



## Adlington St Paul's Long Term PSHE Plan 2024 - 2025 Linked to Cornerstones and our wider curriculum



**The Nine Protected Characteristics are woven through the majority of lessons with each year groups' topics each half term. However, we have identified which of the nine protected characteristics are taught explicitly within each year groups half termly units.**

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	Me and My Community	Once Upon A Time	Starry Night Driver: Understanding the World	Dangerous Dinosaurs Driver: Understanding the World	Sunshine and Sunflowers Driver: Understanding the World	Big Wide World Driver: Understanding the World
Reception Mini Project	Exploring Autumn Driver: Understanding the World	Sparkle and Shine	Winter Wonderland Driver: Understanding the World	Puddles and Rainbows Driver: Understanding the World	Shadows and Reflections Driver: Understanding the World	Splash! Driver: Understanding the World
Scarf Units	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
PSHE Objectives Covered	<ul style="list-style-type: none"> <li>Families are important for children they can give love, security and stability</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences.</li> <li>To know that other children's families are also characterised by love and care.</li> <li>The important friendships to make us feel happy and secure. How people choose and make friends.</li> <li>The importance of respecting others, even if they are very different from them</li> <li>The importance of self-respect and how this links to their own happiness preferences or beliefs</li> <li>The characteristics of healthy family life, and the importance of spending time together and sharing each other's lives.</li> <li>That stable, caring relationships, which may be of different types,</li> </ul>	<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or belief.</li> <li>The importance of self-respect and how this links to their own happiness.</li> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to recognise and talk about their emotions, including having a range of words to use when talking about their own and others' feelings.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, obesity and tooth decay) and other behaviours (impact of alcohol on diet or health).</li> <li>The facts about legal and illegal harmful substances and associated</li> </ul>	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>That stable, caring relationships, which may be of different types, are at the</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of healthy friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with problems and difficulties.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>How to recognise and talk about their emotions, including having a varied vocabulary of words to use</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>That others' families, either in school or in the wider world, might look different to their family, but that they should respect those differences and all families are characterised by love and care.</li> <li>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>

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<p>are at the heart of happy families, and are important for children's security growing up.</p> <ul style="list-style-type: none"> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> <li>• The characteristics of friendships.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• Who to trust and not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and managing conflict.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about adults</li> <li>• Where to get advice.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• How to recognise and talk about their emotions.</li> <li>• The importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for us to discuss our feelings with an adult.</li> <li>• That there is a normal range of emotions and scale of emotions</li> </ul>	<p>backgrounds), or make different choices or have different preferences or belief</p> <ul style="list-style-type: none"> <li>• The importance of self-respect links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that they should show due respect to others, including those in positions of authority.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow</li> </ul>	<p>risks, including smoking, alcohol use and drug-taking.</p> <ul style="list-style-type: none"> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad with adults</li> <li>• Importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed</li> <li>• The rules for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• About the concept of privacy and the implications of it for both children and adults; it is not always right to keep secrets if they relate to being safe.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> </ul>	<p>heart of happy families, and are important for children's security as they grow up.</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• Practical steps they can take in a range of different contexts to improve or</li> </ul>	<p>when talking about their own and others' feelings</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• What constitutes a healthy diet (including understanding calories/nutritional content).</li> <li>• Planning and preparing a range of healthy meals.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this;</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health/need for good oral hygiene and</li> </ul>	<ul style="list-style-type: none"> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• Importance of respecting others, even if they are different (eg, physically, personality or backgrounds), or make different choices or different preferences/beliefs</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• Identify people they can talk to about their private parts.</li> <li>• About a stereotype is, and how they can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences</li> </ul>
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	that all humans experience in relation to different experiences and situations.	<ul style="list-style-type: none"> <li>The conventions of courtesy and manners.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>How to respond safely and appropriately to adults (including online) whom they do not know.</li> <li>Where to get advice e.g. family, school and/or other sources</li> </ul>	<p>support respectful relationships.</p> <ul style="list-style-type: none"> <li>The conventions of manners.</li> </ul>	<p>dental flossing, including regular check-ups at the dentist.</p> <ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	between appropriate and inappropriate or unsafe physical, and other, contact.
9 Protected Characteristics Explicitly Covered	<ul style="list-style-type: none"> <li>Religion and belief</li> </ul>	<ul style="list-style-type: none"> <li>Religion and belief</li> <li>Sexual Orientation</li> </ul>				<ul style="list-style-type: none"> <li>Age</li> <li>Marriage and civil partnership</li> <li>Pregnancy and maternity leave</li> <li>Sex</li> <li>Sexual Orientation</li> </ul>
British Values Explicitly covered	<ul style="list-style-type: none"> <li>Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Individual liberty</li> <li>Tolerance of other cultures and religions</li> <li>Mutual respect</li> </ul>				<ul style="list-style-type: none"> <li></li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>
Curriculum Enhancements	<ul style="list-style-type: none"> <li>The Life and work of Queen Elizabeth II</li> <li>TriKidz</li> <li>Black History month</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 11<sup>th</sup> Nov - Remembrance day and school and church service.</li> <li>Anti-bullying week</li> <li>Children in Need</li> <li>Road safety + walk to school</li> <li><b>Whole school optional Flu vaccination</b></li> <li><b>Eye tests completed by school nurse team</b></li> </ul>	<ul style="list-style-type: none"> <li>Scarf E -Safety workshop parents + KS2 children</li> <li>Mental health week</li> <li>Chinese New Year</li> <li>NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Science Week</li> <li>Autism Awareness Day</li> <li><b>Height &amp; weight check completed by school nurse team</b></li> </ul>	<ul style="list-style-type: none"> <li>King Charles III Coronation</li> <li>Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Global Wellness Day</li> </ul>

