

Goring Primary School: PSHCE and SRE Curriculum Planning (Whole School Overview)

<p>Knowledge and understanding</p> <p>Personal and social skills</p> <p>Attitudes and personal qualities</p> <p>Coverage</p>	<p>Developing confidence and responsibility and making the most of their abilities</p>	<p>Preparing to play an active role as citizens</p>	<p>Developing a healthy, safer lifestyle</p>	<p>Developing good relationships and respecting differences between people</p>	<p>British Values</p>
<p>Reception</p>	<p>Discuss likes, dislikes and preferences (e.g. toys, food, TV programmes, games) Ongoing – class circle times, discussions etc</p> <p>Sharing feelings, ideas and opinions Ongoing – class circle times, discussions etc</p> <p>Managing feelings Ongoing – class circle times, discussions etc</p> <p>Begin to set simple goals Term 2 – discrete teaching – Going for Goals</p>	<p>Understand how rules help them Term 1 – discrete lesson – class rules Ongoing – class circle times, discussions etc group work, democracy circles</p> <p>Know about the community services close to the school Term 1 cc topic work – Knock knock Firefighter/nurse visit</p> <p>Begin to exercise choice and the right to decide. Ongoing – choosing their hot school meal, milk, fruit etc</p>	<p>Know the names of the main parts of the body. Ongoing through PE and music and movement Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Know basic rules of personal protection including sun, water and classroom safety. Term 1 – discrete lesson – class rules</p> <p>Begin to develop confidence to talk about body parts and how they work. Ongoing through PE and music and movement Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Begin to understand about peoples' basic needs – e.g. food, clothing, rest, shelter</p> <p>Begin to know that there are different types of teasing and bullying and that bullying is hurtful and wrong. Term 1 – discrete teaching – Anti-bullying week Referred to throughout year through playground rules, making people happy, being kind etc</p> <p>Listen to each other in formal and informal situations. Ongoing – class circle times, discussions etc group work,</p>	<p>Terms 2 and 3 collective worship in line with whole school plans</p>

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		<p>Agree and follow rules for their groups and classroom. Term 1 – discrete lesson – class rules Cc topic work Knock Knock</p> <p>Become aware of and respect the different opinions of others. Term 1 – cc topic learning Knock Knock - Diwali</p> <p>Begin to respect property – personal and public. Ongoing throughout year – respecting school property, keeping classroom tidy</p> <p>Begin to recognise the differences between right and wrong. Term 1 discrete teaching – New Beginnings</p>	<p>Begin to practise how to keep themselves safe Term 1 – cc topic work Knock Knock – role of school adults Food making and tasting, use of tools</p> <p>Begin to recognise that certain actions may have consequences for themselves. Ongoing through behaviour management systems</p> <p>Feel good about oneself Termly pupil voice comment for parent meetings</p> <p>Begin to recognise possible threats to personal safety (e.g. good/bad touches) Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>democracy circles, independent learning time</p> <p>Learn to share and co-operate with others during play and work. Ongoing – class circle times, discussions etc group work, democracy circles, independent learning time</p> <p>Begin to respond appropriately to different behaviours Ongoing throughout year – Collective Worship, behaviour management systems etc</p> <p>Learn how to get help to deal with bullying. Term 1 – discrete teaching – Anti-bullying week Referred to throughout year</p> <p>Develop a caring attitude for others, e.g. family and peers</p>	
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				<p>Ongoing- school values, collective worship, challenge book etc</p> <p>Recognise that certain actions may have consequences for others. Term 1 – discrete teaching – Anti-bullying week ongoing throughout year – behaviour management techniques, peg chart etc</p> <p>Respect individual similarities and differences. Term 1 – discrete teaching – Anti-bullying week Referred to throughout year</p> <p>Value the achievements of others. Awesome attitude awards, achievement celebration assembly, sparkle time, 'wow' moments</p>	
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Year 1	<p>Fair and unfair Right and wrong Ongoing throughout year – democracy circles, class discussions, collective worship</p> <p>Sharing feelings, ideas and opinions (with reasoning) Ongoing throughout year – class discussions CC guided reading, DMM etc</p> <p>Managing feelings Term 3 – discrete teaching – Changes Ongoing throughout year</p> <p>Begin to recognise personal responses at home and school Ongoing throughout year – class discussions CC guided reading, DMM etc 'wow moments' from home</p> <p>Value achievements of self and learn from previous experiences</p>	<p>Understand how rules help them. Term 1 – discrete lesson – class rules</p> <p>Know about the community services close to the school (e.g. library) Term 3 – CC as part of locality study</p> <p>Agree and follow rules for their groups and classroom. Term 1 – discrete lesson – class rules Referred to throughout year</p> <p>Begin to exercise choice and the right to decide. Ongoing throughout year – daily class routines/interactions</p>	<p>Begin to understand the concept of male/female