



Fishergate Primary School Scheme of Work for PSHCE, including RSE



PSHCE (Personal, Social, Health and Citizenship) skills are developed and practised in some way in every lesson, and in every subject. Much of our RSE curriculum is delivered through a combination of dedicated lessons, circle time, assemblies, Religious Education, Computing and Science. It is a spiral curriculum, where pupils return to the same topics in each phase, reinforcing previous learning and encountering increasing complexity. Although content has been organised into different areas, there is a lot of overlap between these areas: aspects of personal development are often taught within other areas. Fishergate pupils develop their PSHCE skills in many more ways than the content outlined below!

	Early Years	Key Stage One	Year 3/4	Year 5/6
Personal Development	<ul style="list-style-type: none"> Share news with group Manage some personal needs successfully: learn to put on their own coats, aprons for painting, boots and waterproofs for Forest School; toilet independently and hygienically Learn to be open to trying new activities and talk about how these make them feel; know when they need help and feel confident in asking for help Talk about their family and know all families are special 	<ul style="list-style-type: none"> Explain ways in which they feel similar or different to others in the class, and know why this makes us all special Explain how their behaviour might affect others; understand what bullying is and how it might make someone feel Explain how they feel when they experience success Take part in Show and Tell with increasing confidence, explaining what makes places, events, memories and objects important to them 	<ul style="list-style-type: none"> Be able to explain why it is important to feel valued Identify their strengths and what helps them to learn best; begin to identify what they need to do to improve Plan and set new goals (even after a disappointment) Explain what it means to be resilient 	<ul style="list-style-type: none"> Articulate their hopes and dreams; link their goals to the skills they want to develop further Discuss their feelings about puberty and the changes it brings Recognise a range of emotions in others, including loss and anxiety, and suggest ways to support them Recognise feelings of stress and anxiety and have a range of strategies to draw on to alleviate these feelings Articulate what they are looking forward to when they move to their next school and what they are worried about; be aware of range of strategies to support themselves as they move on
Caring Friendships	<ul style="list-style-type: none"> Practise skills for developing caring friendships while learning through play on a daily basis, including in Forest School See caring friendships modelled by adults in provision areas 	<ul style="list-style-type: none"> Understand language that can be used to express emotions and feelings towards others Recognising other people's emotions as well as their own Learning for Peace: Developing Inner Peace 1.1, 1.2, 1.4, 1.7, 1.8, 1.9, 1.10; Peaceful Relationships 3.5 and 3.6 Explore what it means to be a good friend Know some of the ways in which friends care for each other Learning for Peace: Peaceful Relationships 3.3 Develop friendship skills through engagement with activities in Forest School; recognise how we have different skills and can work together to achieve a common goal 	<ul style="list-style-type: none"> Understand what being a caring friend looks like in a range of different social situations e.g turn-taking and sharing, responding to peer pressure, playing video games, responding to arguments in the playground, engaging in Forest School activities Use of Fishergate's Resilient Primary Classroom resources: Developing and Understanding Friendships Learning for Peace: Peaceful Relationships 3.14, 3.8; Peaceful Actions and Behaviours 4.1; Peaceful Communities 5.5 Understand what is meant by peer pressure, and how it can make us feel 	<ul style="list-style-type: none"> Learn to respond to peer pressure as they move to secondary school e.g smoking, drinking, drugs Be alert to unkind comments on social media and know how to deal with these Discuss ways to support friends as they manage puberty Be a supportive friend in an entirely new environment: Robinwood residential visit Use of Fishergate's Resilient Primary Classroom resources: Compromise & Negotiation 6c Learning for Peace: Peaceful Choices 2.8; Peaceful Relationships 3.3 3.9