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Year 1 Topics	Childhood History		Bright Lights, Big City		School Days	
Scarf Half Termly Units	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
PSHE Objectives Covered	<ul style="list-style-type: none"> <li>• That classroom rules help everyone to learn and be safe;</li> <li>• Explain their classroom rules and contribute to making these.</li> <li>• Why we have classroom rules</li> <li>• Recognise how others might be feeling by reading body language/facial expressions;</li> <li>• Understand and explain how our emotions can give a physical reaction in our body.</li> <li>• Identify a range of feelings;</li> <li>• Identify how feelings might make us behave:</li> <li>• Suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>• Recognise that people's bodies and feelings can be hurt;</li> <li>• Suggest ways of dealing with different kinds of hurt.</li> <li>• Recognise that they belong to various groups and communities</li> <li>• Explain how these people help us and how we can help them to help us.</li> <li>• Identify qualities of friendship;</li> <li>• Simple strategies for making up.</li> <li>• Show attentive listening skills;</li> <li>• Suggest simple strategies for resolving conflict situations;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the differences and similarities between people;</li> <li>• Empathise with those who are different from them;</li> <li>• Begin to appreciate the positive aspects of these differences.</li> <li>• Same or different?</li> <li>• Explain the difference between unkindness, teasing and bullying;</li> <li>• Understand that bullying is usually quite rare.</li> <li>• Unkind, tease or bully?</li> <li>• Explain some of their school rules and how those rules help to keep everybody safe.</li> <li>• Harold's school rules</li> <li>• Identify some of the people who are special to them;</li> <li>• Recognise and name some of the qualities that make a person special to them.</li> <li>• Who are our special people?</li> <li>• Recognise and explain what is fair and unfair, kind and unkind;</li> <li>• Suggest ways they can show kindness to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that the body gets energy from food, water and air (oxygen);</li> <li>• Recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>• Recognise the importance of sleep in maintaining a healthy, balanced lifestyle;</li> <li>• Identify simple bedtime routines that promote healthy sleep.</li> <li>• Recognise emotions and physical feelings associated with feeling unsafe;</li> <li>• Identify who can help them when they feel unsafe.</li> <li>• Recognise feelings that are associated with loss.</li> <li>• Understand medicines can sometimes make people feel better when they're ill;</li> <li>• Explain issues of safety and responsibility about medicines and their use.</li> <li>• Understand and learn the PANTS rules;</li> <li>• Name and know which parts should be private;</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of regular hygiene routines;</li> <li>• Sequence personal hygiene routines into order.</li> <li>• Harold's wash and brush up</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to them and others.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the importance of fruit and vegetables in their daily diet;</li> <li>• Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>• Recognise that they may have different tastes in food to others;</li> <li>• Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;</li> <li>• Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>• Understand how diseases can spread;</li> <li>• Recognise and use simple strategies for preventing the spread of diseases.</li> <li>• Catch it! Bin it! Kill it!</li> <li>• Recognise that learning a new skill requires practice and chances to fail, safely;</li> <li>• Understand the learning line's use as a simple tool to describe the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them.</li> <li>• Understand tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby.</li> <li>• Identify things they could do as a baby, a toddler and now;</li> <li>• Identify people who helped them at different life stages.</li> <li>• Explain difference between teasing and bullying;</li> <li>• Give examples of what they can do if they experience or witness bullying;</li> <li>• Say who they could get help from in a bullying situation.</li> <li>• Difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</li> <li>• Surprises and secrets</li> </ul>

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	<ul style="list-style-type: none"> <li>Give and receive positive feedback, and experience how this makes them feel.</li> </ul>		<ul style="list-style-type: none"> <li>Explain the difference between appropriate and inappropriate touch;</li> <li>Understand that they have the right to say "no" to unwanted touch;</li> <li>Start thinking about who they trust and who they can ask for help.</li> </ul>	keeping it in a safe placed and adding to it).	<ul style="list-style-type: none"> <li>process, including overcoming challenges.</li> <li>Demonstrate attentive listening skills;</li> <li>Simple strategies for resolving conflict situations;</li> <li>Give and receive positive feedback, and experience how this makes them feel.</li> <li>Recognise a person's behaviour can affect others.</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> </ul>
<b>9 Protected Characteristics Explicitly taught</b>		<ul style="list-style-type: none"> <li>Religion and belief</li> </ul>				
<b>British Values Explicitly covered</b>	<ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Mutual respect</li> <li>Tolerance of other cultures and religions</li> <li>Mutual respect</li> </ul>		<ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> </ul>		
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>
<b>Curriculum Enhancements</b>	<ul style="list-style-type: none"> <li>The Life and work of Queen Elizabeth II</li> <li>TriKidz</li> <li>Black History month</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 11<sup>th</sup> Nov - Remembrance day and school and church service.</li> <li>Anti-bullying week</li> <li>Children in Need</li> <li>Road safety + walk to school</li> <li><b>Whole school optional Flu vaccination</b></li> </ul>	<ul style="list-style-type: none"> <li>Scarf E -Safety workshop parents + KS2 children</li> <li>Mental health week</li> <li>Chinese New Year</li> <li>NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Science Week</li> <li>Autism Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>King Charles III Coronation</li> <li>Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Global Wellness Day</li> </ul>

