

Longthorpe Primary School Curriculum Map 2020 - PSHCE

Concepts, Knowledge and Skills

Intent:

At Longthorpe we believe that PSHCE teaching forms part of the whole curriculum and we aim to incorporate PSHCE teaching within many other subjects. We recognise that in our local context, elements of the Department for Education's statutory guidance and recommendations from the Cambridgeshire PSHE Service Primary Personal Development Programme are vital for our children, in order to give them a successful start in their subject learning and in the acquisition of pertinent cultural capital. The aims of the school are to ensure that pupils develop and maintain skills and attributes such as: resilience, self-regulation and adaptability; self-esteem and a healthy concept of self; the ability to develop and maintain healthy relationships; risk-management; team-working and critical thinking; self-organisation; the ability to identify links between values and beliefs, decisions and actions; empathy and compassion. We provide high quality PSHCE teaching which will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions throughout their lives. Teaching should equip pupils with knowledge about drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. Children attending Longthorpe Primary School come from a wide range of backgrounds and bring a variety of cultural, faith, economic and community differences which need to be taken into account as part of their learning and enable them to gain an understanding of the world around them. For Longthorpe children, this would include the importance of equality, positive religion and belief relationships, different faith perspectives, families and the various forms in which they exist, positive, healthy friendships and respectful relationships of all kinds, personal safety, physical health and mental wellbeing and building an aspirational self-image. At Longthorpe we believe that this will involve learning about each concept in an age appropriate manner and developing this knowledge so that they know more, remember more and can make decisions more skilfully. As pupils progress, their growing knowledge about each of the key concepts set out below should help them to deepen their understanding in each area and build their confidence in forming and managing their views and skills.

Implementation:

At Longthorpe, we offer a rich, varied, imaginative and progressive PSHCE curriculum to all students, irrespective of their attainment or abilities. This will ensure that they are equipped with skills to be prepared for their individual futures. In order to do this, teachers use and follow the Cambridgeshire PSHE Service Primary Personal Development Programme as well as relevant resources shared by the PSHCE lead during focus weeks, ensuring there is a suitable coverage and focus on the key knowledge and key skills. PSHCE is taught throughout the year as a combination of discrete lessons, as assemblies and by being woven into other curriculum subjects and ongoing daily discussion. Teachers will ensure that children are provided with opportunities to experiment with their views, consider those of others and engage in enriching experiences by taking part in class, year group, phase, whole school and community events and activities such as Learning to Learn projects.

Key concepts: Self and Relationships Citizenship (including British Values) Healthy and Safe Lifestyles Economic Understanding Personal Wellbeing

During discrete lessons, children spend time recapping what they have already learnt using rolling class evidence books and individual knowledge organisers.

Teachers will ensure that within their teaching, key vocabulary is taught and displayed and children have opportunities to master and apply this within their learning. Teachers ensure that lessons clearly plan for progression to ensure a deepening understanding with which children know more, remember more and can make decisions more skilfully.

Intended Impact:

- Children will have a secure knowledge of what healthy relationships, citizenship, healthy and safe lifestyles and wellbeing are and what skills are needed to create and maintain them
- Children will succeed in acquiring and applying key relationship, citizenship, lifestyle and wellbeing skills and knowledge
- Children will be taught to use and build upon their prior relationship, citizenship, lifestyle and wellbeing skills and knowledge to deepen and progress their understanding
- Children will have an understanding and awareness of issues relating to relationships, citizenship, lifestyles and wellbeing in their local area and the similarities and differences between cultures and backgrounds both locally and in other areas of the world
- Children will have a good knowledge of the key concepts covered across the school and will know how to keep themselves safe
- Children will be able to draw upon their knowledge to understand and successfully use a range of skills (such as teamwork, listening, empathy, debate, mindfulness)
- Children will be confident in applying their knowledge of related terms through an exposure of rich, relevant vocabulary
- All children will be provided with the opportunity to challenge their personal, social and citizenship understandings and their knowledge about health and wellbeing, as well as being given support where necessary
- Children will apply their PSHCE knowledge within writing, for a range of different purposes, contexts and audiences where suitable

Key Concepts

Self and Relationships (including Anti-Bullying and RSE) **Citizenship (including British Values)** **Healthy and Safe Lifestyles** **Economic understanding** **Personal Wellbeing**