and human development from birth to five Term 2 – CC Science</p> <p>Begin to understand how we keep healthy e.g. eating, exercise and hygiene Term 2- CC Science and DT</p> <p>Know basic rules of personal protection including sun, water and classroom safety. Term 1 – discrete lesson – class rules Term 3 – prep for beach trip</p> <p>Begin to develop confidence to talk about body parts and how they work. Term 1 – Feeling Good Feeling Safe Term 2 – CC Science CC PE</p>	<p>Begin to understand behaviours, which are helpful and unhelpful to make all children feel safe and happy. Term 1 – discrete lesson – class rules/school rules</p> <p>Identify and respect similarities and differences between people, including physical appearance, culture, family, religion and language. CC RE/Science Term 2 – discrete lesson – family and special people Visiting speaker – Just Different</p> <p>Begin to know that there are different types of teasing and bullying and that bullying is hurtful and wrong. Term 1 – discrete teaching – Anti-bullying week Referred to throughout year</p>	<p>Collective Worship in line with whole school plans</p>
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	<p>'wow moments' from home, Awesome Attitude award, Work of the Week etc</p> <p>Begin to develop a sense of trust and reliability</p> <p>Ongoing opportunities for responsibility – democracy circles, helping hands, buddies</p> <p>Set simple goals</p> <p>Ongoing throughout year – what do I want to get better at? SfS</p>	<p>Begin to develop skills of seeking information by asking questions and listening to answers and information.</p> <p>Ongoing throughout year – questions at start of each topic</p> <p>Contribute to the life of the class and school (e.g. show responsibility for themselves and others)</p> <p>Ongoing opportunities for responsibility – democracy circles, helping hands, buddies</p> <p>Become aware of and respect the different opinions of others.</p> <p>Ongoing – classroom culture, respecting one another</p>	<p>Begin to practise how to keep themselves safe</p> <p>Ongoing throughout year – risk assessment/prep for offsite activities</p> <p>Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop the ability to make simple choices that improve their health, well-being and personal hygiene</p> <p>Term 2 – CC DT, food hygiene</p> <p>Begin to develop self-motivation (to eat well, exercise and keep clean)</p> <p>Term 2- CC Science, DT, PE</p> <p>Begin to recognise that certain actions may have consequences for themselves.</p>	<p>Listen to each other in formal and informal situations.</p> <p>Ongoing in class routines/interactions – talk partners, circle time, group reading</p> <p>Learn to share and co-operate with others during play and work.</p> <p>Working together across different subjects in a variety of groups/partnerships</p> <p>Begin to respond appropriately to different behaviours</p> <p>Term 1 – discrete teaching – Anti-bullying week</p> <p>Referred to throughout year</p> <p>Learn how to get help to deal with bullying.</p> <p>Term 1 – discrete teaching – Anti-bullying week</p> <p>Referred to throughout year</p>	
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		<p>Begin to respect property – personal and public. Ongoing – classroom culture, respecting one another, school values</p> <p>Begin to recognise the differences between right and wrong. Ongoing throughout year, school rules, school values, democracy circles, collective worship</p>	<p>Ongoing – reward/sanction systems eg peg chart</p> <p>Feel good about oneself Ongoing – reward/sanction systems eg peg chart, awesome attitude, HT award, wow moments, work of the week</p> <p>Begin to recognise possible threats to personal safety (e.g. good/bad touches) Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Develop a caring attitude for others, e.g. family and peers Term 3 – discrete teaching – Relationships Ongoing – school ethos and values, Awesome Attitudes, star of week, ‘wow’ moments from home</p> <p>Recognise that certain actions may have consequences for others. Ongoing – class discussion, circle time, school rules/ethos</p> <p>Respect individual similarities and differences. class CW, circle times, discrete teaching, school ethos and values visiting speakers eg Just Different</p> <p>Value the achievements of others. Ongoing – Awesome attitude award, sharing of achievements in assembly eg medals/certificates</p>	
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<p>Year 2</p>	<p>Recognise and understand human emotions and behaviours and how they can be expressed. Term 2 – discrete lesson - anger</p>	<p>Understand how rules help them. Term 1 – discrete lesson – class rules CC RE (10 commandments)</p>	<p>Begin to know about the process of growing from young to old (including birth and death) and how peoples’ needs change. Term 3 -CC Science (Life cycles)</p>	<p>Begin to understand the different relationships experienced by the individual with others including family and friends. RE Enrichment experience SEAL – Good to be Me</p>
	<p>Sharing feelings, ideas and opinions (with reasoning) Ongoing in class routines/interactions – talk partners, circle time, group reading</p>	<p>Understand that people and other living things have needs and that they have responsibility to them Term 3 – CC Science and Geography</p>	<p>Begin to understand how we keep healthy e.g. eating, exercise and hygiene Ongoing – toilets, hand washing, PE</p>	<p>Identify and respect similarities and differences between people, including physical appearance, culture, family, religion and language. cc Art – portraits, discrete lessons – likes/dislikes, hobbies</p>
