



## 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
EYFS	Understanding feelings (happy, sad, worried, scared, proud) Building relationships - a good friend (BV – Mutual Respect).			Building relationships with others (BV – Mutual Respect, tolerance). Internet safety			Keeping safe – dangers in places I play. Transition – worries our new class.		
Year A – KS1	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour (BV – Right from wrong)	Recognising things in common and differences; playing and working cooperatively; sharing opinions (BV – mutual respect, tolerance)	Belonging to a group; roles and responsibilities; being the same and different in the community (BV – individual liberty, mutual respect, tolerance)	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 (BV – Mutual respect, tolerance, right from wrong)	What rules are; caring for others’ needs; looking after the environment (BV – The Rule of Law, Democracy)	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 (3/4)	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour (BV – Right from wrong)	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite (BV – mutual respect, tolerance)	The value of rules and laws; rights, freedoms and responsibilities (BV – The rule of law, individual liberties, democracy)	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 (3/4)	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality, recognising risks online <b>(BV – Mutual Respect)</b>	Respecting differences and similarities; discussing difference sensitively <b>(BV – Mutual Respect, Tolerance)</b>	What makes a community; shared responsibilities <b>BV – Tolerance, Mutual respect, Individual Liberties)</b>	How data is shared and used	Making decisions about money; using/keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity, recognising individuality and different qualities; mental well being	Medicines and household products; drugs common to everyday life
Year A KS2 (5)	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people, recognise prejudice and discrimination <b>(BV – Mutual Respect, Tolerance)</b>	Protecting the environment, compassion towards others	How information online is targeted; different media types, their role impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits, sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty, external genitalia, personal hygiene routines, support with puberty.	Keeping safe in different situations including responding to emergencies, first aid
Year B (6)	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topic issues <b>(BV – Mutual Respect, Tolerance)</b>	Valuing diversity, challenging discrimination and stereotypes Global Citizenship/ fair trade	Evaluating media sources, sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it, managing change, loss and bereavement, managing time online	Human reproduction and birth, increasing independence, moving school and managing transition	Keeping personal information safe; regulations and choices, drug use and the law, drug use and the media.