



## PSHE – Lawnside Academy - Skills and Themes and Topic Overview

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
topic areas: Healthy Lifestyles Keeping Safe Growing and Changing	topic areas: Healthy Relationships Feelings and Emotions Valuing Difference	Rights and Responsibilities Taking Care of the Environment, Money

### Overarching concepts

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types and in different settings, including online)
3. **A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. **Power** (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. **Career** (including enterprise, employability and economic understanding)

## Essential Skills and Attributes

Personal effectiveness	Interpersonal and social effectiveness	Managing risk and decision-making
<ol style="list-style-type: none"> <li>1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)</li> <li>2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</li> <li>3. Resilience (including self-motivation, perseverance and adaptability)</li> <li>4. Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses)</li> <li>5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms</li> <li>6. Self-organisation (including time management)</li> <li>7. Strategies for identifying and accessing appropriate help and support</li> <li>8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</li> <li>9. Recalling and applying knowledge creatively and in new situations</li> <li>10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</li> </ol>	<ol style="list-style-type: none"> <li>1. Empathy and compassion (including impact on decision-making and behaviour)</li> <li>2. Respect for others' right to their own beliefs, values and opinions</li> <li>3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')</li> <li>4. Skills for employability, including               <ul style="list-style-type: none"> <li>• Active listening and communication (including assertiveness skills)</li> <li>• Team working</li> <li>• Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)</li> <li>• Leadership skills</li> <li>• Presentation skills</li> </ul> </li> <li>5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</li> <li>6. Recognising, evaluating and utilising strategies for managing influence</li> <li>7. Valuing and respecting diversity</li> <li>8. Using these skills and attributes to build and maintain healthy relationships of all kinds</li> </ol>	<ol style="list-style-type: none"> <li>1. Identification, assessment (including prediction) and management of positive and negative risk to self and others</li> <li>2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)</li> <li>3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)</li> <li>4. Assessing the validity and reliability of information</li> <li>5. Identify links between values and beliefs, decisions and actions</li> <li>6. Making decisions</li> </ol>

**Long Term Plan (based on PSHE Association Thematic Model)**

	Autumn Term – Relationships			Spring – Living in the Wider World			Summer – Health and Wellbeing		
Year	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media Literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and Changing	Keeping Safe
Year A – KS1	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year B- KS 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year A – KS2	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year B – KS 2	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality, recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using/ keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Hygiene routines, emotional changes, moving school	Medicines and household products; drugs common to everyday life

**On-going Core Skills to be embedded in Planning**

Year	EYFS	Year 1	Year 2	Year 3	Year 4
<p><b>On-going core skills</b></p>	<p>PSED ELG: Making Relationships – children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.</p> <p>PSED ELG Self-confidence and self-awareness</p> <p>Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need</p>	<ul style="list-style-type: none"> <li>• Recognise their feelings.</li> <li>• Explain their ideas as responses to an issue</li> <li>• Find a partner and sit with them and work with them</li> <li>• Develop skills of speaking and listening</li> <li>• Negotiate with a partner</li> <li>• Recognise their likes and dislikes</li> <li>• Demonstrate compassion</li> <li>• Demonstrate making simple choices</li> <li>• Understand the concept of risk</li> <li>• To know who to tell</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise their feelings.</li> <li>• Explain their ideas as responses to an issue</li> <li>• Work with others</li> <li>• Develop active listening skills and check for clarification</li> <li>• Understand verbal and non-verbal communication</li> <li>• Know that it is okay to make mistakes</li> <li>• Demonstrate compassion and empathy</li> <li>• To know they saying ‘no’ means ‘no’</li> <li>• Demonstrate making a simple choice</li> <li>• To think and verbalise what is important to them</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise their own likes and dislikes, traits and individual preferences</li> <li>• Demonstrate active listening skills</li> <li>• Demonstrate compassion, empathy and tolerance</li> <li>• Demonstrate they can work in a group or with others</li> <li>• Understand they have choices and points of choice</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise simple body language</li> <li>• Understand verbal and non-verbal communication</li> <li>• Become more assertive in themselves and ask for time to think things through</li> <li>• Recognise the influence of choice and decision both internal and external</li> <li>• Demonstrate the know the process for decision making</li> </ul>

	<p>for their chosen activities. They say when they do or don't need help.</p> <p>PSED ELG: Managing feelings and behaviour</p> <p>Children talk about how they and others show feelings, talk about their own and other' behaviour, and its consequence, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to take different situations, and take changes of routine in their stride.</p>		<p>when making a choice</p> <ul style="list-style-type: none"> <li>• Know who and how to tell</li> </ul>		
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**PSHCE Association – Resources to support Planning**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Health and Well-being</b>	<p>Healthy lifestyle</p> <p>Growing and changing</p> <p>Feelings – focus feeling good</p>	<p>Healthy Lifestyle</p> <p>Growing and changing</p> <p>Feelings – focus feeling good</p>	<p>Healthy Lifestyles</p> <p>Growing and changing</p> <p>Change in school – H8</p>	<p>Healthy Lifestyles</p> <p>Growing and changing</p> <p>Change in life – H8</p>

	Personal hygiene Keeping safe – crossing the road Privacy (Not H8/9)	Personal hygiene H8/9 Keeping safe rail, water, building sites, near fire Keeping safe – privacy H16 combine with R3)	Keeping Safe Not H1/2/3/ H12/17/ 18/ 23	Keeping safe (Not H5/6/7/13/ 14/ H16/17 18/ 23
<b>Relationships</b>	Feeling and Emotions Valuing difference Not R3 Not R11	Feeling and Emotions (Not R3) Healthy Relationships (Not R10)	Feelings and Emotions Healthy Relationships Valuing Difference Not R7/ R9/ 16/ 21	Feelings and Emotions Healthy Relationships Valuing Difference Not R8/11/ 12/ 14/ 18
<b>Living in the Wider world</b>	Rules Rights and Responsibilities	Rules Rights and Responsibilities Money Not L3/ L4/ L9/ L8/ L9/L10	Rights and Responsibilities (Mental health resources) Money Not L6/ L8/ 14/ 16/ 17/18  L12- Decide a custom	Rights and Responsibilities Money Not L3/L4/ L7  L12 – Decide a custom.

SEAL themes

Autumn Term	Spring Term	Summer Term
New beginnings	Going for goals	Good to be me

**Values at Lawnside Academy**