EYFS * = GLD	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Belonging, relationships and emotions	<ul style="list-style-type: none"> -Understand and discuss what makes us all special -Know how to welcome and respect the needs of others and how to play cooperatively, taking account of others' ideas* -Know who are special people, how we know and how to care for each other -Know what a good friend is -Know what to do if others are unkind -Recognise emotions in others Know how to recognise negative emotions -Recognise own feelings during periods of change and simple ways to feel better -Form positive relationships with adults and other children* 	<ul style="list-style-type: none"> -Compare safe with unsafe, happy with unhappy environments -Show awareness of others' needs -Show how to welcome others -Share feelings with trusted others (special people) -Describe ways to show care for others -Resolve differences with peers and report unfairness or unkindness -Adapt to change -Show simple ways to make themselves and others feel better Show simple ways to deal with negative emotions Be able to recognise how they are feeling and add it to a wellbeing board 	<ul style="list-style-type: none"> -Know how to play and work well with others -Understand the term bully 	<ul style="list-style-type: none"> -Discuss how each other is feeling to learn how their behaviour makes others feel -Explain what the term bully means
Changing bodies	<ul style="list-style-type: none"> -Know what their body looks like and changes as it grows -Recognise similarities and differences between our bodies Learn about basic hygiene Know how to keep themselves clean 	<ul style="list-style-type: none"> -Show or describe what their body looks like, including changes -Show what their body can do -Discuss similarities and differences Know how to wash their hands 	<ul style="list-style-type: none"> -Understand what they still need help with -Know how they feel about growing up 	<ul style="list-style-type: none"> -Take care of themselves and ask for help, judging when it is needed -Explain feelings about growing up
Rights, rules, responsibilities and diversity	<ul style="list-style-type: none"> -Recognise similarities and differences between self and peers -Understand who makes up a family and some of the similarities and differences in the way people and families live their lives* -Know how to care for places and things around them* Learn how to co-exist and be helpful 	<ul style="list-style-type: none"> -Discuss and show respect for different types of people, beliefs and lifestyles, celebrating differences -Explain who looks after them -Show care and consideration for places and belongings -Describe local places, features and people -Care for animals and plants -Show how money is used 		

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	<p>Help construct and agree to follow class and group rules</p> <p>Understand the consequences of themselves or others breaking the rules</p> <p>-Know where they live and locally who helps them*</p> <p>-Understand what animals and plant needs to live and how they change*</p> <p>-Know the difference between right and wrong*</p>	<p>Be able to take part in a class vote</p>		
Keeping safe and healthy lifestyles	<p>-Introduction to keeping clean</p> <p>-Understand how to recognise safe -v- unsafe and simple safety rules</p> <p>-Recognise the need to say 'no' in some situations</p> <p>-Know who they can ask for help</p> <p>-Begin to understand why people use medicines and related safety rules</p> <p>-Know how to be healthy and why*</p> <p>-Recognise what they cannot do when ill or unhealthy</p>	<p>-Can manage own hygiene and personal needs independently*</p> <p>-Say what dangers there are in their world</p> <p>-Explain feelings of fear</p> <p>-Describe safety rules</p> <p>-Explain occasions when it is right to say 'no'</p> <p>-Show and explain how certain types and amounts of food, drink, sleep and exercise are good for us</p>	<p>-Know what safely goes onto and into their bodies</p>	
Financial capability	<p>-Understand what money is for</p>		<p>-Understand how we save money</p>	<p>-Explain and show how to save money</p>
Key Vocabulary	<p>Self and Relationships: relationships, similar, different, respect, friendship, safe, unsafe, feelings, change.</p> <p>Citizenship: family, similar, different, lifestyle, local, money, care.</p> <p>Healthy and Safe Lifestyles: body, change, grow, safe, unsafe, danger, medicine, healthy, unhealthy, exercise.</p> <p>Economic understanding: money, save.</p> <p>Personal wellbeing: happy, sad, angry, worried, scared</p>			
Key Stage 1	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Belonging, friendships and emotions	<p>- Understand simple ways to make school a safe, happy place.</p> <p>- Recognise how it feels when doing something new.</p> <p>- Know who to seek help from at home and at school.</p> <p>- Children know what they are good at and how they are special.</p> <p>- Understand how own feelings and actions affect others.</p>	<p>-Know and use what helps to manage new situations.</p> <p>-Is aware of and shows how to stand up for oneself.</p> <p>-Name some different feelings.</p> <p>-Describe situations in which they might have different feelings (happy, sad, cross etc).</p> <p>-Use some recognised ways of relaxing oneself.</p>	<p>-Know how to get to know people in the class.</p> <p>- Know how to be assertive.</p> <p>-Understand how people help them to build positive, safe relationships</p> <p>- Know how people might feel when they lose a special possession.</p> <p>-Know when they can make choices about changes.</p>	<p>-Know and show how to make someone feel welcome in class.</p> <p>-Show how to develop friendships.</p>