	<p>Managing feelings Term 1 – Feeling Good Feeling Safe Term 2 – discrete lesson - anger</p>	<p>Begin to know different groups that they belong to and the important people and roles within them, e.g. family, friends, school, clubs Discrete lessons/assemblies - ongoing Know what improves and harms their local, natural and built environment and about some of the ways people look after them. Term 2 cc Geography – global warming</p>	<p>Begin to know how some diseases are spread and how they can be controlled. Ongoing – toilets, hand washing</p>	<p>Know that there are different types of teasing and bullying and that bullying is hurtful and wrong. Term 1 – discrete teaching – Anti-bullying week Referred to throughout year</p>

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	<p>Begin to recognise personal responses at home and school Ongoing throughout year – class discussions CC guided reading, DMM etc 'wow moments' from home, H/S diary comments</p> <p>Value achievements of self and learn from previous experiences Ongoing – reward/sanction systems eg peg chart, awesome attitude, HT award, wow moments, work of the week</p> <p>Begin to develop a sense of trust and reliability Ongoing opportunities for responsibility – democracy circles, helping hands, buddies</p>	<p>Realise that money comes from different sources and can be used for different purposes. Ongoing – raising money for charity, supporting local causes and link school</p> <p>Agree and follow rules for their groups and classroom. Term 1 – discrete lesson – class rules Referred to/reviewed throughout year</p> <p>Exercise choice and the right to decide. Ongoing throughout year cc Literacy – drama, debate/role play/true and false</p>	<p>Begin to understand that all medicines are drugs – establish safety rules with medicines and substances in home and school.</p> <p>Know basic rules of personal protection including sun, water and classroom safety. Ongoing throughout year – fire drills, reminders about sun hats etc</p> <p>Develop the ability to make simple choices that improve their health, well-being and personal hygiene All terms cc Science, PE</p> <p>Begin to develop self-motivation (to eat well,</p>	<p>Listen to each other in formal and informal situations. Ongoing – class discussions, Circle time, Star of the week etc</p> <p>Learn to share and co-operate with others during play and work. Ongoing and cc – paired, small and large group tasks</p> <p>Begin to respond appropriately to different behaviours Role play, drama, discrete teaching all terms</p> <p>Respond positively to the diversity and similarity of individuals and groups, including question stereotypes. Ongoing – class CW, circle times, discrete teaching</p>	
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	<p>Set simple goals Ongoing throughout year – SfS, target cards, behaviour/attitude targets</p>	<p>Begin to develop skills of seeking information by asking questions and listening to answers and information. Ongoing cc all subjects</p> <p>Contribute to the life of the class and school (e.g. show responsibility for themselves and others) Ongoing – prayer, assemblies, extra curricular events, clubs</p> <p>Become aware of and respect the different opinions of others. Ongoing – classroom culture, respecting one another</p> <p>Begin to respect property – personal and public. Ongoing – classroom culture, respecting one another</p>	<p>exercise and keep clean) All terms cc Science, PE</p> <p>Recognise that certain actions may have consequences for themselves. Ongoing – behaviour management, language of choices, peg chart etc</p> <p>Feel good about oneself Ongoing – reward/sanction systems eg peg chart, awesome attitude, HT award, wow moments, work of the week</p> <p>Begin to recognise possible threats to personal safety (e.g. good/bad touches) Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Learn how to get help to deal with bullying. Term 1 – discrete teaching – Anti-bullying week Referred to throughout year</p> <p>Develop a caring attitude for others, e.g. family and peers Ongoing – school ethos, assemblies, class rules, behaviour expectations</p> <p>Recognise that certain actions may have consequences for others. Term 1 – discrete teaching – Anti-bullying week ongoing throughout year – behaviour management techniques, peg chart etc</p> <p>Respect individual similarities and differences. class CW, circle times, discrete teaching, school ethos visiting speakers eg Just Different</p>	
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		<p>Begin to recognise the differences between right and wrong.</p> <p>Ongoing – school and class behaviour expectations, reward/sanction systems</p>	<p>Begin to recognise when they and others need help and sources of help (e.g. doctor, teacher, dentist, parent)</p> <p>Term 1 – Feeling Good Feeling Safe</p> <p>Term 1 – discrete teaching – Anti-bullying week</p> <p>Referred to throughout year</p>	<p>Value the achievements of others.</p> <p>Ongoing – Awesome attitude award, sharing of achievements in assembly eg medals/certificates</p>	
