

### What will PSHE and Citizenship in the Morpeth Partnership look like?

(Individuals schools will use local data and their knowledge of own pupils needs to prioritize topics)

Knowledge and skills	Relationships	<p>Pupils in the Morpeth Partnership are taught about:</p> <ul style="list-style-type: none"> <li>• How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts, <b>including online relationships and media</b></li> <li>• How to recognise and manage emotions within a range of relationships</li> <li>• How to recognise risky or negative relationships including all forms of bullying and abuse, <b>as well as online relationships and media</b></li> <li>• How to respond to risky or negative relationships and ask for help</li> <li>• How to respect equality and diversity in relationships</li> <li>• <b>How to recognise healthy relationships amongst families, friendships and people who care for me</b></li> <li>• <b>Understand how to respect yourself and other people</b></li> <li>• <b>Know how to keep myself safe physically and emotionally</b></li> <li>• <b>How to recognise the positive aspects of 1:1 intimate relationships</b></li> <li>• <b>how to manage transition</b></li> <li>• <b>how to maintain physical, mental and emotional health and wellbeing;</b></li> <li>• <b>how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity;</b></li> <li>• <b>mental and emotional health and wellbeing; and sexual health*</b></li> <li>• <b>about parenthood and the consequences of teenage pregnancy*</b></li> <li>• <b>how to assess and manage risks to health; and to keep themselves and others safe</b></li> <li>• <b>how to identify and access help, advice and support</b></li> <li>• <b>how to respond in an emergency, including administering first aid</b></li> <li>• <b>the role and influence of the media on lifestyle</b></li> <li>• </li> </ul>
		<ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> </ul>

	Health and wellbeing	<ul style="list-style-type: none"> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• About managing change, including puberty, transition and loss</li> <li>• How to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>• How to respond in an emergency</li> <li>• To identify different influences on health and wellbeing</li> <li>• To understand what Impacts positively or negatively on confidence including body confidence</li> <li>• about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy</li> <li>• how to make informed choices and be enterprising and ambitious</li> <li>• how to develop employability, team working and leadership skills and develop flexibility and resilience</li> <li>• about the economic and business environment</li> <li>• how personal financial choices can affect oneself and others and about rights and responsibilities as consumers</li> </ul>
	Living in the modern world	<ul style="list-style-type: none"> <li>• About respect for self and others and the importance of responsible behaviours and actions online and offline</li> <li>• About rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>• About different groups and communities</li> <li>• To respect equality and to be a productive and positive member of a diverse community</li> <li>• About the importance of respecting and protecting the environment</li> <li>• Where money comes from, keeping it safe and the importance of managing it effectively</li> <li>• How money plays an important part in people's lives</li> <li>• A basic understanding of enterprise</li> <li>• how to manage transition to increasingly independent living</li> <li>• how to maintain physical, mental and emotional health and wellbeing</li> </ul>

		<ul style="list-style-type: none"> <li>• how to assess and manage risks to their own and others' health and safety</li> <li>• how to identify and access help, advice and support including in new settings and situations</li> <li>• how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity;</li> <li>• mental and emotional health and wellbeing; and sexual health</li> <li>• how to respond in an emergency including administering first aid</li> <li>• the influence of the media on lifestyle</li> </ul>
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### Progression of key skills from Y1 - Y6

	Relationships	Health and wellbeing	Living in the modern world
End of EYFS	<p>Play cooperatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p> <p>Show sensitivity to others needs and feelings, and form positive relationships with adults and other children.</p> <p>Know that technology is used by people to communicate.</p>	<p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how they might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes.</p>
End of Year 1	Identify and name some feelings (feeling happy or worried for	Explain ways of keeping clean and they can name the main parts of	Explain different ways that family and friends should care for one