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	<ul style="list-style-type: none"> -Know how to manage some emotions and associated behaviours. -Understand ways to relax. -Know who feelings can be shared with. -Understand the importance of telling the truth. -Know how and why friendships change, go wrong and recognise associated feelings. -Know who own special people are and how they give support. -Understand some reasons for bullying. -Know how people might feel if being bullied. -Know what to do if someone is being bullied. -Understand how own achievements, skills and responsibilities are changing and what else might change. - Know how people might feel during times of loss and change. - Know how to keep themselves clean. - Know who to speak to if they are worried/scared/sad. 	<ul style="list-style-type: none"> -Describe a good friend and how it feels to be friends. -Show how to choose and make friendships. -Try to mend friendships if they become difficult. -Talk to others about own personal space. -Describe own family (members) and how they care for each other. -Describe what bullying is. -Know and explain why bullying is never acceptable or respectful. -Recognise and say who to talk to with worries about friendship difficulties or bullying. - Know and list what Longthorpe Primary School does to stop bullying. - Recognise and use ways to feel calmer when loss and change cause strong emotions. -Able to recognise emotions and place them on a wellbeing board. 		
<p>Changing bodies</p>	<ul style="list-style-type: none"> -Know names of main body parts. -Children understand when they are in charge of their own actions and body. -Understand how babies change and grow (Y2 Stat science) -Understand what's growing in a mother's 'bump' (science). -Know what babies and children need from their families and recognise which stable, caring relationships are at the heart of families children know. 	<ul style="list-style-type: none"> -Keep own body clean (using understanding of how to do so). -Know and show how to avoid spreading common illnesses and diseases, including up to date information for coronavirus. 	<ul style="list-style-type: none"> -Know what own body can do. - Recognise own responsibilities whilst now growing up. 	

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<p>Rights, rules, responsibilities and diversity</p>	<ul style="list-style-type: none"> -Children recognise who looks after them and know the responsibilities attached. -Children know their own jobs and responsibilities in school and at home. -Children know what they and others are good at and what skills they want to develop. -Know how to work well in a group, understand the importance of turn taking and how to negotiate to sort out disagreements. -Recognise how own skills are useful in a group. -Know what makes me 'me' and you 'you'. -Understand what own family is like and how other families are different. -Understand 'my community' and how it feels to belong to it. - Understand their rights to be treated and treat others fairly. 	<ul style="list-style-type: none"> -Listen to other people, share own views and take turns by taking part in discussions and decisions in class. -Discuss what different groups we belong to. -Understand and give examples of what a stereotype is. -Show how to care for animals and plants. -Show how to help looking after own school. - Take part in class votes. 	<ul style="list-style-type: none"> -Understand how rules help us to feel happy and safe. -Know how to take part in making rules. -Understand what a useful evaluation is. -Discuss and understand whether all boys and all girls like the same things. -Know how to find out what is happening in 'my community'. 	<ul style="list-style-type: none"> -Take part in making and agreeing rules. -Explain who helps in local area and what help they need.
<p>Keeping safe and healthy lifestyles</p>	<ul style="list-style-type: none"> -Know what makes a place or activity safe. -Understand what is enjoyable about being near water and how to stay safer. -Children know the risks if they are lost and how they can get help. -Know how to stop simple accidents from happening and how to get help if there is an accident. -Know which substances might enter our bodies, how they get there and what they do. -Explain what medicines are and why and when some people use them. -Know when and why people get injections from a doctor or nurse. -Understand who is in charge of what medicine we take. 	<ul style="list-style-type: none"> -Explain risky situations and how they feel. -Know own name, address and phone number and know when they might need to be given. -Explain what an emergency is and who can help. -Explain benefits, risks and how to stay safe when walking near the road. -Explain benefits, risks and how to stay safe in the sun. -Explain and show how to keep safe with medicines and substances at home and school. -Give some examples of online content or contact which might lead to feeling unsafe, worried or upset. 	<ul style="list-style-type: none"> -Understand persuasion and how it feels to be persuaded. -Give examples of own uses of technology and the internet and explain the benefits. -Children know what foods they like and dislike and can explain why. -Know what can help us to eat healthily and why we need food. 	<ul style="list-style-type: none"> -Children know and show what healthy choices they can make.

