

**PHSE Pathway**

This pathway uses the following resources

Health for Life

Milton Keynes Sex and Relationships Scheme of work

PSHE Association Programme of Study

**Reception**

Theme	Outcomes	Sex education links
<p><b>Growing and Changing</b></p>	<ul style="list-style-type: none"> <li>● Identifying their own physical growth and change</li> <li>● Extending the vocabulary of the human body</li> <li>● Recognising and valuing other people’s lifestyles, family networks and the rules of interpersonal behaviour. <b>(British Values - Respect-Tolerance of others lifestyles)</b></li> <li>● Recognising community roles and the interdependence of people. <b>(British Values - Liberty)</b></li> <li>● Recognising their growing competencies and responsibilities when working as individuals and in groups. <b>(British values-Respect and tolerance of others)</b></li> </ul>	<ul style="list-style-type: none"> <li>● To understand that their words and actions have effects on themselves and others.</li> <li>● To know how to keep themselves clean.</li> <li>● To know that there are different kinds of relationships.</li> <li>● To understand that people have different needs that need to be treated with respect.</li> <li>● To be aware of own needs, news, feelings and be sensitive to views, needs of others.</li> </ul>
<p><b>Keeping Safe</b></p>	<ul style="list-style-type: none"> <li>● Recognising hazards and dangers in their changing environment</li> <li>● Recognising and keeping the rules of being and staying safe in all relevant situations. <b>(British Values - Rule of Law)</b></li> <li>● Recognising that they are growing into greater independence and will need a greater range of skills.</li> <li>● Recognising that there are people in the community who are charged with keeping children safe, but this requires children to co-operate and take on some responsibilities. <b>(British Values - Rule of Law)</b></li> <li>● Knowing who to tell and how to tell when they feel uncertain, threatened, bullied or abused, physically or emotionally <i>(links with E-safety)</i> <b>(British Values-Rule of Law, Respect and tolerance of others)</b></li> </ul>	<ul style="list-style-type: none"> <li>● To have a sense of self as a member of different communities.</li> <li>● To understand the need for agreed values and codes of behaviour.</li> <li>● Initiate interactions with other people</li> </ul>
<p><b>Medicines and drugs</b></p>	<ul style="list-style-type: none"> <li>● Heightened awareness of what goes onto and into their bodies, the source of this and their own role in this.</li> <li>● Understanding and working with children’s views of their body systems and where substances go.</li> <li>● Extending understanding that all medicines are drugs but not all drugs are medicines and that medicines, pills, injections, alcohol and nicotine are dangerous.</li> <li>● Extending understanding of the rules of using medicines to prevent, recover from or control a health problem.</li> </ul>	

**PHSE Pathway**

	<ul style="list-style-type: none"> <li>Understanding that we all have a right of access to healthcare but also have responsibilities for staying healthy.</li> </ul>	
--	--	--

**Year 1**

Theme	Outcomes	Sex education links
Start of year	<ul style="list-style-type: none"> <li>Understand how they contribute to the life of the classroom and school.</li> <li>To construct, agree and follow group, class and school rules and behaviours associated with values</li> </ul>	
The world of drugs	<ul style="list-style-type: none"> <li>Recognising that Substances (whatever we put into our bodies) affect our bodies.</li> <li>Extending the language of the body and body systems.</li> <li>Understand that some people need medicines at different times to help prevent or cure illnesses and that some people may need medicines all the time in order to stay healthy.</li> <li>Wider understanding of the importance of the safe handling of medicines, and their role in this.</li> <li>Recognise that they have a role in the 'getting better' process.</li> <li>Early recognition of pressure, especially to try substances, and how to deal with this.</li> <li>Reinforcing understanding that all medicines are drugs but not all drugs are medicines.</li> <li>Recognise how some diseases are spread and can be controlled; the responsibility they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</li> </ul>	<ul style="list-style-type: none"> <li>To recognise early warning signs.</li> </ul>
Keeping myself Safe	<ul style="list-style-type: none"> <li>Recognise a range of feelings in themselves and others, identify feeling words and simple strategies for managing feelings</li> <li>Understanding that they need to keep their feelings and bodies safe from being harmed.</li> <li>Difference between real, imaginary and pretend people and places (<i>links with E-safety</i>)</li> <li>widening strategies for keeping safe, risky and dangerous including basic internet safety. <b>(British Values - Rule of Law)</b></li> <li>Recognising different kinds of secrets 'fun' secrets, threatening secrets <b>British Values-Rule of Law</b></li> <li>Knowing who they are, their personal details and who is in charge of them (<i>links with E-safety</i>) <b>(British Values-Respect and Rule of Law)</b></li> <li>Widening understanding of hazards and dangers both in and outside school (<i>links with E-safety</i>) include road safety, cycle safety, rail, water and fire safety</li> <li>Recognise that their feelings can affect how they behave, particularly in potentially hazardous situations <b>British Values-Respect, Tolerance of others, Rule of Law</b></li> </ul>	<ul style="list-style-type: none"> <li>To recognise early warning signs.</li> <li>To understand what people do for me and what I do for them.</li> <li>To know basic personal hygiene rules.</li> </ul>