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Year 2 Topics	Movers and Shakers		Coastline		Magnificent Monarchs	
Scarf Half Termly Units	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
PSHE Objectives Covered	<ul style="list-style-type: none"> <li>Suggest actions that will contribute positively to the life of the classroom;</li> <li>Make and undertake pledges based on those actions.</li> <li>Our ideal classroom</li> <li>Take part in creating and agreeing classroom rules.</li> <li>Our ideal classroom</li> <li>Use a range of words for feelings</li> <li>Recognise different ways of expressing their feelings;</li> <li>Identify helpful ways of responding to other's feelings.</li> <li>How are you feeling today?</li> <li>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>Identify situations as incidents of teasing or bullying.</li> <li>Understand/ describe strategies for dealing with bullying:</li> <li>Explain the difference between bullying and isolated unkind behaviour;</li> <li>Recognise that that there are different types of bullying and unkind behaviour;</li> <li>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>Types of bullying</li> </ul>	<ul style="list-style-type: none"> <li>Identify physical and non-physical differences and similarities between people;</li> <li>Know and use words and phrases that show respect for other people.</li> <li>What makes us who we are?</li> <li>Identify people who are special to them;</li> <li>Explain some of the ways those people are special to them.</li> <li>My special people</li> <li>Recognise and explain how a person's behaviour can affect other people.</li> <li>How do we make others feel?</li> <li>Explain how it feels to be part of a group;</li> <li>Explain how it feels to be left out from a group;</li> <li>Identify groups they are part of;</li> <li>Suggest and use strategies for helping someone who is feeling left out.</li> <li>When someone is feeling left out</li> <li>Recognise and describe acts of kindness and unkindness;</li> <li>Explain how these impact on other people's feelings;</li> <li>Suggest kind words and actions they can show to others;</li> </ul>	<ul style="list-style-type: none"> <li>Understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety and responsibility about medicines and their use.</li> <li>Identify situations they would feel are safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations who they could ask for help.</li> <li>When would you say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>Recognise that body language and facial expression tell us how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who to talk to if someone touches them and makes it feel uncomfortable.</li> <li>Some touches are not fun, can hurt or be upsetting;</li> <li>Know they can ask someone to stop touching them;</li> </ul>	<ul style="list-style-type: none"> <li>Describe and record strategies for getting on with others in the classroom.</li> <li>Getting on with others</li> <li>Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>When I feel like erupting</li> <li>Identify special people in the school and community who can help to keep them safe;</li> <li>Know how to ask for help.</li> <li>Feeling safe</li> <li>Identify what they like about the school environment;</li> <li>Identify any problems with the school environment (e.g. things needing repair);</li> <li>Make suggestions for improving the school environment;</li> <li>Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>How can we look after our environment?</li> <li>Understand that people have choices about what they do with their money;</li> <li>Know that money can be saved for a use at a future time;</li> </ul>	<ul style="list-style-type: none"> <li>Explain the stages of the learning line understand the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs spread;</li> <li>Describe simple hygiene routines - hand washing;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene;</li> <li>Describe simple dental hygiene routines.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ways of giving positive feedback to others.</li> <li>Recognise feelings associated with losing (and being reunited) with a person they are close to.</li> <li>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>Understand and describe some of the things that people are capable of at these different stages.</li> <li>Identify which parts of the human body are private;</li> <li>Explain that a person's genitals help t to make babies when they are grown up;</li> <li>Understand that humans mostly have the same body parts but they look different from person to person.</li> <li>Explain what privacy means;</li> <li>Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>Give examples of different types of private information.</li> </ul>

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	<ul style="list-style-type: none"> <li>Recognise that friendship is a special kind of relationship;</li> <li>Identify some of the ways that good friends care for each other.</li> <li>Being a good friend</li> <li>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>Explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Show acts of kindness to others in school.</li> <li>An act of kindness</li> <li>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</li> <li>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Identify who to talk to if someone touches them and makes them uncomfortable.</li> <li>Identify safe secrets and unsafe secrets;</li> <li>Importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</li> <li>How inappropriate touches can make someone feel;</li> <li>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how they might feel when they spend money on different things.</li> <li>Harold saves for something special</li> <li>Recognise that money can be spent on items which are essential or non-essential;</li> <li>Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>	<ul style="list-style-type: none"> <li>Understand bodies get energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into body and blood.</li> </ul>	
9 Protected Characteristics Explicitly taught		<ul style="list-style-type: none"> <li>Religion and belief</li> <li>Race</li> </ul>				
British Values explicitly taught	<ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of other cultures and religions</li> <li>Mutual respect</li> </ul>		<ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> </ul>		
Assessment	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>
Curriculum Enhancements	<ul style="list-style-type: none"> <li>The Life and work of Queen Elizabeth II</li> <li>TriKidz</li> <li>Black History month</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 11<sup>th</sup> Nov - Remembrance day school/ church service.</li> <li>Anti-bullying week</li> <li>Children in Need</li> </ul>	<ul style="list-style-type: none"> <li>Scarf E -Safety workshop parents + KS2 children</li> <li>Mental health week</li> <li>Chinese New Year</li> <li>NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Science Week</li> <li>Autism Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>King Charles III Coronation</li> <li>Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Global Wellness Day</li> </ul>

