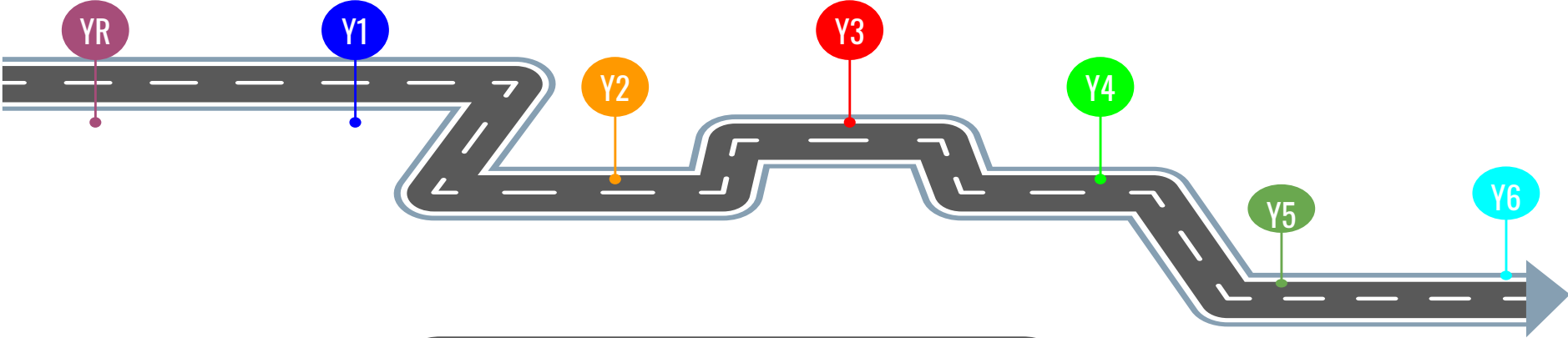
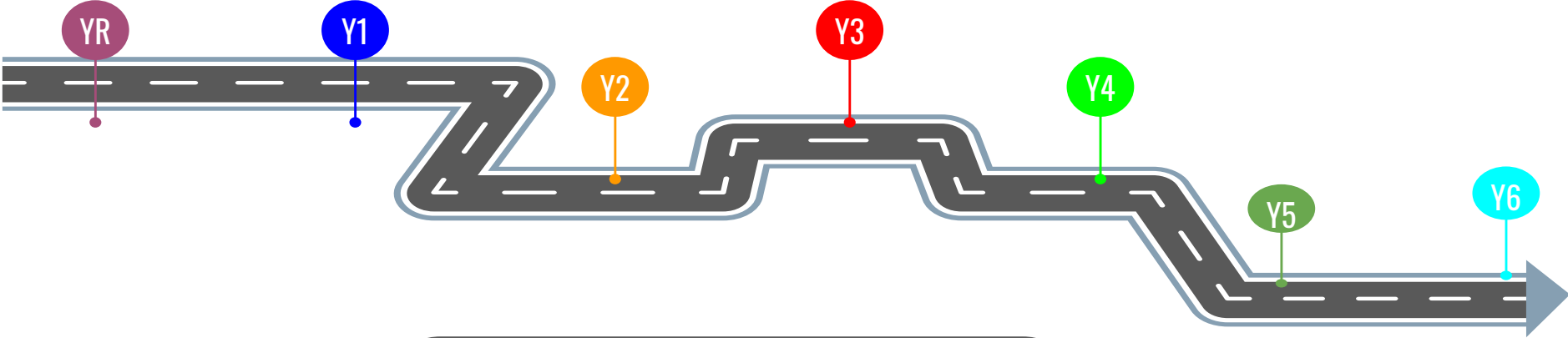