**PHSE Pathway**

	<ul style="list-style-type: none"> <li>Understanding that there are people, rules and laws to keep us safe in their lives, who these people are and what they do. <b>(British Values - Rule of Law and Respect)</b></li> <li>Recognise that they themselves contribute to being and keeping safe.</li> </ul>	
<p><b>Me and my relationships</b></p>	<ul style="list-style-type: none"> <li>Recognise the importance of their different networks of people in which they live and work and their roles in these networks.</li> <li>Understanding the importance of friendship <b>(British Values - Tolerance of others)</b></li> <li>Recognising the dangers which can result from pressure from friends. <b>(British Values - Liberty, Respect and Tolerance of others)</b></li> <li>Expressing love, care and feeling special in human relationships. <b>(British Values - Respect and Tolerance of others)</b></li> <li>Exploring loss, separation, grief and the importance of memories.</li> <li>Recognising that they have relationships with their environments and a growing role and responsibility for a happy, safe environment for all. <b>(British Values - Tolerance of others)</b></li> <li>Recognising that feelings can affect actions. <b>(British Values - Tolerance of others)</b></li> </ul>	<ul style="list-style-type: none"> <li>To recognise early warning signs.</li> <li>To understand why we are all important and special.</li> <li>To know that every individual is unique but there are similarities with others</li> <li>To recognise and accept differences</li> <li>To understand that boys and girls can both do the same tasks and enjoy the same thing.</li> </ul>
<p><b>Additional sessions</b></p>	<ul style="list-style-type: none"> <li>Understanding the process of growing from young to old and how people's needs change</li> <li>Understanding growing and changing and new opportunities and responsibilities that increasing independence brings. To understand that money comes from different sources and can be used for different purposes, including spending and saving.</li> <li>To recognise the role money plays in their lives including how to keep it safe, choices about spending and saving and what influences those choices</li> <li>Begin to understand about gender diversity - how can we tell if you are a boy or a girl or neither?</li> </ul>	
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>To listen to other people and play co-operatively (including strategies to resolve simple arguments through negotiation)</li> <li>To offer constructive support and feedback to others</li> <li>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> </ul>	