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<p>Year 3</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements. Term 1 – discrete teaching – new beginnings</p> <p>To recognise when they have made mistakes and learn from them.</p> <p>Discuss and record individual feelings, ideas and opinions on relevant issues.</p> <p>Develop the skills to make their own contribution to school life.</p>	<p>Consider the concept of right and wrong and the impact/effect of anti-social behaviour such as bullying and racism on individuals and in the community. Term 1 – discrete teaching – Anti - bullying week Referred to throughout year</p> <p>Begin to understand that resources can be allocated in different ways and that they can affect individuals, communities and the sustainability of the environment. Term 1 cc Geography – endangered animals</p> <p>Resolve differences looking at alternatives, making decisions and explaining choices.</p>	<p>Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating. Term 2 cc Science – superhero plate Ongoing during PE</p> <p>Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. Ongoing – basic hygiene procedures, handwashing etc</p> <p>Know about personal safety including what kind of physical contact is acceptable. Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Know more about relationships – the family, friendships and the changing nature of those relationships and the benefits of positive relationships.</p> <p>Begin to understand diversity in society, the contributing factors, and the range of languages, cultures and beliefs represented in the school and wider community. RE enrichment experience Visiting speaker – Just Different European Day of Languages</p> <p>Begin to understand and know about the characteristics of the bully and the victims of bullying and how to respond as an individual. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p>	<p>Understand the meaning of being democratic and the process involved in coming to a democratic decision, Ongoing – Democracy Circles, Collective Worship – British Values Term 1 – discrete lesson</p> <p>Begin to know why rules and laws are made and enforced and are different in differing situations.</p> <p>Appreciate the importance of</p>
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	<p>Ongoing – Democracy Circles, Sports Teams, competitions, helping hands, playground squad, book buddies etc</p> <p>Consider their reasons for personal preference.</p> <p>Develop attitudes of positive self-image by understanding the factors that affect it.</p> <p>Recognise and appreciate personal strengths and set personal goals. Term 1 – discrete lesson – goal setting</p> <p>Value the opportunity for new experiences in and out of school.</p>	<p>Learn that there are different kinds of rights and responsibilities at home, at school and in the community and that they may conflict. Term 1 – discrete lesson, ongoing – collective worship, British Values</p> <p>Accept and respect the interests of others.</p> <p>Develop a sense of fair play including respect for the processes of the law and the rights of others. CW – British values, school ethos and values, sports teams, sports day</p> <p>Reflect on spiritual, moral, social and cultural issues using imagination and empathy for others.</p>	<p>Know that pressure to behave in unacceptable and risky ways can come from a variety of sources. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Assess risk and make decisions about personal safety. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop a sense of self-worth and a positive approach to personal well-being and safety. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Recognise who to talk to and where to get</p>	<p>Consider the lives of people living in other places and times.</p> <p>Develop skills to manage their relationships, e.g. listening, supporting, showing care.</p> <p>Develop skills to challenge inequality and injustice including prejudice, bigotry, racism and bullying. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p> <p>Identify and celebrate positive qualities and</p>	<p>democratic decision making. Ongoing – Democracy Circles Collective Worship – British Values Term 1 – discrete lesson</p>
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			<p>Recognise who to talk to and where to get help</p> <p>Term 1 – discrete lessons – Feeling Good Feeling Safe Term 1 – discrete teaching – Antibullying week Referred to throughout year</p>	<p>achievements in their relationships.</p> <p>Practise effective collaborative group work skills.</p> <p>Term 1 – discrete teaching – Getting on and Falling Out Ongoing through class work</p> <p>Value diversity of life styles, the choices made within them.</p> <p>Value the cultural background of themselves and others.</p> <p>Value the personal achievements of individuals and group members and the contributions of others.</p> <p>Term 1 – discrete teaching – Getting on and Falling Out</p>	
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				<p>Awesome attitude, star of the week,, achievement celebration assemblies etc</p> <p>Recognise that all actions have consequences and take into consideration other peoples' feelings and opinions.</p> <p>Recognise strengths and abilities in others. Term 1 – discrete lesson – New beginnings Ongoing – Awesome Attitudes, star of week, work of week, achievement assemblies</p> <p>Value the benefits of co-operative group work. Term 1 cc DT and Maths - Quipus Ongoing in class work throughout year</p>	
