to be healthy and why it’s important. Including diet, exercise and hygiene.</p> <p>To identify the types of people who can help them to stay healthy.</p>	<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>To identify differences between them and others and recognise what makes them special.</p> <p>To identify different types of feelings and recognise them in themselves and others.</p>	<p>Keeping safe How rules and age restrictions help us; keeping safe online</p> <p>To understand that rules are there to keep us safe.</p> <p>To understand why things have restrictions and what those restrictions could be.</p>

Year 2	Autumn – Relationships		
KLI	<p style="text-align: center;">Families and friendships</p> <p style="text-align: center;">Making friends; feeling lonely and getting help</p> <p>To understand how to be a good friend and how to play positively with others.</p> <p>To understand why arguments happen and how to resolve them.</p>	<p style="text-align: center;">Safe relationships</p> <p style="text-align: center;">Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>To understand the difference between hurtful behaviour and bullying and how it can make people feel.</p> <p>To understand they can say no to things that make them feel unsafe or uncomfortable.</p> <p>To understand how to ask for help if they feel unsafe or worried.</p>	<p style="text-align: center;">Respecting ourselves and others</p> <p style="text-align: center;">Recognising things in common and differences; playing and working cooperatively; sharing opinions</p> <p>To identify the similarities and differences between themselves and others.</p> <p>To understand how to play cooperatively with others.</p>
Spring – Living in the wider world			
	<p style="text-align: center;">Belonging to a community</p> <p style="text-align: center;">Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>To identify the different groups pupils belong to and the roles they have in those groups.</p> <p>To understand how it feels to be part of a community.</p>	<p style="text-align: center;">Media literacy and Digital resilience</p> <p style="text-align: center;">The internet in everyday life; online content and information</p> <p>To understand different ways that the internet can be used and why it's used.</p> <p>To identify the purpose for different things on the internet e.g entertainment, factual, educational</p>	<p style="text-align: center;">Money and Work</p> <p style="text-align: center;">What money is; needs and wants; looking after money</p> <p>To understand what money is and how people get it.</p> <p>To recognise the difference between wants and needs when spending money.</p>

Summer – Health and wellbeing		
<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>To identify good routines and habits that can support a healthy lifestyle.</p> <p>To understand the importance of oral hygiene and what that includes.</p> <p>To identify a range of feelings and understand how to deal with big feelings.</p>	<p>Growing and changing Growing older; naming body parts; moving class or year</p> <p>To understand the human life cycle and growing from a baby to elderly person.</p> <p>To recognise how responsibilities change as we grow.</p> <p>To identify external genitalia and use the scientific names.</p>	<p>Keeping safe Safety in different environments; risk and safety at home; emergencies</p> <p>To recognise risks in everyday and identify ways of staying safe.</p> <p>To identify unsafe situations and what to do if they are in one.</p> <p>To understand how to respond if someone is hurt and how to call 999.</p>



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Year 3	Autumn – Relationships		
	<p style="text-align: center;">Families and friendships What makes a family; features of family life</p> <p>To recognise and use respectful language whilst discussing different types of families.</p> <p>To understands what being part of a family means and the positive aspects of that.</p> <p>To identify things within a family that could make them feel unsafe or worried and what to do in this situation.</p>	<p style="text-align: center;">Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>To understand the meaning of privacy and what is or isn't appropriate to share with others.</p> <p>To understand that bullying or hurtful behavior is unacceptable and recognise how it makes others feel.</p> <p>To understand what to do if they see or experience hurtful behavior or bullying.</p>	<p style="text-align: center;">Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect, courtesy and being polite</p> <p>To recognise respectful behaviour and be able to model this.</p> <p>To understand the meaning and importance of self-respect.</p>
KLI	Spring – Living in the wider world		
	<p style="text-align: center;">Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</p> <p>To understand what rules and laws are for and what happens if you break them.</p> <p>To understand what human rights are and what rights they have.</p> <p>To recognise the responsibilities that they have.</p>	<p style="text-align: center;">Media literacy and Digital resilience How the internet is used; assessing information online</p> <p>To understand that the internet can be used positively for many different things.</p> <p>To understand that information on the internet can be altered and to recognise that not everything they see online is true.</p> <p>To know how to make safe decisions when using the internet and know what to do if they feel unsafe using the internet.</p>	<p style="text-align: center;">Money and Work Different jobs and skills; job stereotypes; setting personal goals</p> <p>To identify different jobs that people have and the skills needed to do them.</p> <p>To understand the gender stereotypes around certain job roles and challenge them.</p>

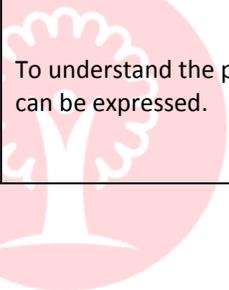
KLIs	Spring – Living in the wider world		
	<p style="text-align: center;">Belonging to a community</p> <p style="text-align: center;">What makes a community; shared responsibilities</p> <p>To understand the meaning of community and identify different types of communities.</p> <p>To discuss how it feels to be a part of a community.</p> <p>To recognise the roles and responsibilities that individuals have within a community.</p>	<p style="text-align: center;">Media literacy and Digital resilience</p> <p style="text-align: center;">How data is shared and used</p> <p>To understand what a digital footprint is.</p> <p>To identify the difference between factual and advertising content online.</p>	<p style="text-align: center;">Money and Work</p> <p style="text-align: center;">Making decisions about money; using and keeping money safe</p> <p>To understand where money comes from and identify different forms of payment.</p> <p>To understand the importance of budgeting and keeping track of money.</p>
	Summer – Health and wellbeing		
	<p style="text-align: center;">Physical health and mental wellbeing</p> <p style="text-align: center;">Maintaining a balance lifestyle; oral hygiene and dental care</p> <p>Identify what a balanced lifestyle is and how this can be shown physically and mentally.</p> <p>Identify the importance of having good dental hygiene.</p>	<p style="text-align: center;">Growing and changing</p> <p style="text-align: center;">Physical and emotional changes in puberty</p> <p>To identify external genitalia and use scientific names.</p> <p>To understand the physical and emotional changes for both males and females during puberty.</p> <p>To understand the importance of good personal hygiene during puberty.</p>	<p style="text-align: center;">Keeping safe</p> <p style="text-align: center;">Medicines and household products; drugs common to everyday life</p> <p>To understand what a drug is.</p> <p>To understand that common drugs used in everyday life (cigarettes, alcohol) can have effects on your health.</p>