	<p>example) and say some of their positive qualities.</p> <p>Awareness of positive and negative communication online and how to report it.</p>	<p>the body.</p> <p>Explain that people grow from young to old.</p>	<p>another.</p>
End of Year 2	<p>Demonstrate that they can manage some feelings in a positive and effective way.</p> <p>Share their views and opinions (for example talking about what is fair or not fair).</p> <p>Set themselves simple goals .</p> <p>Know ways of keeping physically and emotionally safe online.</p>	<p>Make simple choices about some aspects of their health and well-being and know what keeps them healthy.</p> <p>Talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations.</p>	<p>Recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>Recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or peers).</p> <p>Identify and respect differences and similarities between people.</p>
End of Year 3	<p>Demonstrate that they recognise their own worth and that of others.</p> <p>Express their views confidently and listen to and show respect for the views of others.</p> <p>I understand there are age restrictions in the digital world to keep me safe.</p>	<p>Make choices about how to develop healthy lifestyles.</p>	<p>Explain how their actions have consequences for themselves and others.</p> <p>Describe the nature and consequences of bullying and can express ways of responding to it.</p> <p>Show how they care for the environment (e.g. school environment and property).</p>

End of Year 4	<p>Express their views confidently and listen to and show respect for the views of others.</p> <p>Know what a friend is and does and how to cope with some friendship problems.</p>	<p>List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.</p> <p>Understand when they should keep secrets and promises, and when they should tell somebody about them.</p>	<p>Describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>Identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>
End of Year 5	<p>Identify ways to face new challenges.</p> <p>Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>Explain how to stay safe when using technology to communicate with my friends.</p> <p>Recognise and resist pressure to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Identify some factors that affect emotional health and well-being.</p> <p>Identify and explain how to manage the risks in different familiar situations.</p>	<p>Respond to or challenge negative behaviours such as stereotyping and aggression.</p>
End of Year 6	<p>Identify positive ways to face new challenges.</p>	<p>Make judgements and decisions and can list some ways of resisting</p>	<p>Talk about a range of jobs, and explain how they will develop skills</p>

	<p>Discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.</p> <p>Describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>	<p>negative peer pressure around issues affecting their health and wellbeing.</p> <p>List the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these</p>	<p>to work in the future.</p> <p>Demonstrate how to look after and save money.</p>
End of Year 7	<p>Recognise and manage emotions within a range of relationships both positive and negative.</p> <p>Demonstrate an awareness of how to manage loss, bereavement, divorce and separation.</p> <p>Respect equality in a diverse community.</p>	<p>Make informed choices about health and wellbeing matters that affect them.</p> <p>Demonstrate an awareness of the role and influence of media on lifestyle.</p>	<p>Understand the functions and uses of money, the importance and practice of budgeting, and managing risk.</p>
End of Year 8	<p>Discuss the concept of consent.</p>	<p>Make informed choices about health and wellbeing matters that affect them and others.</p>	<p>Develop employability, teamwork and leadership skills.</p> <p>Know how personal financial</p>

		Identify and assess help, advice and support that is available.  How to respond to an emergency.	choices can affect oneself and others
End of Year 9			

### Concepts in PSHE

At the end of Key Stage 1, the pupils will have developed an understanding of the following concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following concepts:	At the end of Key Stage 3, the pupils will have developed an understanding of the following concepts:
<u>Relationships</u> Feelings Friendship Family Elderly Belonging Differences and similarities Bullying  <u>Health and Wellbeing</u> Healthy lifestyle Managing change Self awareness Medicines	<u>Relationships</u> Respect Tolerance Identity Emotions Relationships - marriage, friendships, healthy relationships Stereotype Racism Bullying  <u>Health and Wellbeing</u> Physical, mental and emotional health and wellbeing	<u>Relationships</u> Equality Diversity Prejudice Discrimination Empathy RSE  <u>Health and Wellbeing</u> Physical, mental and emotional health and wellbeing Media and peer pressures Body Image Drugs and substances

Cleanliness Growing  <u>Living in the Wider World</u> Views and opinion Goals Recycling	Puberty Drugs and substances Legality - legal, illegal Emotions Keeping safe  <u>Living in the Wider World</u> Employment Ambition Financial management Environment Managing risks Consequences Rights and responsibilities Democracy CEAIG	Risk management Coping with change  <u>Living in the Wider World</u> Global citizens CEAIG Aspirations Digital literacy Democracy Rights and responsibilities Enterprise and economic well being
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