Houghton Primary School: PSHE



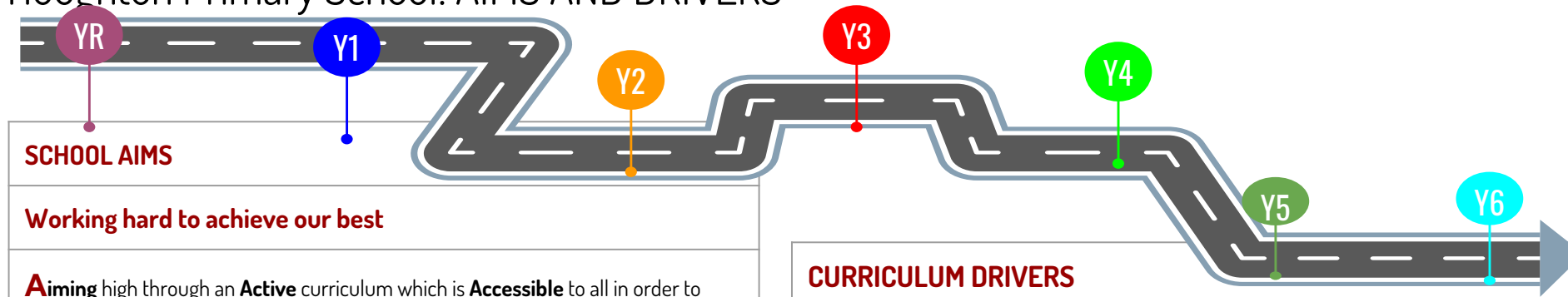
Personal, Social and Health
Education

Houghton Primary School: PSHE



Personal, Social and Health
Education
INTENT

Houghton Primary School: AIMS AND DRIVERS



SCHOOL AIMS

Working hard to achieve our best

Aiming high through an **A**ctive curriculum which is **A**ccessible to all in order to **A**chieve the very best that we can

Challenging ourselves within a culture of **C**are, **C**ooperation and **C**ommunity

Helping each other to achieve within a **H**appy, **H**ealthy and **H**ard-working environment

Inspiring others to be **I**ndependent, **I**nvolved and ever **I**mproving

Expecting the very best of ourselves and others and always aiming to be **E**xcellent in all that we do

Valuing every individual and providing **V**aried learning experiences

Encouraging everyone through our **E**nthusiasm and **E**agerness to be our very best

CURRICULUM DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's appreciation and understanding of a variety of cultures and lifestyles, engendering equality and challenging bias

Environment to foster a passion for both the local and global environment and take responsibility for its care

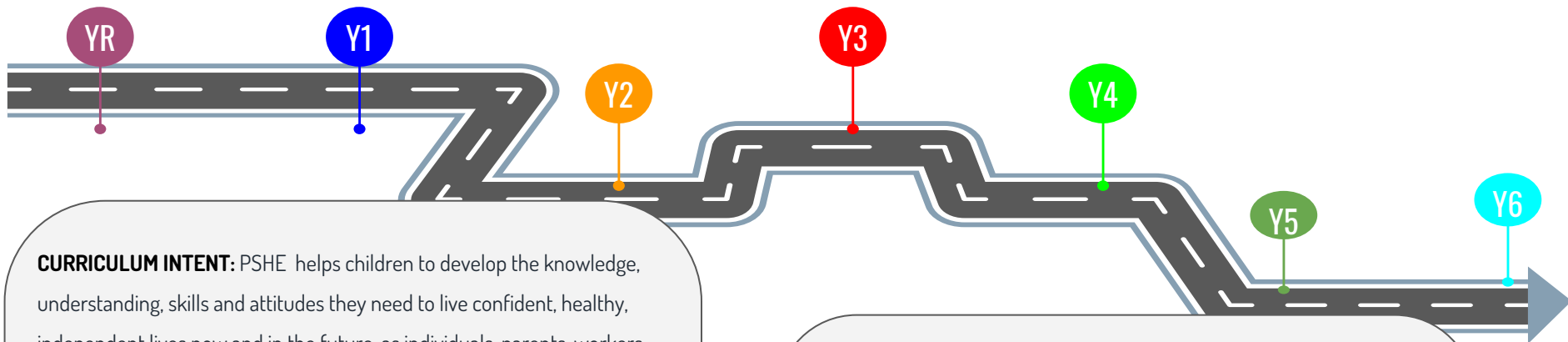
Risk To encourage our children to learn to assess and manage risks by having fun and stepping outside their comfort zones

Community to see ourselves as an integral part of the local, national and global community

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful. Our children will be persistent and independent in their learning.

Enterprise to support our children in developing more independence and the opportunity to show initiative