**PHSE Pathway**

**Year 2**

Theme	Outcomes	Sex education links
<p><b>Start of the year</b></p>	<ul style="list-style-type: none"> <li>• Understand how they contribute to the life of the classroom and school.</li> <li>• To construct, agree and follow group, class and school rules and behaviours associated with values</li> </ul>	
<p><b>Healthy Lifestyles</b></p>	<ul style="list-style-type: none"> <li>• Recognising and valuing differences in their own and others' lifestyles and cultures relating to health (<b>British Values Tolerance of others</b>)</li> <li>• Heightened awareness and knowledge of the components of a healthy lifestyle and their increasing responsibilities.</li> <li>• Developing and using a framework for evaluating healthy lifestyles.</li> <li>• Recognise the need for up to date factual information on which to base choices and decisions. (<b>British Values-Respect, Liberty and Democracy</b>)</li> <li>• Recognising that we all have a right to access a safe, healthy environment, but with this come responsibilities and the necessity to stop and think. (<b>British Values - Liberty</b>)</li> <li>• The importance of and how to maintain personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• To know I have some responsibility to keep myself safe.</li> <li>• To know what choices you can make in response to Early warning signs.</li> <li>• To know that there are some similarities and differences between my body and other peoples.</li> </ul>
<p><b>Healthy Eating</b></p>	<ul style="list-style-type: none"> <li>• Recognise the importance of food and meals in people's lifestyles and cultures, and the need for good hygiene in handling food.</li> <li>• Awareness of the role of a balanced diet in their growth and vitality levels.</li> <li>• Early understanding of long term outcomes of healthy eating.</li> <li>• Understanding that foods cannot be labelled as 'good' or 'bad' for you</li> <li>• Heightened awareness of the amount and kind of food they eat in one day and the balance between snacks, treats or meals.</li> <li>• Understand that we all need to limit our intake of sugar, sugary drinks, fats and salt and to increase our intake of fruit, vegetables, cereals and breads but that this is not easy to do.</li> <li>• Recognise that, though they do not always have choices, there are ways in which they can choose, and that this is a new area of personal responsibility.</li> <li>• Recognise that there are people in the community whose jobs it is to keep our food safe and healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• To know what choices you can make in response to Early warning signs.</li> <li>•</li> </ul>
<p><b>Feelings and relationships and keeping safe.</b></p>	<ul style="list-style-type: none"> <li>• Extend the ability to empathise with other people's feelings and concerns and to demonstrate this in their behaviour toward the person (<b>British Values - Respect and Tolerance of others</b>)</li> <li>• Extend understanding of tolerance and valuing of other people's lives and beliefs, and putting this into practise. (<b>British Values - Tolerance of others</b>)</li> <li>• Recognise that each of us is unique and special and always treating ourselves and others as such. (<b>British Values - Respect and Tolerance of others</b>)</li> <li>• Understand ways that we are similar and ways we are different, recognise importance of celebrating differences and similarities, explore what being ourselves means</li> <li>• Understand that they are part of many groups and networks which are different and similar in many ways. (<b>British Values - Respect and Tolerance of others</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that there is a range of feelings in families.</li> <li>• To understand that our feelings and actions impact on others.</li> <li>• To know what choices you can make in response to Early warning signs.</li> </ul>

**PHSE Pathway**

	<ul style="list-style-type: none"> <li>• Understand that there is a whole range of what people may call secrets, some of which are easily shared, some related to threats and fears. <b>(British Values-Respect and Liberty)</b></li> <li>• Understand the importance of finding and telling someone if they feel threatened, bullied or ill-treated, physically or in other ways (<i>links with E-safety</i>) <b>(British values - Liberty, Respect and tolerance)</b></li> </ul>	
<p><b>Additional sessions</b></p>	<ul style="list-style-type: none"> <li>• To understand the needs of babies and young people             <ul style="list-style-type: none"> <li>• To know the correct names for external parts of the body inc sexual parts (vagina, penis, breasts)</li> </ul> </li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond (including who to tell and how to tell them)</li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> <li>• Recognise what improves and harms their local, natural and built environments and develop strategies and skills needed to care for it (including conserving energy)</li> <li>• <b>FGM - which parts of the body are private and what shouldn't be changed, touched or hurt, how to keep themselves safe, who they can talk to.</b></li> </ul>	
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li> <li>• To listen to other people and play co-operatively (including strategies to resolve simple arguments through negotiation)</li> <li>• To offer constructive support and feedback to others</li> <li>• To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</li> </ul>	