Respectful Relationships	<ul style="list-style-type: none"> See respectful relationships modelled by adults in provision areas e.g turn-taking, sharing Take part in activities which celebrate the cultural diversity of families and ourselves Understand that our behaviour affects others Celebrate extended families e.g grandparents Understand that families can be different e.g that a child can have two mums and/or two dads 	<ul style="list-style-type: none"> Understand what respect is and the different ways it can be shown in the classroom and outside of the classroom Engage in role play which draws on examples from verbal and physical interactions Understand how we respect resources and our environment as well as people Understand what is meant by our school rules Learning for Peace 2.10 Learning for Peace: Peaceful Relationships 3.10, 3.11, 3.12 Know that there are different types of relationships: family, friends, those who help us Learning for Peace: Peaceful Relationships 3.4 Play, work and share cooperatively Learning for Peace: Peaceful Relationships 3.16 Understand how our behaviour affects others Learning for Peace: Peaceful Relationships 3.9 	<ul style="list-style-type: none"> Be able to explain about their families and articulate what makes them special, while recognising and celebrating that our families may be different from each other Use of Fishergate's Resilient Primary Classroom resources: Relationships Respect privacy when getting changed for swimming Learning for Peace: Peaceful Relationships 3.6, 3.7 	<ul style="list-style-type: none"> Recognise that our relationship with parents/carers changes as we grow older e.g increasing independence Learn to respect the personal choices of others NSPCC Speak out - Stay safe: develop an understanding of what is meant by consent Establish what a healthy relationship looks like Use of Fishergate's Resilient Primary Classroom resources: Prejudice & Discrimination 1e; The more healthy the relationship, the better 2d Robinwood residential visit Learning for Peace: Peaceful Actions & Behaviours 4.7; Developing Inner Peace 1.10; Peaceful Choices 2.2



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		<ul style="list-style-type: none"> Know that bullying is wrong and how to deal with it; understand there are different types of bullying / teasing Use of Fishergate's Resilient Primary Classroom resources: Finding Somewhere for a Child to Belong 2a; Teaching the Child to Understand other People's Feelings 5b; Understanding why we Help Others 6e 		
Online Relationships & Internet Safety (Taught in Computing)	<ul style="list-style-type: none"> Seek adult guidance in taking care to watch age appropriate programs and age appropriate games 	<p>Yr1:</p> <ul style="list-style-type: none"> Log in safely Understand the importance of logging out <p>Yr2:</p> <ul style="list-style-type: none"> Understand how we should talk to others in an online situation Understand that information put online leaves a digital footprint or trail Identify the steps that can be taken to keep personal data and hardware secure 	<p>Yr3:</p> <ul style="list-style-type: none"> Know what makes a safe password Learn methods for keeping passwords safe Understand how the Internet can be used in effective communication Understand how a blog can be used to communicate with a wider audience Consider the truth of the content of websites Learn about the meaning of age restrictions symbols on digital media and devices <p>Yr4:</p> <ul style="list-style-type: none"> Understand how children can protect themselves from online identity theft Understand that information put online leaves a digital footprint or trail and that this can aid identity theft Identify the risks and benefits of installing software including apps Understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism Identify appropriate behaviour when participating or contributing to collaborative online projects for learning Identify the positive and negative influences of technology on health and the environment Understand the importance of balancing game and screen time with other parts of their lives Parents Online Safety Workshop 	<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Learn to be SMART online, emphasising the importance of not contacting or forming relationships with people online that they do not know. Parents Online Safety Workshop PCSO-delivered workshop about staying safe online and use of social media
Being Safe	<ul style="list-style-type: none"> Know about adults who can help us in different situations such as police, doctors, firefighters Follow rules for using the toilets: always close the door; only one person in a cubicle; don't show our private parts; try to wipe your own bottom; ask for help with wiping if needed 	<ul style="list-style-type: none"> Recognise the need for safety rules in different contexts e.g. near roads, in the school building, playground, home, on a school trip such as to the Cemetery Learn and practise strategies to manage feelings e.g relaxation, progressive muscle relaxation, distraction, how thoughts and feelings affect behaviour. Learning for Peace: Developing Inner Peace 1.10; Peaceful Actions & Behaviours 4.3, 4.4, 4.7, 4.10; role play being assertive in different situations 	<ul style="list-style-type: none"> Know what to do if you don't feel safe, including safe people to speak to Pedestrian training Know the purpose of Childline and where to find the number in school Develop a basic understanding of what to do in an emergency e.g during a fire alarm drill, know who to contact if there is an emergency at home Use of Fishergate's Resilient Primary Classroom resources: Belonging, Trusted adults, Safe housing 	<ul style="list-style-type: none"> Know what constitutes sexual assault; discuss and agree strategies/actions for a friend who has been sexually assaulted (SE) Know how to help keep ourselves safe when we are outside school (SE) Bikeability training Crucial Crew (North Yorkshire Police) Understand the role of different emergency services and learn how to contact them