Houghton Primary School: PSHE

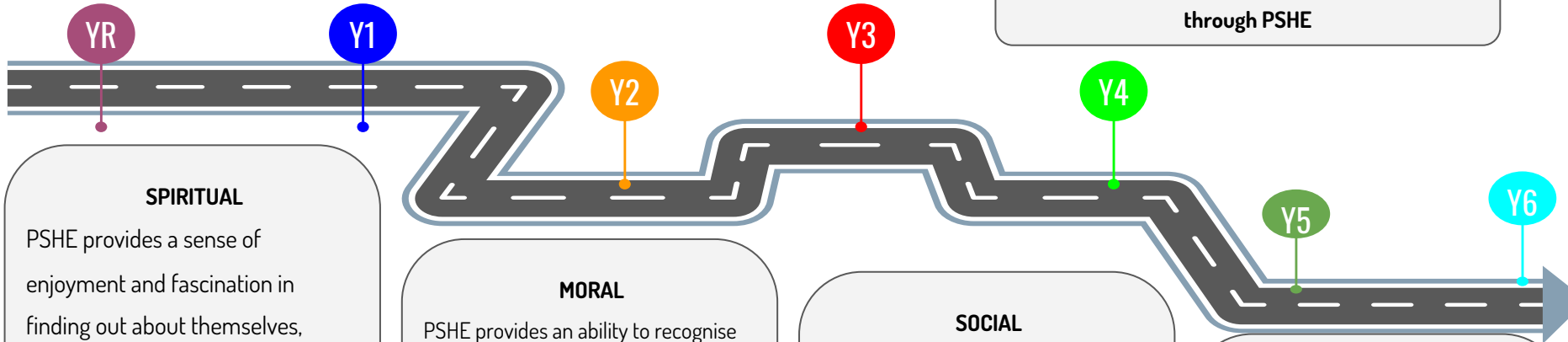


CURRICULUM INTENT: PSHE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents, workers and members of society. It is embedded within the wider learning offered by the school to ensure that children experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. At Houghton we aim to provide pupils with accurate and relevant knowledge, opportunities, to turn that knowledge into personal understanding, opportunities to explore, clarify and, if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities and the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

PURPOSE OF STUDY: Our approach to PSHE draws on good practice, and closely follows government guidelines on best practice. PSHE is a non-statutory subject which we choose to teach because we think it is important. We particularly ensure that we equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions, and meet the statutory government guidance for our taught age groups concerning: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Houghton Primary School: PSHE

Spiritual, Moral, Social and Cultural Development
through PSHE



SPIRITUAL

PSHE provides a sense of enjoyment and fascination in finding out about themselves, others and the world around them. It also gives them a base for using creativity and imagination and a willingness to reflect on their experiences

MORAL

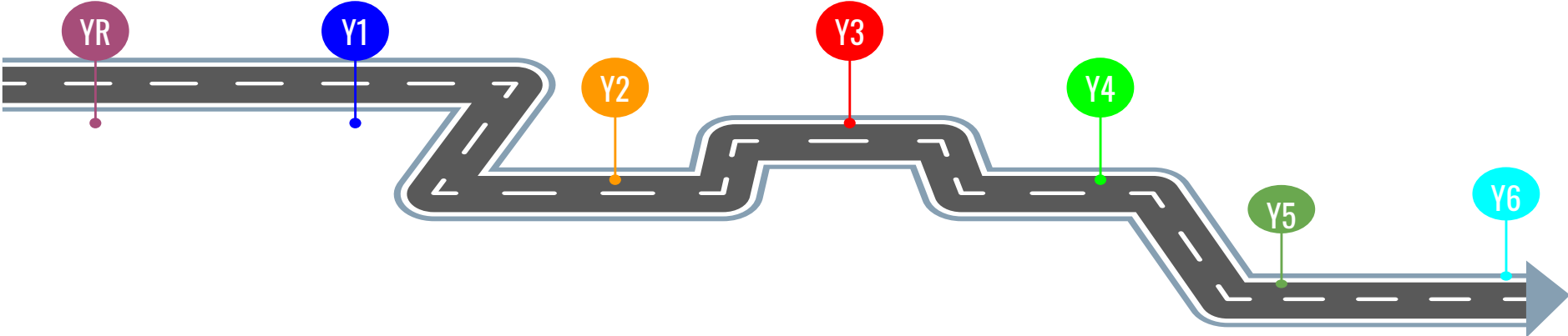
PSHE provides an ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives. It allows an understanding of the consequences of their behaviour and actions, an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

SOCIAL

. PSHE provides an arena where pupils can use of a range of social skills in different contexts. It creates a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively