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		<ul style="list-style-type: none"> <li>Road safety + walk to school</li> <li><b>Whole school optional Flu vaccination</b></li> </ul>			
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Year 3 Topics	Through the Ages		Rocks, Relics and Rumbles		Emperors and Empires	
Scarf Half Termly Units	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
<b>PSHE Objectives Covered</b>	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the consequences of breaking the rules.</li> <li>Explain the feelings someone might have when they lose something important to them;</li> <li>Understand that these feelings are normal and a way of dealing with the situation.</li> <li>Define and demonstrate cooperation &amp; collaboration;</li> <li>Identify different skills that we can bring to a group task;</li> <li>Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> <li>Identify people who they have a special relationship with;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are many different types of family;</li> <li>Understand 'adoption' 'fostering' and 'same-sex relationships.'</li> <li>Family and friends</li> <li>Define the term 'community';</li> <li>Identify the different communities that they belong to;</li> <li>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> <li>Reflect on listening skills;</li> <li>examples of respectful language;</li> <li>How to challenge another's viewpoint, respectfully.</li> <li>Explain that people living in the UK have different origins;</li> <li>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>Identify some of the qualities that people from a diverse range of</li> </ul>	<ul style="list-style-type: none"> <li>Situations are safe/unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Strategies for keeping safe.</li> <li>Define the words danger and risk and explain the difference between them;</li> <li>Strategies for dealing with a risky situation.</li> <li>Identify key risks from cigarettes and alcohol;</li> <li>Most people choose not to smoke cigarettes;</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</li> <li>Identify risk in situations;</li> <li>Suggest ways of reducing or managing those risks.</li> <li>Online safety;</li> <li>Recognise potential risks with browsing online;</li> <li>How to browse online safely</li> <li>Know that our body can often give us a sign when something doesn't feel</li> </ul>	<ul style="list-style-type: none"> <li>Define what a volunteer is;</li> <li>Identify volunteers in the school community;</li> <li>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>Identify key people who are responsible for them to stay safe and healthy;</li> <li>Suggest ways to help people.</li> <li>Help each other to stay safe</li> <li>Understand the difference between 'fact' and 'opinion';</li> <li>Understand how an event can be perceived from different viewpoints;</li> <li>Plan, draft and publish a recount using the appropriate language.</li> <li>Define what is meant by the environment;</li> <li>Evaluate and explain different methods of looking</li> </ul>	<ul style="list-style-type: none"> <li>Each of the food groups on the Eatwell Guide benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>what foods make up a healthy balanced meal.</li> <li>Explain how infectious illnesses are spread from one person to another;</li> <li>Hygiene routines help reduce risk of spreading infectious illnesses;</li> <li>Medical and non-medical ways of treating illness.</li> <li>Develop discussion and debating skills</li> <li>understand of health and wellbeing issues that are relevant to them;</li> <li>Empathy of view points;</li> <li>Make recommendations, based on their research.</li> <li>My achievements and areas of development;</li> </ul>	<ul style="list-style-type: none"> <li>Identify different types of relationships;</li> <li>Recognise who they have positive healthy relationships with.</li> <li>Relationship Tree</li> <li>Understand what is meant by the term body space (or personal space);</li> <li>Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>Rehearse strategies for when someone is inappropriately in their body space.</li> <li>Body space</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> </ul>

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	<ul style="list-style-type: none"> <li>Strategies for maintaining a positive relationship with their special people.</li> <li>Looking after special people</li> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>Solving problems</li> <li>Explain what a dare is;</li> <li>Understand no-one can force them to do a dare;</li> <li>Strategies to use if they are made to feel uncomfortable or unsafe by a dare.</li> <li>Express opinions and listen to those of others</li> <li>Consider others' view points</li> <li>Explain the thinking behind their ideas and opinions.</li> <li>Qualities of friendship;</li> <li>why friends sometimes fall out skills for making up.</li> </ul>	<p>backgrounds need in order to get on together.</p> <ul style="list-style-type: none"> <li>Our friends and neighbours</li> <li>Recognise the factors that make people similar to and different from each other;</li> <li>Recognise that repeated name calling is a form of bullying;</li> <li>Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> <li>Let's celebrate our differences</li> <li>Understand and explain some of the reasons why different people are bullied;</li> <li>Explore why people have prejudiced views and understand what this is</li> </ul>	<p>right; to trust these signs and talk to a trusted adult</p> <ul style="list-style-type: none"> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>how to get help if requests for images or information of themselves or others occur</li> <li>Strategies to assess risks;</li> <li>Understand and explain decision-making skills;</li> <li>How to get help when making decisions.</li> <li>Understand that medicines are drugs and that they can be helpful or harmful.</li> </ul>	<p>after the school environment;</p> <ul style="list-style-type: none"> <li>Devise methods of promoting their priority method.</li> <li>Understand 'income', 'saving' and 'spending';</li> <li>Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> <li>Explain that people earn their income through their jobs;</li> <li>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people may say kind things to help us feel good</li> <li>Some groups of people are not represented much on television/ media.</li> <li>Working collaboratively helps everyone achieve</li> <li>the brain sends and receives messages through the nerves.</li> <li>Name major internal body parts heart, blood, lungs, stomach, brain liver small/large intestines</li> <li>Describe how food, water and air get body/ blood.</li> <li>people have talents and skills and how to develop</li> <li>Recognise their own skills and those of other s</li> </ul>	<ul style="list-style-type: none"> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Secret or surprise?</li> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul>
9 Protected Characteristics Explicitly taught		<ul style="list-style-type: none"> <li>Age</li> <li>Disability</li> <li>Race</li> <li>Religion and Belief</li> <li>Sex</li> <li>Sexual orientation</li> </ul>			<ul style="list-style-type: none"> <li>Disability</li> <li>Gender Reassignment</li> </ul>	
British Values explicitly taught	<ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of other cultures and religions</li> <li>Mutual respect</li> </ul>		<ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
Assessment	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> </ul>