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<p>Year 4</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements. Term 1 – discrete teaching – New Beginnings Term 3 – discrete teaching – Good to be Me</p>	<p>Consider the concept of right and wrong and the impact/effect of anti-social behaviour such as bullying and racism on individuals and in the community. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p>	<p>Know how the principal body systems work (e.g. circulation, digestion, respiration, reproduction) Term 3 cc Science Term 3 discrete SRE sessions</p>	<p>Know more about relationships – the family, friendships and the changing nature of those relationships and the benefits of positive relationships. Term 3 – discrete teaching - Relationships</p>	<p>Understand the meaning of being democratic and the process involved in coming to a democratic decision, Ongoing – Democracy Circles CW – british values</p>
	<p>To recognise when they have made mistakes and learn from them.</p>	<p>Resolve differences looking at alternatives, making decisions and explaining choices.</p>	<p>Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating. Term 3 cc DT Healty Foods and Science Term 2 – healthy schools day</p>	<p>Begin to understand various family rituals and celebrations, including cultural differences.</p>	
	<p>Learn to recognise changing emotions and feelings and how they can affect themselves and others. Term 1 – discrete teaching – New Beginnings</p>	<p>Learn that there are different kinds of rights and responsibilities at home, at school and in the community and that they may conflict. Term 1 – discrete lesson – class charter (New Beginnings)</p>	<p>Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. Ongoing – basic hygiene procedures, handwashing etc</p>	<p>Begin to understand diversity in society, the contributing factors, and the range of languages, cultures and beliefs represented in the school and wider community. Term 2 – discrete lessons – UN CRC RE enrichment experience Visiting speaker – Just Different European Day of Languages</p>	<p>Begin to know why rules and laws are made and enforced and are different in differing situations. Ongoing – Democracy Circles, collective worship,</p>

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	<p>To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty. Term 1 – discrete teaching – New Beginnings Term 3 – discrete SRE teaching</p> <p>Discuss and record individual feelings, ideas and opinions on relevant issues. Term 3 – discrete teaching – Good to be Me Ongoing – democracy circles, class discussion cc literacy debate</p> <p>Develop the skills to make their own contribution to school life. Ongoing – Democracy Circles, Sports Teams, competitions,</p>	<p>Develop questioning and interviewing skills.</p> <p>Present and assert a case of personal rights.</p> <p>Accept and respect the interests of others. Term 1 – discrete teaching – Getting on and Falling Out Ongoing through classroom interactions/groupwork</p> <p>Begin to develop concern for and questioning attitude to human rights and social injustice. Ongoing through collective worship - British values</p>	<p>Know about personal safety including what kind of physical contact is acceptable. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Know that pressure to behave in unacceptable and risky ways can come from a variety of sources. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop the confidence to talk about personal health related issues.</p>	<p>Begin to understand and know about the characteristics of the bully and the victims of bullying and how to respond as an individual. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p> <p>Consider the lives of people living in other places and times. Term 1 and 2 – cc History</p> <p>Develop skills to manage their relationships, e.g. listening, supporting, showing care. Term 1 – discrete teaching – Getting on and Falling Out</p>	<p>class/school rules discussios</p> <p>Appreciate the importance of democratic decision making . Ongoing – Democracy Circles</p>
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	<p>helping hands, playground squad, book buddies etc</p> <p>Consider their reasons for personal preference. Term 3 – discrete teaching – Good to be Me</p> <p>Develop attitudes of positive self-image by understanding the factors that affect it. Term 2 – Good to be Me</p> <p>Recognise and appreciate personal strengths and set personal goals. Term 2 – discrete teaching – Going for Goals</p> <p>Value the opportunity for new experiences in and out of school. Participation in residentials, sports comps, camping etc</p>	<p>Reflect on spiritual, moral, social and cultural issues using imagination and empathy for others. Term 2 – discrete lessons – the Water Project</p>	<p>Make decisions related to relevant personal health issues and choices.</p> <p>Assess risk and make decisions about personal safety. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop greater confidence in order to cope with pressure and manage personal behaviour.</p> <p>Develop a sense of self-worth and a positive approach to personal well-being and safety. Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Develop skills to challenge inequality and injustice including prejudice, bigotry, racism and bullying. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p> <p>Identify and celebrate positive qualities and achievements in their relationships. Term 1 – discrete teaching – Getting on and Falling Out</p> <p>Practise effective collaborative group work skills. Term 1 – discrete teaching – Getting on and Falling Out</p> <p>Value diversity of life styles, the choices made within them.</p>	