**PHSE Pathway**

**Year 3**

Theme	Outcomes	Sex education links
Start of school year	<ul style="list-style-type: none"> <li>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help</li> </ul>	
<b>The world of drugs</b>	<ul style="list-style-type: none"> <li>Extending understanding of what goes into their bodies, how it enters and its impact.</li> <li>Categorising what goes into their bodies in different ways, including safe, dangerous, legal and illegal. <b>(British Values - Rule of Law)</b></li> <li>Extending their understanding of the rules of medicines to include other substances.</li> <li>Introducing the rules for finding syringes and needles. <b>(British Values - Rule of Law)</b></li> <li>Understanding that some people need drugs all through their lives to maintain health.</li> <li>Understanding that medicines can make their bodies better but do this by learning what makes them feel good about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to keep healthy.</li> </ul>
<b>Keeping myself Safe</b>	<ul style="list-style-type: none"> <li>Recognise a range of emotion and how these are expressed in different ways, describing different feelings in different situations, identify how to manage and express feelings</li> <li>Recognising that their views of what they have to keep them safe from can be different from the views of whose job it is to keep them safe. <b>British values-Respect and tolerance)</b></li> <li>Widening understanding of real, imaginary and pretend.</li> <li>Recognising persuasion, particularly where secrets are involved. <b>(British Values - Rule of Law, Liberty and Respect)</b></li> <li>Exploring the outside world in terms of pleasure, hazards, dangers and risks, particularly routes to school, shops and play areas. Safety on the internet including mobile phones (<i>links with E-safety</i>) <b>British Values - Rule of Law)</b></li> <li>The responsible use of mobile phones keeping safe (looking after it) and safer user habits (time limits, use of passwords etc)</li> <li>Recognising the impact of their own feelings on their behaviour and on other peoples. <b>(British Values - Respect and tolerance of others)</b></li> <li>Recognising that their own and other peoples feelings can be hurt, even if the hurt is not visible, and modifying their behaviour accordingly (<i>links with E-safety</i>) <b>(British Values - Respect and tolerance of others)</b></li> <li>Knowing where they live, where they are going, who is in charge and when they themselves are in charge (<i>links with E-safety</i>) <b>(British Values-Liberty, Respect and Democracy)</b></li> <li>Widening their understanding of accidents and their causes.</li> <li>Recognising the difference between advice, rules and laws.<b>(British Values - Rule of Law and Democracy)</b></li> </ul>	<ul style="list-style-type: none"> <li>To know adults you can trust.</li> </ul>

**PHSE Pathway**

	<ul style="list-style-type: none"> <li>● Recognising and valuing people who keep children safe. Recognising that this also includes members of the public. <b>(British Values - Respect and Liberty)</b></li> <li>● Recognising their own growing responsibilities. <b>(British Values - Respect and tolerance of others, Rule of Law)</b></li> </ul>	
<p><b>Me and my relationships</b></p>	<ul style="list-style-type: none"> <li>● Widening understanding of self and others, their feelings <b>(British Values - Respect and tolerance of others)</b></li> <li>● Recognising and valuing others possessions, preferences <b>(British Values - Respect, Tolerance of others and Rule of Law)</b></li> <li>● Differentiating between hurt feelings/ physical hurts</li> <li>● Understanding physical differences between boys and girls as they grow up.</li> <li>● Understanding parenting skills and the needs of babies and young children.</li> <li>● Understand the importance of loving human relationships <b>(British Values - Respect and tolerance of others)</b></li> <li>● Tackle gender stereotyping <b>(British Values - Tolerance of others)</b></li> <li>● Recognise that quarrels, break up of friendships and family relationships, separation and loss do occur and the need for coping skills. <b>(British Values - Respect and tolerance of others)</b></li> <li>● recognise the impact of bullying on people's happiness and self esteem. <b>(British Values - Tolerance of others)</b></li> <li>● Widening understanding of their growing responsibilities. <b>(British Values - Respect Tolerance of others and Rule of Law)</b></li> </ul>	<ul style="list-style-type: none"> <li>● To know what makes me happy, sad etc.</li> <li>● To know what we do that makes each other happy/ cross.</li> <li>● To understand changes in my own body and changes in others.</li> <li>● To know and name the internal parts of the body (including sexual organs)</li> </ul>
<p><b>Additional sessions</b></p>		
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>● To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high expectations and goals</li> <li>● To research, discuss and debate topical issues, problems that are of concern to them and offer their recommendations to appropriate people</li> </ul>	