Being Healthy	<ul style="list-style-type: none"> Know it is important to eat healthily and exercise Know the importance of sleep and regular eating so we have energy to move, play and learn Wash our hands with soap and water whenever we have been to the toilet to get rid of germs 	<ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene and know how to look after our bodies e.g. get a good night's sleep, brush our teeth, exercise Use of Fishergate's Resilient Primary Classroom resources: Exercise and Fresh Air 1c KS1 trip to Agility 	<ul style="list-style-type: none"> Know that we need the right types and right amount of nutrition to grow and stay healthy Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Identify that humans and some other animals have skeletons and muscles for support, protection and movement Swimming - 1 term per class 	<p>Science (Animals inc. humans):</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Know how to look after ourselves during puberty eg. washing, deodorant etc Robinwood residential visit
Gender Equality	<ul style="list-style-type: none"> Know that all jobs can be done by anyone with the right skills, regardless of their gender 	<ul style="list-style-type: none"> Explore toys and question assumptions about who might play with them; design a gender-neutral toy 	<ul style="list-style-type: none"> Compare images from a range of sources and investigate use of stereotypical gendered representations and diverse representations, 	<ul style="list-style-type: none"> Explore the historic context of power and privilege in relation to gender: study women's invisibility in some historical accounts and learn how perceptions of what



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	<ul style="list-style-type: none">• Feel confident to dress up in any clothes in provision areas and to come dressed as whatever they want on special days e.g anyone can be a pirate or a princess• Be exposed to stories which actively challenge gender stereotypes e.g Princess Smartypants• Understand we have similarities and differences and we are all unique	<ul style="list-style-type: none">• Explore jobs they might want to do when they are older; discuss which jobs are seen as traditionally male/female and investigate why• Invite children to actively challenge stereotyping when they encounter it e.g. books and share their thinking with the class (Vocabulary: stereotype, gender, male, female, prejudice)	<p>including family representations. Discuss how fair/helpful they are and how bias can discourage us. Design own persuasive poster to sell a product which is inclusive (Vocabulary: discrimination, bias)</p> <ul style="list-style-type: none">• Learning for Peace: Peaceful Choices 2.6, 2.9• Understand that gender identity is a personal feeling and the person themselves knows best what matches what they feel	<p>people can do has changed and can continue to change over time</p> <ul style="list-style-type: none">• Understand that people express their gender in different ways• Learning for Peace: Peaceful Choices 2.1, 2.2; Developing Inner Peace 1.2; peaceful communities 5:6
Sex Education	<ul style="list-style-type: none">• Know that there are areas of the body which are private and should only be touched or looked at with consent• Know the importance of speaking out if a child feels they need to• Model offering support with consent in bathrooms and if a child is hurt• Hear scientific words for genitals used by adults	<ul style="list-style-type: none">• Identify, name and label parts of the human body, including penis, testicles vagina, breasts)• Compare themselves as a baby with how they are now• Identify some differences between males and females• Discuss appropriate / inappropriate touching; know that some touches feel ok and some do not• Know what we mean by respecting our bodies and understand which parts are private: mouth, chest, genitals and bottom (PANTS NSPCC)	<p>Y4:</p> <ul style="list-style-type: none">• Revise names for parts of the body• Learn that hormonal changes lead to changes to boys and girls in puberty, focusing on the following: developing body and facial hair; changing body shapes, including that girls develop breasts; changes