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	<ul style="list-style-type: none"> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment criteria</li> </ul>
Curriculum Enhancements	<ul style="list-style-type: none"> <li>The Life and work of Queen Elizabeth II</li> <li>TriKidz</li> <li>Black History month</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 11<sup>th</sup> Nov - Remembrance day and school and church service.</li> <li>Anti-bullying week</li> <li>Children in Need</li> <li>Road safety + walk to school</li> <li><b>Whole school optional Flu vaccination</b></li> </ul>	<ul style="list-style-type: none"> <li>Scarf E -Safety workshop parents + KS2 children</li> <li>Mental health week</li> <li>Chinese New Year</li> <li>NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Science Week</li> <li>Autism Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>King Charles III Coronation</li> <li>Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Global Wellness Day</li> </ul>

Year 4 Topic	Invasion		Misty mountain, Winding River		Ancient Civilisations	
Scarf Half Termly Units	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
PSHE Objectives Covered	<ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> <li>Explain what we mean by a 'positive, healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> <li>Ok or not ok?</li> <li>Recognise times they might need to say 'no' to a friend;</li> <li>Appropriate assertive strategies for saying 'no' to a friend.</li> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'negotiation' and 'compromise';</li> <li>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> <li>Can you sort it?</li> <li>Right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>Suggest people they can talk to if they feel uncomfortable with actions towards them.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> <li>Danger, risk or hazard?</li> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Define the word 'dare';</li> </ul>	<ul style="list-style-type: none"> <li>how people in the school and local community help them stay healthy and safe;</li> <li>Define 'being responsible';</li> <li>Describe responsibilities of those who help them stay healthy and safe;</li> <li>Ways they can help people who keep them healthy/ safe.</li> <li>Understand humans have rights and responsibilities;</li> <li>Identify some rights and also responsibilities with these.</li> <li>why we have rules;</li> <li>Suggest ways they can contribute to decision-making processes in school</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>What makes me ME!</li> <li>Give examples of choices they make for themselves and choices others make for them;</li> <li>Recognise that there are times when they will make the same choices as their</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> <li>Name some positive and negative feelings;</li> <li>Understand how the onset of puberty can have emotional as well as physical impact</li> <li>Reasons why young people might fall out with parents;</li> <li>practisehow to compromise.</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> <li>Demonstrate a range of feelings through their facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</li> <li>Give examples of features of these different types of relationships, including how they influence what is shared.</li> <li>Friend or acquaintance?</li> <li>List some of the ways that people are different to each other (including differences of race, gender, religion);</li> <li>Recognise consequences of aggressive behaviour;</li> <li>Strategies for dealing with aggressive behaviour.</li> <li>What would I do?</li> <li>List ways people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</li> <li>Define the word respect and demonstrate ways of showing respect to others' differences.</li> <li>Understand and identify stereotypes, including those promoted in the media.</li> </ul>	<ul style="list-style-type: none"> <li>Identify from given scenarios which are dares or not;</li> <li>Suggest strategies for managing dares.</li> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking a medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing</li> <li>Medicines: check the label</li> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</li> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> <li>we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</li> </ul>	<ul style="list-style-type: none"> <li>Everyone can make a difference in democracy</li> <li>Define the word influence;</li> <li>media can influence the way they think about a topic;</li> <li>Form own opinions based on factual information and express/present in a respectful/courteous manner.</li> <li>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>Recognise that they can play a role in influencing outcomes of situations by their actions.</li> <li>Understand that national and international environmental organisations work to help take care of the environment;</li> <li>Define 'income' and 'expenditure';</li> <li>List items and services of expenditure in school home;</li> <li>Prioritise items of expenditure in the home from most to least essential.</li> <li>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>Payslips show pay/deductions</li> <li>Prioritise public services from most essential to least essential.</li> </ul>	<ul style="list-style-type: none"> <li>friends and times when they will choose differently.</li> <li>Making choices</li> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</li> <li>SCARF Hotel</li> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>Harold's Seven Rs</li> <li>Define what is meant by the word 'community';</li> <li>Suggest ways in which different people support the school community;</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> <li>facts of the menstrual cycle;</li> <li>Understand that periods are a normal part of puberty for girls;</li> <li>Identify some of the ways to cope better with periods.</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Marriage is a commitment to be entered into freely and not against someone's will;</li> <li>Marriage includes same sex and opposite sex partners;</li> <li>Know legal age for marriage in England or Scotland;</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>
<p style="text-align: center;">9 Protected Characteristics Explicitly taught</p>		<ul style="list-style-type: none"> <li>Religion and Belief</li> </ul>				<ul style="list-style-type: none"> <li>Religion and Belief</li> <li>Age</li> <li>Marriage and civil partnership</li> <li>Sex</li> <li>Sexual orientation</li> </ul>

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Assessment	<ul style="list-style-type: none"> <li>• Pre and Post unit assessment task</li> <li>• Self-assessment statements</li> <li>• Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post unit assessment task</li> <li>• Self-assessment statements</li> <li>• Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post unit assessment task</li> <li>• Self-assessment statements</li> <li>• Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post unit assessment task</li> <li>• Self-assessment statements</li> <li>• Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post unit assessment task</li> <li>• Self-assessment statements</li> <li>• Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post unit assessment task</li> <li>• Self-assessment statements</li> <li>• Teacher Assessment criteria</li> </ul>
Curriculum Enhancements	<ul style="list-style-type: none"> <li>• The Life and work of Queen Elizabeth II</li> <li>• TriKidz</li> <li>• Black History month</li> </ul>	<ul style="list-style-type: none"> <li>• Thursday 11<sup>th</sup> Nov - Remembrance day</li> <li>• Anti-bullying week</li> <li>• Children in Need</li> <li>• Road safety + walk to school</li> <li>• <b>Whole school optional Flu vaccination</b></li> </ul>	<ul style="list-style-type: none"> <li>• Scarf E -Safety workshop parents + KS2 children</li> <li>• Mental health week</li> <li>• Chinese New Year</li> <li>• NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Science Week</li> <li>• Autism Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>• King Charles III Coronation</li> <li>• Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Global Wellness Day</li> </ul>