**PHSE Pathway**

**Year 4**

Theme	Outcomes	Sex education links
Start of school year	<ul style="list-style-type: none"> <li>To understand school rules about health and safety, basic emergency aid procedures and where and how to get help</li> </ul>	
Healthy Body and lifestyle.	<ul style="list-style-type: none"> <li>Understanding that their body systems work together.</li> <li>Recognising that developing a healthy lifestyle now is an investment of their future and recognising their own contribution in this.</li> <li>Know what empathy and kindness is, explore different ways to communicate better, listen to others and spread kindness</li> <li>Understanding the roles and skills of the people in the health service who enable them to be healthy now and in the future. <b>(British Values - Respect)</b></li> <li>Understanding that factual information about their bodies and about legality is valuable knowledge, but that making changes in their behaviour is demonstrating that they can be responsible. <b>(British Values - Rule of Law)</b></li> <li>Knowing that taking on some responsibility for a healthy lifestyle is part of being a good citizen. <b>(British Values - Respect and tolerance of others)</b></li> <li>Knowing how to recognise and deal with pressure and persuasion from advertising media sources and from people around them. <b>(British Values - Respect and tolerance of others and Democracy)</b></li> <li>Recognising that there are skills that they can learn and practise in all areas of their health and that all the body systems and the skill are interrelated.</li> <li>Extend language of their feelings, particularly in standing up to and resisting pressure. <b>(British Values - Liberty and Democracy)</b></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
The world of Drugs	<ul style="list-style-type: none"> <li>Heightened awareness of what goes into our bodies intentionally and unavoidably.</li> <li>Understanding of the impact of substances, including legal and illegal drugs, on our bodies and behaviour. <b>(British Values - Rule of Law)</b></li> <li>Understanding of the short and long term consequences. <b>(British Values - Rule of Law and Liberty)</b></li> <li>Understanding of overloading the body, of dependency and addiction and of some consequences for health and relationships.</li> <li>Recognising the need for factual information about medicines and illegal substances in order to make choices.</li> <li>Widening the narrow perspective of drugs education as being only about illegal substances to look at people who need drugs for improved health.</li> <li>Investigating cigarette smoke, smokers and the skills of refusal. <b>(British Values - Respect and Democracy)</b></li> <li>Exploring ways of feeling good, better and the skills of confident refusal. <b>(British Values - Liberty)</b></li> </ul>	

**PHSE Pathway**

<p><b>Keeping myself Safe</b></p>	<ul style="list-style-type: none"> <li>• Explore and share children’s perceptions of keeping safe, feeling different and feeling uncertain</li> <li>• Assessing dangers and risks, recognising the differences and dealing with risky situations including on the internet and mobile phones (<i>links with E-safety</i>) <b>(British Values - Respect, Tolerance of others and Rule of Law)</b> Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>• Recognising they make up their own groups in which they play and the importance of knowing who is in charge and who is making the rules. <b>(British Values - Democracy)</b></li> <li>• The concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to break a confidence or share a secret</li> <li>• The importance of recognising the critical moment in a situation and possible alternative outcomes (<i>links with E-safety</i>)</li> <li>• The difference between advice, warnings, rules and laws relating to safety. <i>Why different rules are needed in different situations and how to take part in making and changing rules</i><b>(British Values- Rule of Law and Democracy)</b></li> <li>• Understanding that, like their bodies their feelings can be hurt and are in need of protection too.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that we have rights and responsibilities for keeping ourselves safe.</li> <li>•</li> </ul>
<p><b>Relationships.</b></p>	<ul style="list-style-type: none"> <li>• Strengthening the children’s understanding of strong feelings- both their own and of others which can affect their health and happiness. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Explore changing feelings as their bodies change and grow, widening understanding of their own feelings and moods.</li> <li>• Developing positive, effective relationships with friends, through a better understanding of interpersonal feelings and behaviour. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Dealing positively with disrupting experiences and situations of loss, separation and death. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Recognising that mental health rests on having good relationships. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Knowing where and how to get help, to share feelings and help themselves (<i>links with E-safety</i>)</li> <li>• Recognising their roles as good citizens in contributing to a healthy environment <b>British Values - Democracy)</b></li> <li>• Understanding the importance of their own and others memories. <b>(British Values - Respect and tolerance of others)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand what is meant by relationships (within families and between friends)</li> <li>• To know how to make friends.</li> <li>• To understand individuals responses will vary and respect other people’s emotions and feelings.</li> </ul>
<p><b>Additional sessions</b></p>	<ul style="list-style-type: none"> <li>• To know the functions of the different organs (including sexual organs e.g.womb)</li> <li>• To know how babies are produced, born and grow.</li> </ul>	