to skin; boys' voices 'break'; that it is normal to grow and gain weight and that we do this at different times; that it is normal to feel more emotional at times• Know that when girls reach puberty they begin menstruation: be introduced to the female reproductive system and how and why periods happen; know where there is a sanitary bin in the Year 3/4 toilets and know who to ask for help if needed	<p>Year 5:</p> <ul style="list-style-type: none">• Learn changes to boys and girls in puberty: review all work from Year 4; learn names for the parts of the male and female reproductive system, including (in addition to previous vocabulary) urethra, testes, scrotum, uterus/womb, fallopian tubes, egg, ovaries, sperm; develop understanding of menstruation• Be introduced to the biology of sex and conception
				<p>Year 6:</p> <ul style="list-style-type: none">• Confidently describe changes in puberty to boys and girls; know which of these are common to both• Know how these changes can be managed e.g. washing more often, considering whether to buy deodorant, keep a pad in your school bag• Understanding of what happens in the body when a girl has her periods, including revising all work from Year 5, and agree tips for managing periods• Understanding of the function of different female and male reproductive parts• Know that is normal to want to explore their bodies in private, what masturbation is, what wet dreams are• Understand what happens when a man and woman have sex and reasons why they might want to do this• Know that gender identity is a way to describe how someone feels about their gender, that there are a range of gender identities, and that these might be different from their biological sex• Learn about the goals of Stonewall and York Pride and why their work is important
Citizenship	<ul style="list-style-type: none">• Understand the importance of taking care of our environment• Help to tidy up and know why it is important to keep Early Years nice for everyone	<ul style="list-style-type: none">• Share their opinions about what matters to them, respecting other points of view• Develop their knowledge of the world through the topic The Arctic; learn about the threats to the Arctic and its wildlife and what people can do to help• Role play and debate scenarios which focus on fairness/unfairness• Know the school rules and understand why we have them; give examples of what being ready, respectful and safe look like	<ul style="list-style-type: none">• Know that the skills they develop can help them achieve their goals later in life• Take part as both a speaker and listener in formal debates as a class, planning counter arguments• Question stereotypes and understand the impact of them on individuals and on communities• Develop our school environment by tending the allotment• Explain why the democratic process is important	<ul style="list-style-type: none">• Plan for an occasion using a given budget (Spreadsheets Unit 5.4 Computing)• Understand that the media can present information in different ways, and to be able to question the reliability of information given (Journalistic Writing, English)• Know that a law is made after a 'bill' is read and agreed by the Houses of Parliament, and given royal assent by the Queen; know the legal age for using common social media apps, and why these laws are helpful• Know how our local MP is elected and what her responsibilities are• Describe a range of ways in which they could help make the world a better place, linked to their own interests and concerns
Whole school events:	NSPCC Speak Out Stay Safe visits biennially with workshops for each class Kindness Awards Caterlink Healthy Eating Promotion Mile2Smile Wake Up Shake Up Agility trip - KS1 keeping healthy Year 3/4 Swimming Walk to School Week			



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	<p>Star Wars Marathon Day</p> <p>Visits from different professions(firefighters, police, doctors, dental nurse); visitors from different charities</p> <p>Sports Council and School Council elections</p> <p>School Council campaigns e.g. litter-picking</p> <p>Anti-bullying Week</p> <p>Black History Month</p> <p>Global Fortnight</p> <p>Robinwood Residential (Year 5/6)</p> <p>Crucial Crew (Year 6)</p> <p>Parents Online Safety Workshops (annually)</p> <p>Termly extra-curricular clubs offer (see Clubs letter)</p> <p>Fundraising days for charities chosen by School Council</p>
Regularly used resources:	<p><i>Sex and Relationship Education</i> 9-11 (Bloomsbury)</p> <p><i>Sex and Relationship Education</i> 7-9 (Bloomsbury)</p> <p><i>Bodies, Babies and Bellybuttons</i> (Big Talk Education)</p> <p><i>Living and Growing</i> (4Learning)</p> <p><i>Learning for Peace</i> (Peacemakers - 1 copy for each phase of school)</p> <p><i>The Resilient Primary Classroom</i> (Fishergate version)</p> <p><i>Relax Ed</i> (www.relaxkids.com)</p> <p>purplemash.com</p> <p>www.thinkuknow.co.uk</p> <p>www.childnet.com</p>