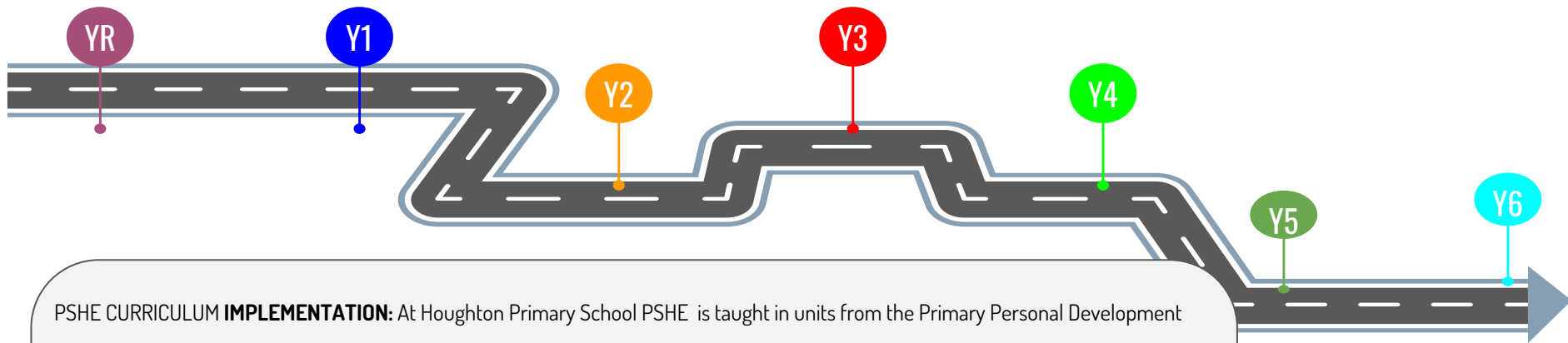
CULTURAL

PSHE provides an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in Britain today. It allows pupils to understand, accept, respect and celebrate diversity