Year 5 - Topic	Dynamic Dynasties		Sew, Grow and Farm		Ground-breaking Greeks	
Scarf Half Termly Units	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
PSHE Objectives Covered	<ul style="list-style-type: none"> <li>• Meaning of collaboration;</li> <li>• Give examples of how they have worked collaboratively;</li> <li>• Describe the attributes needed to work collaboratively.</li> <li>• Explain what negotiation and compromise mean;</li> <li>• Describe strategies for resolving difficult issues or situations.</li> <li>• Demonstrate how to respond to a range of feelings in others;</li> <li>• Give examples of some key qualities of friendship;</li> <li>• Identify own friendship qualities.</li> <li>• Identify what things make a relationship unhealthy;</li> <li>• Identify who they could talk to if they needed help.</li> </ul>	<ul style="list-style-type: none"> <li>• Key qualities of friendship;</li> <li>• Describe ways of making a friendship last;</li> <li>• Explain why friendships sometimes end.</li> <li>• Qualities of friendship</li> <li>• Rehearse active listening skills:</li> <li>• Demonstrate respectfulness in responding to others;</li> <li>• Respond appropriately</li> <li>• Kind conversations</li> <li>• Understanding of discrimination and its injustice, and describe this using examples;</li> <li>• Empathise with people who have been, and currently are, subjected to injustice, including through racism;</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what a habit is,</li> <li>• Describe why and how a habit can be hard to change.</li> <li>• Recognise that there are positive and negative risks;</li> <li>• How to weigh up risk factors when making a decision;</li> <li>• Describe some of the possible outcomes of taking a risk.</li> <li>• Strategies to deal with both face-to-face/online bullying;</li> <li>• Strategies for supporting others who are bullied;</li> <li>• difference between online and face-to-face bullying.</li> <li>• Define what is a dare;</li> <li>• Why you might give a dare;</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>• Express their opinions on an issue concerning health and wellbeing;</li> <li>• Make recommendations on an issue concerning health and wellbeing.</li> <li>• What's the story?</li> <li>• Understand the difference between a fact and an opinion;</li> <li>• Understand what biased reporting is and the need to think critically about things we read.</li> </ul>	<ul style="list-style-type: none"> <li>• Know two harmful effects each of smoking/drinking alcohol.</li> <li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>• Getting fit</li> <li>• Know the basic functions of the four systems covered and know they are inter-related.</li> <li>• Explain the function of at least one internal organ.</li> </ul>	<ul style="list-style-type: none"> <li>• Use words to describe the intensity of different feelings</li> <li>• Distinguish between good and not so good feelings</li> <li>• Explain strategies they can use to build resilience.</li> <li>• Identify people to be trusted;</li> <li>• Understand what kinds of touch are acceptable or unacceptable;</li> <li>• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>• Taking notice of our feelings</li> <li>• Explain how might feel when separated from someone or something they like;</li> </ul>

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	<ul style="list-style-type: none"> <li>Identify characteristics of passive, aggressive and assertive behaviours;</li> <li>Understand and rehearse assertiveness skills.</li> <li>Recognise basic emotional needs, understand that they change due to circumstance;</li> <li>Identify risk factors in a given situation (involving smoking etc) and consider outcomes of risk taking in this situation, including emotional risks.</li> <li>Our emotional needs</li> <li>Understand that online communication can be misinterpreted;</li> <li>Accept that responsible and respectful behaviour is needed when interacting with others online as well as face-to-face.</li> </ul>	<ul style="list-style-type: none"> <li>Consider how discriminatory behaviour can be challenged.</li> <li>Happy being me</li> <li>Identify and describe the different groups that make up their school/wider community/other parts of UK;</li> <li>Describe the benefits of living in a diverse society;</li> <li>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>The land of the Red People</li> <li>Understand that the information we see online, either text or images, is not always true or accurate;</li> <li>Recognise people post things online about themselves that aren't true, sometimes this is so that people will like them;</li> <li>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>How individual/group actions can impact on others in a positive or negative way.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways of standing up to someone who gives a dare.</li> <li>Recognise risky situations</li> <li>Explore decision making when facing risky situations</li> <li>Suggest what to do when faced with a risky situation.</li> <li>People aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;</li> <li>What information is safe/unsafe to share offline and online &amp; reflect on impact of not keeping personal information private</li> <li>Know how to protect personal information online;</li> <li>Recognise disrespectful behaviour online and know how to respond to it.</li> <li>all medicines are drugs but not all drugs are medicines;</li> <li>Understand ways medicines can be helpful or harmful and used safely or unsafely.</li> <li>Understand the actual norms around smoking and the reasons for common misperceptions of these.</li> <li>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> </ul>	<ul style="list-style-type: none"> <li>Fact or opinion?</li> <li>Define the differences between responsibilities, rights and duties;</li> <li>Discuss what can make them difficult to follow;</li> <li>Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>Rights, responsibilities and duties</li> <li>Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>Give examples of voluntary groups, the kind of work they do and its value.</li> <li>State the costs involved in producing and selling an item;</li> <li>Suggest questions a consumer should ask before buying a product.</li> <li>Define the terms loan, credit, debt and interest;</li> <li>Suggest advice for situations involving personal finance.</li> <li>Explain some of the areas that local councils have responsibility for;</li> <li>Understand that local councillors are elected to represent their local community.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li> <li>Identify their own strengths and talents;</li> <li>Identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>Different skills</li> <li>Meaning of community;</li> <li>Explain what being part of a school community means to them;</li> <li>Suggest ways of improving the school community.</li> <li>My school community (2)</li> <li>Identify people who are responsible for helping them stay healthy and safe;</li> <li>Identify ways that they can help these people.</li> <li>Independence and responsibility</li> <li>Describe 'star' qualities of celebrities as portrayed by the media;</li> <li>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</li> <li>Describe 'star' qualities that 'ordinary' people have.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to help someone who is separated from someone or something they like.</li> <li>Know the correct words for the external sexual organs;</li> <li>Discuss some of the myths associated with puberty.</li> <li>Identify products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient to find someone who will listen to you.</li> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>how individual/group actions can impact on others in a positive or negative way.</li> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify where someone might need to break a confidence in order to keep someone safe.</li> <li>Recognise that some people can get bullied because of the way they express their gender;</li> <li>Give examples of how bullying behaviours can be stopped.</li> </ul>
<p style="text-align: center;">9 Protected Characteristics Explicitly taught</p>		<ul style="list-style-type: none"> <li>Age</li> <li>Race</li> <li>Religion and Belief</li> <li>Sex</li> </ul>				<ul style="list-style-type: none"> <li>sex</li> </ul>