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			<p>Recognise who to talk to and where to get help. Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Value the cultural background of themselves and others. Term 2 – discrete lessons – UN CRC</p> <p>Value the personal achievements of individuals and group members and the contributions of others. Term 1 – discrete teaching – Getting on and Falling Out Awesome attitude, star of the week., achievement celebration assemblies etc</p> <p>Recognise that all actions have consequences and take into consideration other peoples’ feelings and opinions. Term 1 – discrete teaching – Getting on and Falling out School rules and values Behaviour management eg peg chart</p> <p>Recognise strengths and abilities in others. Term 1 – discrete teaching – Getting on and Falling Out</p>	
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				<p>Awesome attitude, star of the week,, achievement celebration assemblies etc</p> <p>Value the benefits of co-operative group work.</p> <p>Term 1 – discrete teaching – Getting on and Falling Out</p> <p>Ongoing in class work throughout year</p>	
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<h3>Year 5</h3>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements. Ongoing – Democracy Circles, Sports Teams, competitions, Awesome Attitude award</p> <p>To recognise when they have made mistakes and learn from them.</p> <p>Learn to recognise changing emotions and feelings and how they can affect themselves and others. Term 3 – discrete teaching – Good to be Me</p> <p>Know a range of jobs done by people they know and what they like and dislike about these jobs. Consider what their future contributions might be. Term 1 – discrete teaching</p> <p>To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty. Term 2 – discrete teaching – Good to be Me Term 3 – discrete SRE teaching</p> <p>Discuss and record individual feelings, ideas and opinions on relevant issues. Term 2 – discrete teaching Good to be Me Ongoing through democracy circles, class discussions cc literacy - debate</p> <p>Develop the skills to make their own contribution to school life. Ongoing – Democracy Circles, Sports Teams, competitions, helping hands, playground squad, book buddies etc</p>	<p>Consider the concept of right and wrong and the impact/effect of anti-social behaviour such as bullying and racism on individuals and in the community. Term 1 – discrete teaching</p> <p>Understand that resources can be allocated in different ways and that they can affect individuals, communities and the sustainability of the environment.</p> <p>Resolve differences looking at alternatives, making decisions and explaining choices.</p> <p>Learn how to take part in making and changing rules. Term 1 – discrete teaching – New Beginnings – ongoing through class discussions, democracy circles, collective worship</p> <p>Research, discuss and debate topical issues, problems and events. Develop questioning and interviewing skills.</p> <p>Present and assert a case of personal rights. Term 2 – discrete teaching</p> <p>Accept and respect the interests of others.</p> <p>Begin to develop concern for and questioning attitude to human rights and social injustice. Term 2 – discrete teaching</p> <p>Reflect on spiritual, moral, social and cultural issues using imagination and empathy for others.</p>	<p>Know how the principal body systems work (e.g. circulation, digestion, respiration, reproduction)</p> <p>Know that body changes will take place at puberty. Term 3 – discrete SRE teaching</p> <p>Know more about the human life cycle, significant events in this cycle, e.g. becoming a parent, bereavement, making new relationships, marriage Term 2 – discrete teaching</p> <p>Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating. Term 1 – discrete teaching and Term 2 healthy schools day</p> <p>Begin to understand the need for health and safety in their own environment and recognise when risks occur, e.g. road and water safety.</p> <p>Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread. Personal hygiene practices, hand washing etc</p> <p>Know about personal safety including what kind of physical contact is acceptable. Term 3 – discrete SRE teaching Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Know that pressure to behave in unacceptable and risky ways can come from a variety of sources.</p> <p>Develop the confidence to talk about personal health related issues.</p>	<p>Know more about relationships – the family, friendships and the changing nature of those relationships and the benefits of positive relationships.</p> <p>Begin to understand diversity in society, the contributing factors, and the range of languages, cultures and beliefs represented in the school and wider community.</p> <p>Begin to understand and know about the characteristics of the bully and the victims of bullying and how to respond as an individual. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p> <p>Begin to know people, agencies and organisations that can help in relation to personal relationships, rights, responsibilities and citizenship.</p> <p>Consider the lives of people living in other places and times. Cc Topic work – Tudors and Greeks</p> <p>Develop skills to manage their relationships, e.g. listening, supporting, showing care. Term 1 – discrete teaching – Getting on and Falling out Develop skills to challenge inequality and injustice including prejudice, bigotry, racism and bullying. Term 1 – discrete teaching – Antibullying week Referred to throughout year</p> <p>Identify and celebrate positive qualities and achievements in their relationships.</p> <p>Practise effective collaborative group work skills.</p> <p>Value diversity of life styles, the choices made within them.</p>	<p>Understand the meaning of being democratic and the process involved in coming to a democratic decision, Term 2 – discrete teaching Ongoing throughout year – democracy circles, collective worship etc</p> <p>Begin to know why rules and laws are made and enforced and are different in differing situations. Term 2 – discrete teaching Ongoing throughout year – democracy circles, collective worship etc</p> <p>Appreciate the importance of democratic decision making. Term 2 – discrete teaching Ongoing throughout year –</p>