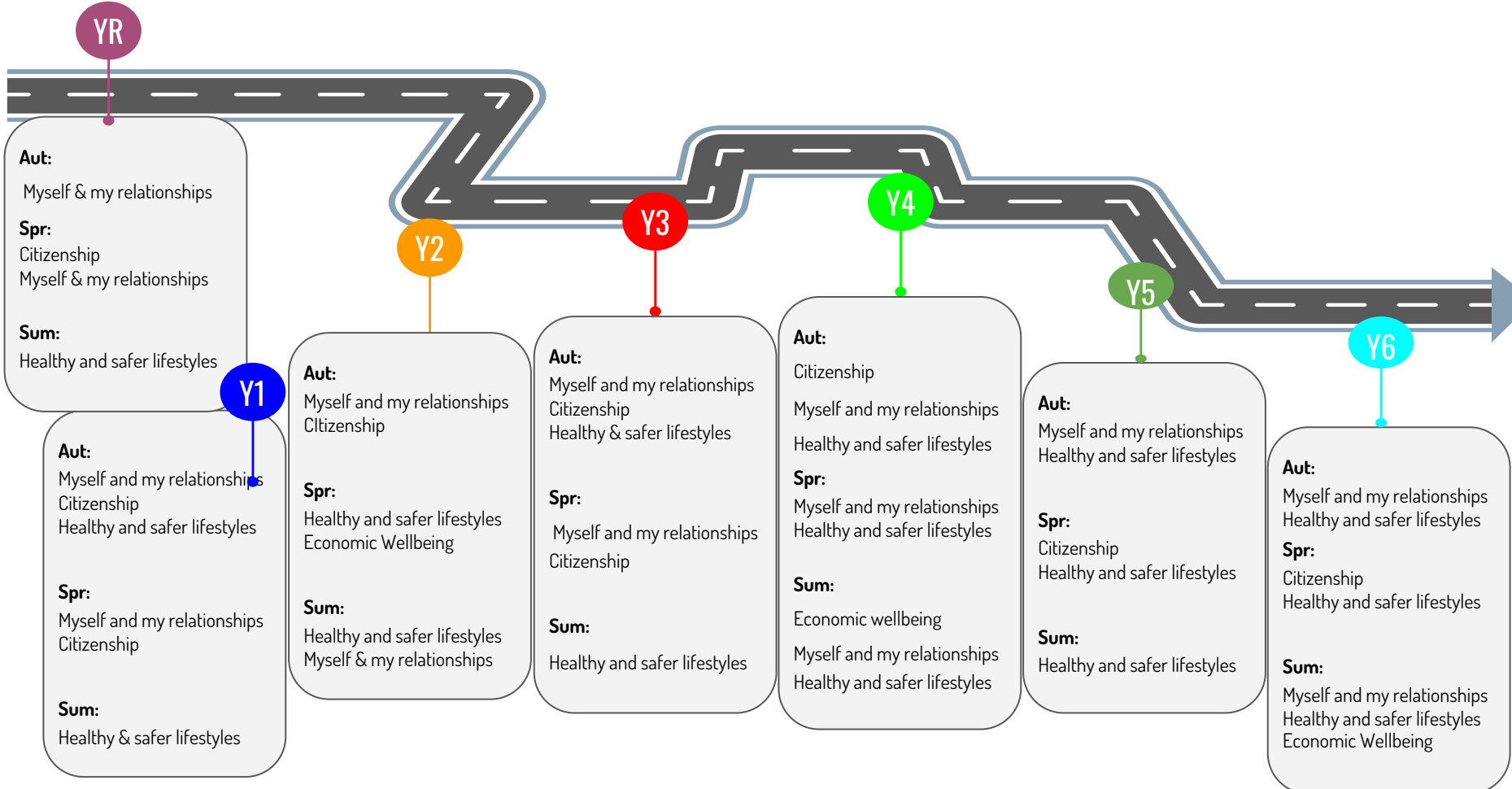
PSHE CURRICULUM
IMPLEMENTATION

Houghton Primary School: PSHE

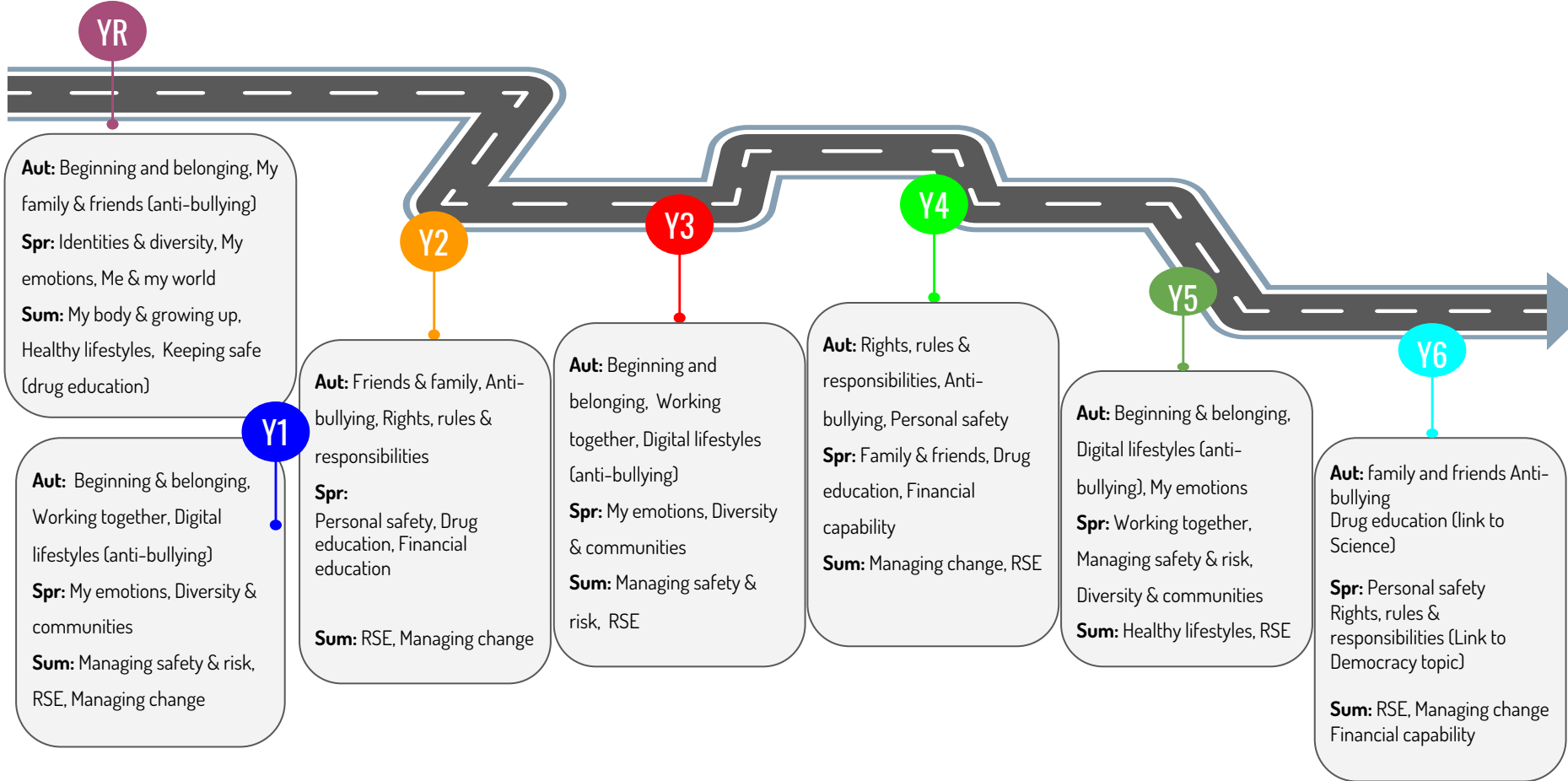


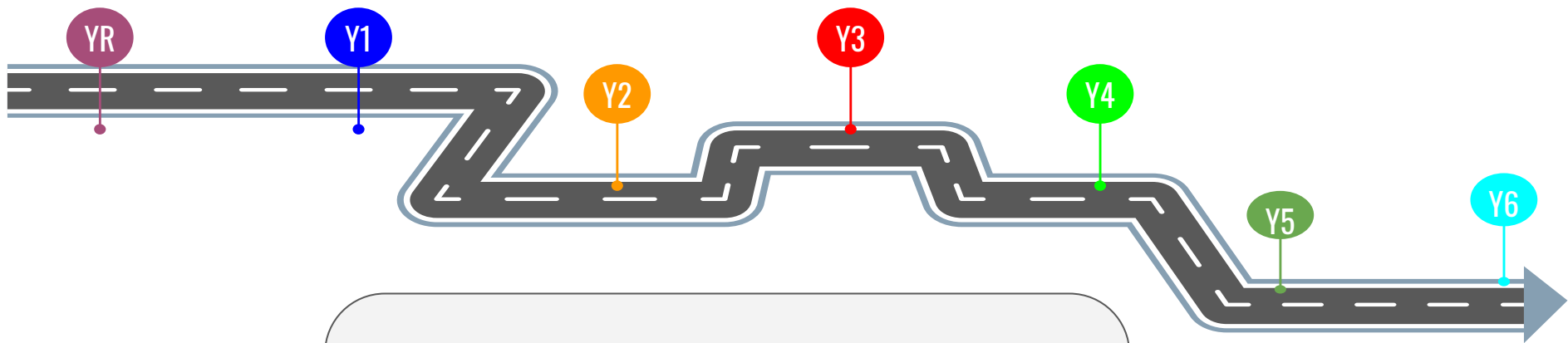
PSHE CURRICULUM IMPLEMENTATION: At Houghton Primary School PSHE is taught in units from the Primary Personal Development Programme from the Cambridgeshire PSHE service. The programme themes and strands are covered by each key stage over two years, (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2). There are times when there is a whole school approach to a theme such as Anti-bullying and classes will address this within their different strands.. Some aspects of the Primary Personal Development Programme go beyond the statutory Relationships and Health Education requirements, but this can be taught, through discrete PSHE sessions and through cross-curricular activities (for example road safety) Some elements of the PSHE curriculum such as Internet Safety will also be delivered in conjunction with other curriculum areas such as ICT to avoid duplication. With every strand of the PSHE framework, we at Houghton adapt and adjust to suit our school and cohorts needs.

Houghton Primary School: PSHE strands



Houghton Primary School: PSHE themes





PSHE CURRICULUM **IMPACT:**

Skills and Knowledge Statements

As a result of teaching our PSHE curriculum what will our children be able to do
(skills) and what will they know (knowledge)?

Houghton Primary School: PSHE

Year R: Skills

YR

AUTUMN TERM

Children working within year group expectations will be able to:
Say what is special about themselves and about other people in their class.
Talk about how to welcome new people to their class.
Say how the way they behave can change how others feel.
Say some classroom rules and why they are important.
Take turns, share and listen to others.
Say who their special people are and why they are special.
Name the people in their family and say how they care for each other.
Say what a good friend is like.
Explain how they could make new friends and talk about some of their friends.

SPRING TERM

Children working within year group expectations will be able to:
Say who belongs to their class and talk about similarities and differences between them.