**PHSE Pathway**

	<ul style="list-style-type: none"> <li>• To understand personal boundaries; to identify what they are willing to share with the most special people; friends; classmates and others; and that we all have rights to privacy.</li> </ul>	
<p><b>ongoing</b></p>	<ul style="list-style-type: none"> <li>• To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high expectations and goals</li> <li>• To research, discuss and debate topical issues, problems that are of concern to them and offer their recommendations to appropriate people</li> <li>•</li> </ul>	

**PHSE Pathway**

**Year 5**

Theme	Outcomes	Sex education links
<p><b>Lifestyles and cultures.</b></p>	<ul style="list-style-type: none"> <li>● Understand what is meant by discrimination. <b>(British Values - Tolerance of others, Rule of Law)</b></li> <li>● Appreciate the range of national, regional, religious and ethnic identities in the UK</li> <li>● Consider the lives of people living in other places and people with different values and customs</li> <li>● Investigate multiculturalism and reasons why people become terrorists or support violent extremism.</li> <li>● Widening the children’s understanding of what is involved in learning to value and respect themselves and others. <b>(British Values - Respect and tolerance of others)</b></li> <li>● Questioning whether living up to their stated values means making changes in their behaviour. <b>(British Values - Respect, Tolerance of others, Liberty and Rule of Law)</b></li> <li>● Understanding and respecting the range of different lifestyles and healthy lifestyles, and how their own healthy lifestyles will change. <b>(British Values - Respect and tolerance of others)</b></li> <li>● Differentiating between a positive self image and media images of people. Critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. <b>(British Values - Respect and tolerance of others)</b></li> <li>● A more critical look at their lifestyles in terms of their present health and as an investment in future health.</li> <li>● Recognising the need for and difficulties of making changes in lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>● To know why trust, honesty, understanding and respect are important in all established relationships.</li> <li>● To understand emotional changes that occur in human life.</li> <li>● To know that people have different attitudes, values and beliefs and that they influence people's relationships with each other.</li> <li>● To know that there are different types of relationships.</li> </ul>
<p><b>Bullies, bullying, pressures and risks</b></p>	<ul style="list-style-type: none"> <li>● Recognise body responses related to certain situations and strong feelings that may arise, identify feelings and emotions in a range of situations, strategies for managing feelings</li> <li>● Understanding what it means to ‘put yourself in someone else’s shoes’ <b>(Tolerance of others lifestyles)</b></li> <li>● Learning to deal positively with their own fears and distress when bullied <i>(links with E-safety)</i> <b>(British Values - Respect and tolerance of others)</b></li> <li>● Recognising that their behaviour can have serious outcomes for their physical and mental health and wellbeing, now and in the future <i>(links with E-safety)</i></li> <li>● Recognising pressure, false explanations or trickery which could persuade them to behave carelessly, dangerously, or anti socially, including social media and mobile phones. <b>(British Values - Liberty, Rule of Law and Respect and tolerance of others)</b></li> <li>● How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned about such a request.</li> </ul>	<ul style="list-style-type: none"> <li>● To know how to manage emotional changes.</li> <li>● To know how to keep themselves safe.</li> <li>● Know ways of resisting unwanted physical contact.</li> </ul>