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	<ul style="list-style-type: none"> -Understand 'identity' and how online identity differs from identity in the physical world. -Understand rules to keep us safer and healthier using technology. -Know who can help with concerns about online experiences or the behaviour of others and what to do. -Know which school/class rules are to help us feel safe. -Know which adults and friends to trust and who to talk to with a worry or to ask for help. -Understand what to do if a friend or family member isn't kind. -Know what to do if worried about a secret. -Know how to stay as healthy as possible and what it feels like to be healthy. -Understand why it's important to be active and recognise opportunities for physical activity. 	<ul style="list-style-type: none"> -Understand and show what sort of information we might choose to put online and what to consider before doing so. -Show when and how to report something online. -Children identify own feelings and can tell others how they feel. -Name own Early Warning Signs. -Identify private body parts and say 'no' to unwanted touch. -Explain and show what healthy eating is and why it's important. 		
<p>Financial Capability</p>			<ul style="list-style-type: none"> -Know where money comes from and where it goes when we use it. -Know how we get money and what can be done with it. -Understand what it means to have more or less money than you need. -Recognise how our choices about money affect ourselves, our families and others. -Know what a charity is. 	<ul style="list-style-type: none"> -Know and show how we pay for things. - Explain how we feel about money.
<p>Key Vocabulary</p>	<p><i>Self and My Relationships:</i> emotion, behaviour, relax, truth, support, bullying, achievements, responsibility, loss, personal space, assertive, welcome</p> <p><i>Citizenship:</i> responsibilities, turn taking, skill, negotiate, disagreement, family, community, discussion, decision, stereotype, evaluation, rules.</p> <p><i>Healthy and Safe Lifestyles:</i> risk, accident, emergency, substance, identical, technology, online, internet, behaviour, rules, trust, worry, secret, active, physical, persuasion.</p> <p><i>Economic understanding:</i> charity.</p> <p><i>Personal wellbeing:</i> relax, mental health, good mental health, poor mental health, responsibilities</p>			

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Lower Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Belonging, relationships and emotions	<ul style="list-style-type: none"> -Understand the benefits of building positive relationships -Understand how to manage new situations -Know why mental wellbeing is as important as physical wellbeing -Know how to communicate emotions -Recognise some simple ways to manage difficult emotions -Know the essential role of trust in healthy friendships -Know how to check personal boundaries -Recognise the use of power and lack of respect in bullying - Know the difference between direct and indirect bullying -Understand that bullying can have long-term effects -Know how Longthorpe Primary School prevents bullying and supports those involved - Know strategies from the Brilliant Schools programme to help improve and develop positive mindset 	<ul style="list-style-type: none"> -Discuss what 'unique' means and what to feel proud of about oneself -Talk about the effect of actions and own feelings on others' feelings -Show how to choose, make and develop friendships -Resolve disagreements positively by listening and compromising -Discuss how to empathise with other people in a disagreement -Talk about how families help each other to feel safe and secure in tough times -Record, discuss and acknowledge own current network of support -Explain how falling out and bullying are different - Discuss characteristics of different types of bullying -Describe bystanders and followers -Talk about how to support people who are being bullied by being assertive - Recognise how they are feeling and put them on a moodometer/mood board 	<ul style="list-style-type: none"> -Know how and why to feel proud of who we are -Know how to disagree politely -Recognise "over reacting" and how to show understanding towards self and others 	
Changing bodies	<ul style="list-style-type: none"> -Know how male and female bodies are different and what are the different parts called -Know when we talk about our bodies, how they change, and who to talk to about changing bodies -Understand how to stay clean now and in the future 	<ul style="list-style-type: none"> -Discuss why is it important to keep oneself clean -Show good hygiene practices 		