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	<p>Consider their reasons for personal preference.</p> <p>Term 2 – discrete teaching Good to be Me</p> <p>Begin to learn to look after their money and the advantages of saving.</p> <p>Term 3 – Fiver challenge</p> <p>Develop attitudes of positive self-image by understanding the factors that affect it.</p> <p>Term 2 – discrete teaching Good to be Me</p> <p>Recognise and appreciate personal strengths and set personal goals.</p> <p>Term 2 – discrete teaching Good to be Me and Going for Goals</p> <p>Value the opportunity for new experiences in and out of school.</p>	<p>Appreciate the range of national, regional, religious, ethnic identities in the community of the UK.</p> <p>Take a constructive interest in community affairs.</p>	<p>Term 3 – discrete SRE teaching</p> <p>Make decisions related to relevant personal health issues and choices.</p> <p>Term 3 – discrete SRE teaching</p> <p>Assess risk and make decisions about personal safety.</p> <p>Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop greater confidence in order to cope with pressure and manage personal behaviour.</p> <p>Develop a sense of self-worth and a positive approach to personal well-being and safety.</p> <p>Begin to explore different views and attitudes to health related issues, e.g. smoking and diet</p> <p>Term 2 healthy schools day</p> <p>Recognise who to talk to and where to get help.</p>	<p>Value the cultural background of themselves and others.</p> <p>Term 2 – discrete teaching Good to be Me</p> <p>Develop appropriate challenging attitudes to stereotyping, including sexism, racism, disability and homophobia.</p> <p>Term 3 – TBC</p> <p>Value the personal achievements of individuals and group members and the contributions of others.</p> <p>Term 1 – discrete teaching – Getting on and Falling Out</p> <p>Ongoing cc group work in other subjects</p> <p>Recognise that all actions have consequences and take into consideration other peoples' feelings and opinions.</p> <p>Recognise strengths and abilities in others.</p> <p>Term 1 – discrete teaching – Getting on and Falling Out</p> <p>Awesome attitude, achievement celebration assemblies etc</p> <p>Value the benefits of co-operative group work.</p> <p>Term 1 – discrete teaching – Getting on and Falling Out</p> <p>Ongoing cc group work in other subjects</p> <p>Puberty ~ what is happening to me? (including periods, wet dreams, body changes etc)</p> <p>Term 3 – discrete SRE teaching</p>	<p>democracy circles, collective worship etc</p>
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<p>Year 6</p>	<p>To recognise their worth as individuals by identifying positive things about themselves and their achievements. Ongoing – Democracy Circles, Sports Teams, competitions, Awesome Attitude award</p> <p>To recognise when they have made mistakes and learn from them.</p> <p>Learn to recognise changing emotions and feelings and how they can affect themselves and others.</p> <p>To deal in a positive way with their feelings towards themselves, their families and others as they approach puberty. Term 2 – discrete teaching – Good to be Me</p> <p>Discuss and record individual feelings, ideas and opinions on relevant issues. Ongoing cc literacy/RE/History</p> <p>Develop the skills to make their own contribution to school life. Term 1 – applications for school ambassadors, roles and responsibilities</p> <p>Consider their reasons for personal preference.</p> <p>Begin to learn to look after their money and the advantages of saving.</p>	<p>Consider the concept of right and wrong and the impact/effect of anti-social behaviour such as bullying and racism on individuals and in the community.</p> <p>Understand that resources can be allocated in different ways and that they can affect individuals, communities and the sustainability of the environment.</p> <p>Begin to understand the impact and influence of the media.</p> <p>To recognise the role of voluntary community and pressure groups.</p> <p>Resolve differences looking at alternatives, making decisions and explaining choices. Term 2 – Getting on and Falling Out</p> <p>Learn how to take part in making and changing rules. Term 1 – class rules Ongoing – democracy circles</p> <p>Research, discuss and debate topical issues, problems and events. Cc RE term 2/3 – world faiths/ religion vs science cc. Geography term 3 – independent project ongoing during collective worship, class discussions</p> <p>Develop questioning and interviewing skills.</p>	<p>Know how the principal body systems work (e.g. circulation, digestion, respiration, reproduction) Term 3 – discrete SRE teaching</p> <p>Know that body changes will take place at puberty. Term 3 – discrete SRE teaching</p> <p>Know more about the human life cycle, significant events in this cycle, e.g. becoming a parent, bereavement, making new relationships, marriage Term 3 – discrete SRE teaching</p> <p>Understand what makes a healthy lifestyle including the benefit of exercise and healthy eating. Term 2 – cc PE</p> <p>Begin to know about drugs – that not all drugs are medicines and some aspects of the law relating to substance use, potential risks and reasons for use and people who can help with concerns.