**PHSE Pathway**

	<ul style="list-style-type: none"> <li>● Recognising that there are different strategies for dealing with bullying and supporting those being bullied, and that children with different personalities will choose the one they feel suits them best. <b>(British Values - Respect, Tolerance of others and Rule of Law)</b></li> <li>● Recognising that discrimination and physical and verbal bullying causes mental and physical ill health and can lead the person being bullied into dangerous behaviour <i>(links with E-safety)</i><b>(British Values - Tolerance of others lifestyles, Rule of Law)</b></li> <li>● To recognise and manage 'dares'</li> </ul>	
<p><b>Substance use and misuse</b></p>	<ul style="list-style-type: none"> <li>● Revising and extending previous work on 'social' and illegal drugs and pressure to experiment. <b>(British Values - Rule of Law and Liberty)</b></li> <li>● Heightening awareness of how cigarettes and alcohol are marketed for younger users. <b>(British Values - Rule of law)</b></li> <li>● Recognising the use of cigarettes, alcohol and other substances as image boosters and the risks to present and future health.</li> <li>● Strategies for resisting pressure to experiment and for bullying an image of self worth. <b>(British Values - Liberty)</b></li> <li>● A clearer understanding of the laws of advertising cigarettes and alcohol.</li> <li>● Increased understanding of the impact of alcohol and other substances on behaviour and the increase of risks.</li> </ul>	<ul style="list-style-type: none"> <li>● To know how to keep themselves safe.</li> </ul>
<p><b>Additional sessions</b></p>	<p>To know the life cycle common to humans and animals (growth, reproduction) To understand and manage physical changes that take place at puberty.</p> <ul style="list-style-type: none"> <li>● That differences and similarities between people arise from a number of factors, including family, culture, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</li> <li>● About the difference between, and terms associated with, sex, gender identity and sexual orientation.</li> <li>● About the role money plays in their own and other's lives including how to manage their money and be a critical consumer.</li> <li>● To develop an initial understanding of the concepts of interest, loan, debt and tax</li> <li>● That resources can be allocated in different ways and these economic choices affect individuals, communities and the sustainability of the environment across the world.</li> <li>● What is meant by enterprise and to begin to develop enterprise skills.</li> </ul>	
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>● To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge other's points of view</li> </ul>	

**PHSE Pathway**

	<ul style="list-style-type: none"><li>• To work collaboratively towards shared goals</li><li>• To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others and themselves.</li><li>• To research, discuss and debate topical issues, problems that are of concern to them and offer their recommendations to appropriate people</li><li>•</li></ul>	
--	---	--

**PHSE Pathway**

**Year 6**

Theme	Outcomes	Sex education links
<p><b>Growing up, relationships and responsibilities of puberty</b></p>	<ul style="list-style-type: none"> <li>● Provide personal context for sex education, where feelings, relationships and the impact of change can be explored. <b>(British Values - Respect and tolerance of others)</b></li> <li>● Widen the children's understanding of the physical changes in their bodies and how these happen for individual children at different times and speeds.</li> <li>● Explaining the changes in their feelings about themselves, their bodies, their relationships.</li> <li>● Looking at the skills of keeping life in balance with the approach of puberty.</li> <li>● Explore the concepts of growing up and being grown up. <b>(British Values - Respect and tolerance of others)</b></li> <li>● Widen understanding of why some people want to try to grow up very quickly and look at possible outcomes. <b>(British Values - Respect and tolerance of others)</b></li> <li>● <b>Knowing consistent and accessible language to talk about mental health and wellbeing, understanding there is a difference between a small, everyday feeling and a big feeling</b></li> </ul>	<ul style="list-style-type: none"> <li>● To know and understand how changes at puberty affect the body.</li> <li>● To understand the process of conception and birth.</li> <li>● To know why being different can provoke bullying and know why it is unacceptable.</li> <li>● To understand the vocabulary sexuality.</li> <li>● To understanding the meaning of friendships and loyalty.</li> <li>● To know about helping agencies which can support families and individuals in different circumstances.</li> </ul>
<p><b>The world of drugs</b></p>	<ul style="list-style-type: none"> <li>● Understanding that the use of tobacco, alcohol and other drugs is increasing.</li> <li>● Helping children to acquire the skills necessary to enable them to resist early experimenting and involvement.</li> <li>● Awareness of reasons given to justify decisions to take these substances.</li> <li>● The impact of legal and illegal drugs on physical and mental health and lifestyles. <b>(British Values- Rule of Law)</b></li> <li>● Risks of contamination in illegal drugs and the dangers of combining drugs and alcohol.</li> <li>● Offering a more realistic view of what addiction can mean. <b>(British Values - Liberty)</b></li> <li>● Awareness of the need for up to date information which is easy to understand. <b>(British Values-Democracy)</b></li> </ul>	<ul style="list-style-type: none"> <li>● To know about helping agencies which can support families and individuals in different circumstances.</li> </ul>
<p><b>Keeping myself safe</b></p>	<ul style="list-style-type: none"> <li>● Explore and share children's beliefs about the main dangers to their personal safety <i>(links with E-safety)</i> <b>(British Values - Liberty)</b></li> <li>● Putting these dangers into different categories such as on roads, in school, at home, in the playground, near water and other people. Include social media <i>(links with E-safety)</i></li> <li>● Respecting the evidence of research into children's accidents.</li> <li>● Increasing children's knowledge, skills and confidence in their own abilities to cope successfully with each of these dangers.</li> <li>● Helping to resist pressures from friends and peers to take unnecessary risks <i>(links with E-safety)</i> <b>(British Values - Liberty)</b></li> <li>● The importance of knowing, understanding, trusting and obeying rules and laws about keeping safe in different environments. <b>(British Values - Rule of Law and Democracy)</b></li> <li>● Explore the feelings and emotions associated with risk taking and dangers in different places and situations. <b>(British Values - Liberty and Rule of Law)</b></li> <li>● <b>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital</b></li> </ul>	<ul style="list-style-type: none"> <li>● To understand and discuss media messages about health and sexuality.</li> <li>● To know about helping agencies which can support families and individuals in different circumstances.</li> </ul>