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	<ul style="list-style-type: none"> -Know how some illnesses and diseases spread and how to prevent it 			
Rights, rules, responsibilities and diversity	<ul style="list-style-type: none"> -Understand how others' expectations of girls and boys affect people's feelings and choices -Recognise and acknowledge different traditions, cultures and beliefs in Longthorpe and Peterborough -Know that stereotypes are unfair and how to challenge them -Understand the difference between growth and fixed mindsets -Know how and why to care for the local environment -Know what animals need and our responsibilities - Begin to understand key British Values (Democracy, the Rule of Law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs) 	<ul style="list-style-type: none"> -Discuss what we and our families have in common and how are we different -Identify the benefits of valuing diversity -Identify own and others' strengths -Share views and opinions effectively -Show how to contribute to a group task -Persevere and overcome obstacles to learning -Give constructive feedback and receive it from others 	<ul style="list-style-type: none"> -Know how to ask open questions -Discover how people in Longthorpe and Peterborough benefit from being part of different groups 	<ul style="list-style-type: none"> -List some roles of people who support others with different needs in they community
Keeping safe and healthy lifestyles	<ul style="list-style-type: none"> -Know how to respond safely to unknown adults -Understand actions to take in an emergency or accident and how to call the emergency services -Know some medical and legal drugs and their effects -Explain immunisations and whether any have been received -Know the safety rules for storing medicine and other risky substances -Know the benefits of using roads, being near water and how to reduce risks -Understand fire risks and how to reduce risks -Accident prevention 	<ul style="list-style-type: none"> -Explain why people need medicine and who prescribes it -Discuss misuse of legal drugs -Identify what to do with risky items, like a syringe - Discuss how to store medicines and other risky substances safely -Describe what immunisations are and whether had any 	<ul style="list-style-type: none"> -Understand how friends and the media persuade and influence 	<ul style="list-style-type: none"> -Explain personal reactions to risky situations

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	-Understand medical & legal drugs, who prescribes them, uses or misuses them, their purposes and their effects			
Financial Capability	-Know different ways to earn and spend money -Understand saving, spending and budgeting Know what families have to spend money on -Begin to understand 'value for money' -Know how financial choices affect families, the community, the world and self	-Discuss how to decide what to spend money on and choose the best way to pay	-Know that feelings about money can change	
Key Vocabulary	<i>Self and My Relationships: pride, wellbeing, emotions, trust, boundaries, power, direct bullying, indirect bullying, compromise, empathise, bystander, follower, hygiene</i> <i>Citizenship: expectations, culture, stereotype, responsibility, diversity, opinion, persevere, obstacle, constructive feedback, open questions, community</i> <i>Healthy and Safe Lifestyles: emergency, accident, medical, legal, illegal, immunisation, risk, prevention, prescription, effect, syringe, media, reaction</i> <i>Economic understanding: earn, spend, savings, budgeting, value for money, financial, payment</i> <i>Personal wellbeing: wellbeing, unique, proud, emotions, coping strategies, good mental health, poor mental health, 2%er</i>			
Upper Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Belonging, friendships and emotions	-Define 'identity' and 'resilience' -Know how to solve problems and who to contact when facing difficulties -Recognise friendship networks and the benefits of differences between each other -Understand peer pressure and how to manage it -Understand and recognise bullying -Know why might people get married or become civil partners -Know what different families can be like -Know how people use technology & social media to bully others and how to prevent and manage this -Might different groups experience bullying in different ways -Understand how people's personal circumstances can affect their experiences	-Demonstrate problem solving strategies and resilience -Celebrate differences in discussion and actions -Take responsibility for building relationships -Show empathy -Seek relationship support that is suited to the situation -Discuss and explain bullying and how to prevent it -Explain the differences between friendship difficulties and bullying -Define the characteristics and different forms of bullying -Explain how and why peers might become colluders or supporters in bullying situations	-Understand 'self-respect' -Know when and how to empathise with others -Know how to boost own self-respect -Recognise how to manage strong emotions	

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	<ul style="list-style-type: none"> -Know how prejudice sometimes leads people to bully others -Know how to respond assertively to bullying, online and offline -Know how bullying might affect people's mental wellbeing and behaviour -Know the characteristics and benefits of healthy friendships on and offline -Know how trust and loyalty feature in my relationships on and offline -Know the benefits and risks of making new friends, including those only known online -Communicate, empathise & compromise when resolving friendship issues -Know how to check that friends give consent on and offline -Understand and recognise loneliness and how to manage feelings of isolation -Understand mental ill health and know some self-care techniques -Know problems caused by impulsive online communication - Learn about strong feelings and mood swings - Know strategies from the Brilliant Schools programme to help positive mindset - Recognise their own emotions and develop a range of coping strategies to cope with difficult and challenging emotions -Know how to manage change 	<ul style="list-style-type: none"> -Identify ways of preventing bullying in school and the wider community -Discuss how to make mental wellbeing a normal part of daily life, in the same way as physical wellbeing -Explain what it means to have a 'strong sense of identity' & 'self-respect' -Talk about how and from whom to get support when things are difficult 		
<p>Changing bodies</p>	<ul style="list-style-type: none"> -Know what are male and female sexual parts are called and their functions -Know what happens to different bodies at puberty 	<ul style="list-style-type: none"> -Discuss and agree on how to keep own growing and changing body clean -Discuss what adults should think about before they have children 		