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		<ul style="list-style-type: none"> <li>Sexual orientation</li> </ul>				
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>
<b>Curriculum Enhancements</b>	<ul style="list-style-type: none"> <li>The Life and work of Queen Elizabeth II</li> <li>TriKidz</li> <li>Black History month</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 11<sup>th</sup> Nov - Remembrance day</li> <li>Anti-bullying week</li> <li>Children in Need</li> <li>Road safety + walk to school</li> <li><b>Whole school optional Flu vaccination</b></li> </ul>	<ul style="list-style-type: none"> <li>Scarf E -Safety workshop parents + KS2 children</li> <li>Mental health week</li> <li>Chinese New Year</li> <li>NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Science Week</li> <li>Autism Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>King Charles III Coronation</li> <li>Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Global Wellness Day</li> </ul>

Year 6 Topic	Maafa		Frozen Kingdoms		Britain at War	
Scarf Half Termly Units	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
<b>PSHE Objectives Covered</b>	<ul style="list-style-type: none"> <li>Demonstrate a collaborative approach to a task;</li> <li>Describe and implement the skills needed to do this.</li> <li>Working together</li> <li>Explain what 'negotiation' and 'compromise' mean;</li> <li>Suggest positive strategies for negotiating and compromising within a collaborative task;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</li> <li>Suggest strategies for dealing with bullying, as a bystander;</li> <li>Describe positive attributes of their peers.</li> <li>OK to be different</li> <li>Know that all people are unique but that we have far more in</li> </ul>	<ul style="list-style-type: none"> <li>Accept that responsible and respectful behaviour is necessary when interacting online and face-to-face;</li> <li>Understand and describe the ease with which something posted online can spread.</li> <li>Strategies to keep personal information safe online;</li> <li>Safe behaviours when using communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>Describe the language and techniques that make up a biased report;</li> <li>Analyse a report also extract the facts from it.</li> <li>Two sides to every story</li> <li>Know the legal age (and reason behind these) for having a social media account;</li> </ul>	<ul style="list-style-type: none"> <li>Identify aspirational goals;</li> <li>Describe the actions needed to set and achieve these.</li> <li>This will be your life!</li> <li>Explain what the five ways to wellbeing are;</li> <li>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples</li> </ul>	<ul style="list-style-type: none"> <li>Recognise changes they have experienced and their emotional responses</li> <li>Strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> <li>Know fame can be short-lived;</li> <li>Know photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> </ul>