</p> <p>Begin to understand what is necessary for positive mental health or wellbeing.</p> <p>Begin to understand the need for health and safety in their own environment and recognise when risks occur, e.g. road and water safety.</p> <p>Know that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p>	<p>Know more about relationships – the family, friendships and the changing nature of those relationships and the benefits of positive relationships.</p> <p>Begin to understand diversity in society, the contributing factors, and the range of languages, cultures and beliefs represented in the school and wider community.</p> <p>Begin to understand and know about the characteristics of the bully and the victims of bullying and how to respond as an individual. Term 2 – say no to Bullying/ Anti-Bullying week Referred to throughout year</p> <p>Begin to know people, agencies and organisations that can help in relation to personal relationships, rights, responsibilities and citizenship. CW – British Values</p> <p>Consider the lives of people living in other places and times. Cc History Term 3 – Mayans</p> <p>Develop skills to manage their relationships, e.g. listening, supporting, showing care.</p> <p>Develop skills to challenge inequality and injustice including prejudice, bigotry, racism and bullying. Term 1 – Say no to Bullying/ anti-bullying week</p> <p>Identify and celebrate positive qualities and achievements in their relationships.</p>	<p>Understand the meaning of being democratic and the process involved in coming to a democratic decision, Ongoing – democracy circles CW – British Values</p> <p>Begin to know why rules and laws are made and enforced and are different in differing situations. Ongoing – democracy circles CW – British Values</p> <p>Appreciate the importance of democratic decision making. Ongoing – democracy circles CW – British Values</p>
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	<p>Develop attitudes of positive self-image by understanding the factors that affect it.</p> <p>Recognise and appreciate personal strengths and set personal goals. Applications for school job roles, Awesome attitude, WoW</p> <p>Value the opportunity for new experiences in and out of school. Term 1 – Bikeability, school roles and responsibilities Term 3 – residential visit, transition visits to high schools Ongoing – inter-school sport/dance comps</p>	<p>Present and assert a case of personal rights.</p> <p>Accept and respect the interests of others.</p> <p>Begin to develop concern for and questioning attitude to human rights and social injustice.</p> <p>Reflect on spiritual, moral, social and cultural issues using imagination and empathy for others.</p> <p>Take a constructive interest in community affairs.</p>	<p>Ongoing – good hygiene practices – handwashing etc</p> <p>Know about personal safety including what kind of physical contact is acceptable. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Know that pressure to behave in unacceptable and risky ways can come from a variety of sources. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop the confidence to talk about personal health related issues.</p> <p>Make decisions related to relevant personal health issues and choices.</p> <p>Assess risk and make decisions about personal safety. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop greater confidence in order to cope with pressure and manage personal behaviour. Term 1 – discrete lessons – Feeling Good Feeling Safe</p> <p>Develop a sense of self-worth and a positive approach to personal well-being and safety CW, school values, safety and respect.</p> <p>Begin to explore different views and attitudes to health related issues, e.g. smoking and diet</p>	<p>Practise effective collaborative group work skills. Term 1 – Getting on and falling out Ongoing through class work</p> <p>Value diversity of life styles, the choices made within them. Visiting speaker – Just Different</p> <p>Value the cultural background of themselves and others.</p> <p>Develop appropriate challenging attitudes to stereotyping, including sexism, racism, disability and homophobia. Term 1 – Say no to bullying/ anti-bullying week</p> <p>Value the personal achievements of individuals and group members and the contributions of others. Term 1 – discrete teaching – Getting on and Falling Out Awesome attitude, star of the week,, achievement celebration assemblies etc</p> <p>Recognise that all actions have consequences and take into consideration other peoples' feelings and opinions. Term 3 – Changes Ongoing through behaviour management techniques, peg chart etc</p> <p>Recognise strengths and abilities in others Term 1 – discrete teaching – Getting on and Falling Out</p>	
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			<p>Recognise who to talk to and where to get help. Term 1 – discrete lessons – Feeling Good Feeling Safe</p>	<p>Awesome attitude, star of the week,, achievement celebration assemblies etc</p> <p>Value the benefits of co-operative group work. Term 1 – Getting on and falling out Ongoing through class work</p> <p>Sexual intercourse ~ having a baby Term 3 – discrete SRE teaching</p>	
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