Say who is in their family and how other families are different.
Say what is important to them and their family and how other families are different.
Say how they are feeling and how someone else might be feeling.
Say how they feel when things change or when they lose something.
Talk about some of the different jobs people do in their neighbourhood and how they help others.
Talk about being outside and some ways they can help look after the environment, including plants and animals.

SUMMER TERM

Children working within year group expectations will be able to:
Talk about places in school and its grounds, where they feel safe or unsafe.
Explain how to use their safety eyes and ears and what to do if they are lost.
Talk about foods they like and dislike.
Make some choices which keep them healthy.
Say what their body looks like and some things it can do.
Describe some similarities and differences between people's bodies.
Say how growing up makes me feel.



YR

AUTUMN TERM

By the end of this term children will know:
Some ways of making up with friends when they fall out.
Some things they can do if someone is unkind to them.

SPRING TERM

By the end of this term children will know:
That it is important not to be unkind to people because they are different from them.
Some ways people celebrate what they believe in.
What might cause different feelings
Some ways that might help them to feel better.
Some ways they might help someone else feel better.
Who helps look after them at school and how they can look after their school and home.
About different places in their neighbourhood and what they are for.
What money is, can explain why we need it and why we might save it.

SUMMER TERM

By the end of this term children will know:
The names of trusted adults who are in my Safety Circle, and when and how to tell them.
The difference between 'yes' and 'no' touches.
Some road safety rules.
What goes on to and into their body, including how to keep safe with medicines.
Some of the things their body needs to stay healthy.
Why different foods and drink are important for their body.
What exercise is and why it is good for them.
Know how their body has changed since they were a baby.
Some ways they and their trusted adults look after them, and my body and keep it clean.