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<ul style="list-style-type: none"> <li>• Demonstrate positive strategies for negotiating and compromising within a collaborative task.</li> <li>• Recognise challenges that arise from friendships;</li> <li>• Strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</li> <li>• Solving friendship problems</li> <li>• List some assertive behaviours;</li> <li>• Recognise peer influence/ pressure;</li> <li>• Demonstrate/roleplay assertive behaviours, to resist peer influence and pressure.</li> <li>• Recognise and empathise with patterns of behaviour in peer-group dynamics;</li> <li>• Recognise emotional needs and understand that they change according to circumstance;</li> <li>• Strategies to deal assertively with a situation where they may do something they feel uncomfortable about.</li> <li>• Consequences of reacting to others in positive/negative way;</li> <li>• Suggest ways people respond more positively to others.</li> <li>• Describe ways people show their commitment to each other;</li> <li>• Know the ages a person can marry, if their parents agree;</li> <li>• Understand that everyone has the right to be free to choose who and whether to marry.</li> <li>• Some types of physical contact can produce strong negative feelings;</li> <li>• Some inappropriate touch is illegal.</li> <li>• Strategies for keeping personal information safe online;</li> </ul>	<p>common with each other than what is different about us;</p> <ul style="list-style-type: none"> <li>• Consider how a bystander can respond to someone being rude, offensive or bullying someone else;</li> <li>• Demonstrate ways of offering support to someone who has been bullied .</li> <li>• We have more in common than not</li> <li>• Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>• Respecting differences</li> <li>• Understand and explain the term prejudice;</li> <li>• Identify and describe the different groups that make up their school/wider community/other parts of the UK;</li> <li>• Describe the benefits of living in a diverse society;</li> <li>• Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>• Tolerance and respect</li> <li>• Explain the difference between a friend and an acquaintance;</li> <li>• Describe qualities of a strong, positive friendship;</li> <li>• Describe the benefits of other types of relationship</li> <li>• Define what is meant by the term stereotype;</li> <li>• How the media can sometimes reinforce gender stereotypes;</li> <li>• People fall into a wide range of what is seen as normal;</li> </ul>	<ul style="list-style-type: none"> <li>• Know that it is illegal to create and share sexual images of children under 18 years old;</li> <li>• Risks of sharing photos/ films of themselves with other people directly or online;</li> <li>• Know how to keep their information private online.</li> <li>• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour;</li> <li>• All humans have basic emotional needs and explain how these needs can be met.</li> <li>• Explain how drugs can be categorised into different groups depending on their medical and legal context;</li> <li>• Demonstrate an understanding that drugs can have both medical and non-medical uses;</li> <li>• Explain in simple terms some of the laws that control drugs in this country.</li> <li>• Understand some of the basic laws in relation to drugs;</li> <li>• why there are laws relating to drugs in this country.</li> <li>• Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;</li> <li>• Describe some of the effects and risks of drinking alcohol.</li> <li>• Understand that all humans have basic emotional needs and explain some of the ways these needs can be met;</li> <li>• Explain how emotional needs impact on people's behaviour;</li> <li>• Suggest positive ways that people can get their emotional need met.</li> <li>• Understand examples of conflicting emotions;</li> </ul>	<ul style="list-style-type: none"> <li>• Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>• Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>• Explain some benefits of saving money;</li> <li>• Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>• Describe the costs that go into producing an item;</li> <li>• Suggest sale prices for a variety of items, taking into account a range of factors;</li> <li>• Explain what is meant by the term interest.</li> <li>• What's it worth?</li> <li>• Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>• Explain the different types of tax (income tax and VAT) which help to fund public services;</li> <li>• Evaluate the different public services and compare value.</li> <li>• Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>• Describe the aim, mission statement, activity and beneficiaries of a voluntary, community or action group.</li> <li>• Explain meaning of living in an environmentally sustainable way;</li> <li>• Suggest actions that could be taken to live in a more environmentally sustainable way.</li> </ul>	<p>of how they can be implemented in people's lives.</p> <ul style="list-style-type: none"> <li>• Five Ways to Wellbeing project</li> <li>• Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>• Our recommendations</li> <li>• Identify risk factors in a given situation;</li> <li>• Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</li> <li>• Recognise what risk is;</li> <li>• Explain how a risk can be reduced;</li> <li>• Understand risks related to growing up and explain the need to be aware of these;</li> <li>• Assess a risk to help keep themselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• Define what is a stereotype;</li> <li>• how the media can sometimes reinforce gender stereotypes;</li> <li>• People fall into a wide range of what is seen as normal;</li> <li>• Challenge stereotypical gender portrayals of people.</li> <li>• Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>• People can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>• Understand the norms of risk-taking behaviour</li> <li>• Define the word 'puberty' giving examples of the physical and emotional changes with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>• Explain the difference between a safe and an unsafe secret;</li> <li>• Identify situations you might need to break a confidence in order to keep someone safe.</li> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know ways in which sperm can fertilise an egg to create a baby;</li> <li>• Legal age of consent/what it is</li> <li>• Explain how HIV affects the body's immune system; is difficult to</li> </ul>
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Learning Together. Following Jesus.

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## Adlington St Paul's Long Term PSHE Plan 2024 - 2025 Linked to Cornerstones and our wider curriculum



**The Nine Protected Characteristics are woven through the majority of lessons with each year groups' topics each half term. However, we have identified which of the nine protected characteristics are taught explicitly within each year groups half termly units.**

	<ul style="list-style-type: none"> <li>Describe safe and respectful behaviours when using communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge stereotypical gender portrayals of people.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and reflect on how independence and responsibility go together</li> </ul>			<ul style="list-style-type: none"> <li>transmit; and how to protect themselves from HIV.</li> </ul>
9 Protected Characteristics Explicitly taught	<ul style="list-style-type: none"> <li>Age</li> <li>Marriage and Civil Partnerships</li> <li>Religion and Belief</li> <li>Sex</li> <li>Sexual Orientation</li> </ul>	<ul style="list-style-type: none"> <li>Age</li> <li>Disability</li> <li>Race</li> <li>Religion and Belief</li> <li>Sex</li> <li>Sexual Orientation</li> </ul>	<ul style="list-style-type: none"> <li>Age</li> </ul>	<ul style="list-style-type: none"> <li>Age</li> </ul>		<ul style="list-style-type: none"> <li>Disability</li> <li>Gender Reassignment</li> <li>Pregnancy and Maternity</li> <li>Religion and Belief</li> <li>Sex</li> <li>Sexual Orientation</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post unit assessment task</li> <li>Self-assessment statements</li> <li>Teacher Assessment criteria</li> </ul>
Curriculum Enhancements	<ul style="list-style-type: none"> <li>The Life and work of Queen Elizabeth II</li> <li>TriKidz</li> <li>Black History month</li> </ul>	<ul style="list-style-type: none"> <li>Thursday 11<sup>th</sup> Nov – Remembrance day</li> <li>Anti-bullying week</li> <li>Children in Need</li> <li>Road safety + walk to school</li> <li><b>Whole school optional Flu vaccination</b></li> </ul>	<ul style="list-style-type: none"> <li>Scarf E -Safety workshop parents + KS2 children</li> <li>Mental health week</li> <li>Chinese New Year</li> <li>NSPCC – number day</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Science Week</li> <li>Autism Awareness Day</li> <li><b>Height &amp; weight check completed by school nurse team</b></li> </ul>	<ul style="list-style-type: none"> <li>King Charles III Coronation</li> <li>Comic Relief</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day</li> <li>Global Wellness Day</li> <li><b>Puberty &amp; Relationships lessons delivered by HHKids</b></li> </ul>

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