Year 5	Autumn – Relationships		
	Families and friendships Managing friendships and peer influence	Safe relationships Physical contact and feeling safe	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination
	<p>To understand what a healthy friendship is and how friendships can make people feel.</p> <p>To understand what peer influence is and how it makes people feel.</p> <p>To understand what to do if you feel pressure from peers.</p> <p>To understand that arguments happen between friends and to learn strategies to positively resolve arguments.</p>	<p>To understand what physical touch is and understand the importance of consent.</p> <p>To know who to talk to if they are uncomfortable or concerned with physical contact that are receiving.</p>	<p>To understand what equality means and why everyone should be treated equally.</p> <p>To understand what discrimination is and how discrimination to certain groups can affect wider society.</p> <p>To learn safe ways to challenge discrimination and how to report it online.</p>
	Spring – Living in the wider world		
Belonging to a community Protecting the environment; compassion towards others	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes	
<p>To understand the importance of protecting the environment and what can effect it both positively and negatively.</p> <p>To identify the responsibilities they have towards the environment.</p>	<p>To identify the different types of media and what purpose it has.</p> <p>To analyse sources and group them into whether the content is factual, opinion or biased.</p> <p>To find reliable sources online and recognise unsafe or suspicious content.</p>	<p>To identify different jobs they are interested in having in the future.</p> <p>To discuss what influences people’s decisions about the jobs they do.</p> <p>To understand the importance of inclusion and diversity and the negative effects stereotyping can have within workplaces.</p> <p>To understand the different routes that can be taken to work.</p>	

Summer – Health and wellbeing			
Year 6	Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM
	<p>To identify the benefits of sleep and to understand what a healthy sleep routine is.</p> <p>To identify the benefits that being outside has on physical and mental health.</p> <p>To understand the risks of being outside in the sun.</p> <p>To understand what bacteria and viruses are and how medicine and vaccines can be used to prevent illnesses.</p>	<p>To understand what contributes to personal identity, and how to express these qualities.</p> <p>To understand that gender identity and sex are different and some people’s gender doesn’t correspond with their sex assigned at birth.</p> <p>To identify ways to improve mood and emotional wellbeing.</p>	<p>To identify situations that are becoming dangerous.</p> <p>To identify occasions where they can be responsible for their own safety.</p> <p>To understand how to deal with common injuries and how to respond in an emergency.</p>
Autumn – Relationships			
Year 6	Families and friendships Attraction to others; romantic relationships; civil partnership and marriage	Safe relationships Recognising and managing pressure; consent in different situations	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues
	<p>To understand the meaning of attraction and romantic relationships.</p> <p>To understand what marriage is and the rights that they have when they decide to marry.</p>	<p>To understand what makes a healthy friendship.</p> <p>To identify what peer pressure is and strategies to deal with it.</p> <p>To understand the meaning of consent and how to consent to things.</p>	<p>To understand how personal values and behaviour are linked.</p> <p>To understand why communicating respectfully is important and develop a vocabulary to do this.</p>

Spring – Living in the wider world		
<p>Belonging to a community Valuing diversity; challenging discrimination and stereotypes</p> <p>To understand the meanings of prejudice and discrimination.</p> <p>To understand how stereotypes can affect the understanding of different groups.</p> <p>To identify different types of discrimination.</p>	<p>Media literacy and Digital resilience Evaluating media sources; sharing things online</p> <p>To understand that content online can be altered and the dangers that come with this.</p> <p>To understand the risks of using social media.</p> <p>To understand what is appropriate to post online and know how to report inappropriate content.</p>	<p>Money and Work Influences and attitudes to money; money and financial risks</p> <p>To understand the role that money plays in people’s lives, attitudes, and wellbeing and what influences decisions about money.</p> <p>To understand how companies encourage customers to buy things and why it is important to be a critical consumer.</p> <p>To identify common risks associated with money.</p>
Summer – Health and wellbeing		
<p>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<p>Human reproduction and birth; increasing independence; managing transitions</p> <p>To understand changes that happen as we get</p>	<p>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>To understand the need to keep personal information private and the potential risk of sharing personal information.</p>

	<p>To understand the difference and overlap between physical and mental health.</p> <p>To understand how the internet can impact mental health.</p> <p>To identify a range of feelings including positive, negative and conflicting feelings.</p> <p>To recognise that changes in life, including bereavement can cause a range of feelings.</p> <p>To understand the process of grief and how grief can be expressed.</p>	<p>older including increased independence.</p> <p>To recognise how the move to secondary school may impact feelings and wellbeing.</p> <p>To develop effective strategies to promote independence during transition to secondary school.</p> <p>To understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.</p> <p>To understand how pregnancy occurs and can be prevented.</p> <p>To understand the responsibilities of being a parent / carer.</p>	<p>To understand how age restrictions are important and how they help people make safe decisions about what to watch, use or play.</p> <p>To understand the risk and effects of different drugs.</p> <p>To recognise why people, choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>To understand how the media portrays drugs and how this can impact decision making.</p>
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