Houghton Primary School: PSHE

Year 1: Skills

Y1

AUTUMN TERM

Children working within year group expectations will be able to:

- Help someone who is new to a situation and make them feel welcome.
- Ask for help from adults and/or other children.
- Say something special about themselves and some things they are good at.
- Suggest something new they'd like to learn.
- Take turns and listen to others.
- Talk about their identity in real life and online, including knowing what I can share online.
- Create a safe online profile, including a picture and a nickname.
- Describe what it feels like when they see or hear something online which makes them feel uncomfortable.

SPRING TERM

Children working within year group expectations will be able to:

- Name some different feelings.
- Say how they feel and how strong the feeling is.
- To stand up for themselves without hurting other people.
- Say some ways they are similar and some ways they are different from others.
- Describe some places in their town or village and say why people might choose to go there.
- Describe some jobs people do and know how they can help them.
- Look after their classroom and school and have ideas for improving different areas.

SUMMER TERM

Children working within year group expectations will be able to:

- Recognise some choices they can do to make and keep themselves healthy.
- Talk about the changes to their body and feelings when they exercise and are more active.
- Recognise some situations that might be risky and cause accidents.
- Understand how amazing their body is and how it has changed since they were a baby and how they feel about this.
- Understand how to keep themselves clean and that washing their hands can stop germs spreading.
- Understand they can be in control of their own body.

Y1

AUTUMN TERM

By the end of this term children will know:
The names of their classmates.
The class ground rules and can say why they are important.
Which adults can help me at home and at school.
The benefits of working in a group and how it can be useful.
Enjoy talking about what they and other people in a group did well and what they could do even better.
What to do if they see something inappropriate online.

SPRING TERM

By the end of this term children will know:
What might make them feel happy, sad or cross.
What they can do about their feelings and how they might change them.
What to do so that they feel relaxed.
Some different ways people spend the weekend, including the groups they belong to.
How they can look after plants and animals, in their local area.

SUMMER TERM

By the end of this term children will know:
That eating healthily is good for their body and healthy food will give them energy to do exercise.
They need food to grow and that different food groups do different jobs for their body.
Ways to keep themselves safe in some situations.
Their name and address and who I might need to tell it to.
That sometimes they might need to ask for help and which grown-ups they can ask.
Names of main body parts on the outside of their body.
That some parts of their body are private.
That humans have babies which grow into children then adults.

Year 2: Skills

Y2

AUTUMN TERM

Children working within year group expectations will be able to:
Describe differences between children in the class and why this is good.
Talk about their own family and recognise some different family patterns.
Explain and know what bullying is.
Talk about how people who are bullied might feel.
Name some people who look after me and say what their responsibilities are.
Share what they think and feel and listen to other people do this.

SPRING TERM

Children working within year group expectations will be able to:
Explain how to keep simple spending records.
Talk about situations where staying safe is important.
Say ways to feel better without using medicine.
Be confident that they can say "no" if someone tries to persuade them when they are not sure.
Explain how they are feeling and think about how others may be feeling.
Identify their Early Warning Signs (the physical feelings in their body that can help them know when they are not feeling safe).
Talk to an adult from their Network of Support if a friend or someone in their family isn't kind to them.
Talk to an adult from their Network of Support if something upsets them or worries them when they are online.

SUMMER TERM

Children working within year group expectations will be able to:
Think about the ways their body has changed since they were born.
Discuss their feelings about being a baby and share what they are looking forward to when they get older.
Recognise that they are growing and that their responsibilities change.
Name some of the emotions they might feel if they lost a special possession.
Develop ways to cope with difficult emotions.
Understand what they have learned and be able to share it with others.



Y2

AUTUMN TERM

By the end of this term children will know:
What a friend is and what they do.
Some ways to make and keep friends.
Who their special people are and how they might help me.
Why bullying happens and that it is not OK to behave in this way.
Some ways to keep themselves and others safe from bullying.
Some ways of helping to keep the school a safe place.
Which parts of their school are safe and how they can help to keep it safe.
Some jobs and responsibilities they have at home and at school.
Some reasons why we have rules and class rules and how we make them.
Who makes decisions in their school and explain why we have a school council.

SPRING TERM

By the end of this term children will know:
Where their money comes from.
That people earn money.
Some ways people might use or save their money and why.
Some of the things a family might need or want.
What sort of choices there are to make about money and suggesting some feelings this might cause.
What happens to the things that go inside their body.
Who can help if they are ill.
That someone must help them if they need to take medicine and why.
That some things that are used to clean the house can be dangerous.
Name the adults in my Network of Support who they can talk with if they have a worry or need to ask for help.
Name the private parts of their body and say "no" to unwanted touch.