**PHSE Pathway**

	<p>mutilation (FGM) constitutes abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves and their peers.</p> <ul style="list-style-type: none"> <li>• To know that there are some cultural practices that are against British law and human rights (e.g. FGM)</li> </ul>	
<p><b>Me and my relationships</b></p>	<ul style="list-style-type: none"> <li>• Strengthen their understanding of love and loving relationships as a key concept in their education about human reproduction and sexuality.</li> <li>• Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>• That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</li> <li>• That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriages and how to get support for them or others</li> <li>• That two people who love and care for each other can be in a committed relationship without being married or in a civil partnership</li> <li>• Understand the changes in relationships in their networks at home, school and out of school and managing the tensions and conflicts which can arise. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Widen understanding of their own and other peoples personalities and how this knowledge can help to build and maintain good relationships. <b>(British Values - Respect, Tolerance of others)</b></li> <li>• Exploring concerns which arise from children's changing physical appearance and moods and the body images portrayed in the media.</li> <li>• Greater awareness of the impact of group image and the pressure to conform which this can cause. <b>(British Values - Rule of Law, Liberty and Democracy)</b></li> <li>• Understanding of the impact of stereotypical attitudes on their relationships. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Recognising the importance of memories for all people, especially older citizens. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Leadership and team skills, and of generating and working with rules. <b>(British Values - Respect and tolerance of others, Democracy and Rule of Law)</b></li> <li>• Understanding and empathising with feelings of loss, separation, grief and loneliness, using a widening empathetic language. <b>(British Values - Respect and tolerance of others)</b></li> <li>• Understand the importance of places to themselves, their families and community groups, and the impact of vandalism and threatening behaviour on people's health, confidence and freedom. <b>(British Values - Respect, Tolerance of others, Democracy, Rule of Law and Liberty)</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand that family members will have different expectations of each other.</li> <li>• To understand that actions have effects on both themselves and others.</li> <li>• To understanding the meaning of friendships and loyalty.</li> <li>• To know about helping agencies which can support families and individuals in different circumstances.</li> </ul>

**PHSE Pathway**

<p><b>Additional sessions</b></p>	<ul style="list-style-type: none"> <li>● Understand their are basic human rights shared by all people and all societies and that children have their own special rights set out under the United Nations Declaration of the rights of the child.</li> <li>● These universal rights are there to protect everyone and have primacy over national law and family and community practices</li> <li>● Know that the UK Law protects specific characteristics: disability, race, sexual orientation</li> </ul>	
<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>● To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge other's points of view</li> <li>● To work collaboratively towards shared goals</li> <li>● To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give constructive feedback and support to benefit others and themselves.</li> <li>● To research, discuss and debate topical issues, problems that are of concern to them and offer their recommendations to appropriate people</li> </ul>	