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	<ul style="list-style-type: none"> -Understand how to reduce the spread of viruses and bacteria -Know what effect puberty might have on feelings and emotions 			
<p>Rights, rules, responsibilities and diversity</p>	<ul style="list-style-type: none"> -Understand courtesy, manners and how to behave in different settings -Know how to contribute to making a difference in school, the wider community and the wider environment -Understand why we have laws and the basic rights of children and adults -Know how democracy works in our community/country and take part in debates -***Black history etc teaching?? eg https://www.theblackcurriculum.com/ourcurriculum ++ -Understand views of gender -Recognise different identities, locally and which communities & groups I am part of 	<ul style="list-style-type: none"> -Adjust behaviour to suit varying situations -Make contributions to the school community -Discuss how to create and uphold rules -Listen to other people's views -Show respect to those with different lifestyles, beliefs & traditions - The ability to discuss and explain key British Values (Democracy, the Rule of Law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs) and make comparisons or draw contrasts with other nations ... ? 	<ul style="list-style-type: none"> -Know what councils, councillors, Parliament and MPs do -Recognise how own skills and strengths be used in future employment -Understand how to negotiate with others to reach agreement -Understand variations in identities in the UK -Understand the negative effects of stereotyping -Know what voluntary organisations are and how they make a difference -Understand the role of the media and how it influences communities 	
<p>Keeping safe and healthy lifestyles</p>	<ul style="list-style-type: none"> -Understand how to manage emergency situations and how to use basic first aid in common situations, including head injuries -Understand sun safety -Have a secure understanding about medicines, alcohol, smoking, solvents and illegal drugs and why people use them -Know how drug use affects the way a body or brain works and understand laws and misuse -Recognise own personal safety network -Recognise risks online and know when to report concerns -Know the benefits of physical activity - Distinguish between balanced and unbalanced diets and know the associated benefits and risks -Understand about medicines, alcohol, smoking, solvents and illegal drugs and why people use them or misuse them 	<ul style="list-style-type: none"> -Discuss the different aspects of a healthy lifestyle and how to become healthier -Explain some signs of physical illness and how to respond -Explain the health benefits and risks of spending time online/on electronic devices -Explain how drug use affects the way a body or brain works -Recognise when and how to check information about drugs -Recognise own 'Early Warning Signs' to judge own feelings of safety - Judge who is a trusted adult or trusted friend -Describe how to seek help or advice from someone on personal network and when to review my network -Discuss how to report concerns of abuse or neglect 	<ul style="list-style-type: none"> -Know that being outdoors can improve wellbeing - Know own immunisation history and future uses of immunisations to stay healthy -Know why online apps and games age restricted 	

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	<ul style="list-style-type: none"> -Understand that medicines help people with different illnesses -Know about some of the laws about drugs -Can identify appropriate & inappropriate or unsafe physical contact -Recognise risks online and report concerns -Know strategies to use to assess risk and feel safer 	<ul style="list-style-type: none"> - Able to judge when it is not right to keep a secret and what action to take 		
Financial Capability	<ul style="list-style-type: none"> -Know different ways are there to gain money -Understand what adults need to pay for and how to afford things -Know how money is used to benefit the wider world 	<ul style="list-style-type: none"> -Discuss how to get 'value for money' -Explain poverty 		
Key Vocabulary	<p><i>Self and My Relationships:</i> identity, resilience, self-respect, network, empathy, loneliness, mental health, loyalty, compromise, consent, pressure, cooperation, bystander, colluder, homophobic, biphobic & transphobic bullying, cyberbullying.</p> <p><i>Citizenship:</i> Courtesy, manners, community, tolerance, democracy, liberty, debate, gender, media, Parliament, negotiate, stereotype, race, religion, culture.</p> <p><i>Healthy and Safe Lifestyles:</i> emergency, medicines, alcohol, smoking, solvents, illegal drugs, misuse, immunisation, consent.</p> <p><i>Economic understanding:</i> afford, value, poverty.</p> <p><i>Personal wellbeing:</i> loneliness, isolation, impulsive, support, good mental health, poor mental health, coping strategies, 2%</p>			