SUMMER TERM

By the end of this term children will know:
That humans have babies that grow into children then adults.
How to keep themselves clean and stop germs spreading.
That babies and young children have needs.
Things they can do now to help themselves, help others and compare these to things they did when they were younger.
That there are changes that they can choose for themselves and that there are some changes they can't do anything about.
They can approach others for support.

Year 3: Skills

Y3

AUTUMN TERM

Children working within year group expectations will be able to:

- Identify their strengths and those of other people.
- Identify a skill they would like to learn or develop.
- Take part in a class learning challenge and be able to reflect on it.
- Ask open questions and share views and opinions
- Understand what is meant by good listening skills and use them.
- Describe how they and other people can contribute to a group task and saying what went well and what could be improved.
- Give and receive sensitive and helpful feedback.
- Describe what feeling safe and unsafe is like.
- Describe some risky situations they might face and say what they can do to feel as safe as possible.
- Identify where the risks might be in their own use of technology.

SPRING TERM

Children working within year group expectations will be able to:

- Say what is special about themselves and some other people.
- Be able to recognise and communicate their feelings and emotions.
- Explain the links between feelings, thoughts and actions and how these can affect themselves and other people.
- Identify strong or difficult emotions and suggest how to cope with them.
- Suggest some ways of moving from an uncomfortable state to a more positive one, including using calming down strategies.
- Describe what makes up their identity and that of other people.
- Give an example of a stereotype and say how they could challenge it.
- Identify some different groups and communities they belong to.

SUMMER TERM

Children working within year group expectations will be able to:

- Understand that people they know might put pressure on them to act in a risky way.
- Recognise what an emergency is and understand who they can contact to get further help.
- Understand that they can make choices that can keep them healthy.
- Understand the need to eat a balanced diet and that different foods and drinks will do different jobs for their body.
- Understand how to plan a healthy balanced diet and be able to prepare simple healthy meals and snacks.
- Understand their body is special because they are unique..
- Explain some things they can do to make sure they don't pass on germs.

Y3

AUTUMN TERM

By the end of this term children will know:

Different rules for different places and why.
How to take part in activities to help build good class relationships.
How to make others feel like they belong, and are welcome and valued.
Which adults are in their network of support at home, at school and in other places.
How to ask for help from their network of Support.
Where and how they can get support if they feel uncomfortable about something they see or hear online, and communicate these strategies to others.
The SMART rules and can explain what they mean, and how to follow them when they are using technology.

SPRING TERM

By the end of this term children will know:

Who to go to, for support and how and when to do this.
How to disagree with someone without hurting their feelings and when it is appropriate.
Some of the different views, lifestyles and beliefs that people have and respect and value these differences.
The name and describe some of the national, religious and ethnic communities in the UK.
About the jobs and roles that some people play in the community and how they support people.
Understand the needs of pets, wild animals and farm animals and suggest how they can care for the local environment.

SUMMER TERM

By the end of this term children will know:

What 'risky' means, how to manage pressure and who to tell if they find themselves in a risky situation.
Some of the reasons why accidents happen and how to prevent them.
That they can help themselves have a healthy lifestyle by eating healthy food, exercising and getting plenty of sleep.
Why they need to look after their teeth and some ways of taking care of their teeth.
The name of the main parts of their body on the outside and know the scientific names for sexual parts.
Some responsibilities which parents and carers have for babies and children.
Why they need to keep their body clean and that they have responsibility for their own personal hygiene.

Year 4: Skills

Y4

AUTUMN TERM

Children working within year group expectations will be able to:

- Explain the difference between rights, wants and needs.
- Suggest the different ways of making a decision, including ways they can have their say in school decisions.
- Say their view and listen to others during a debate and take part in voting.
- Understand the feelings of people who are bullied, who show bullying behaviour and who are bystanders.
- Suggest how these feelings might affect how people think and behave.
- Suggest ways to keep themselves safe from bullying, including knowing how to be assertive.
- Identify safe and unsafe places in school, including suggesting ways of making the school safer.

SPRING TERM

Children working within year group expectations will be able to:

- Describe how difference, including different points of view, can be positive.
- Identify emotions which may be involved in conflict situations.
- Suggest things to say or do, and ways to compromise, in conflict situations.
- Identify their network of special people and say ways they can help each other.
- Recognise different family patterns and say how these can change.
- Explain some of the different reasons why people use medicines and be aware of different people who handle medical drugs as part of their job.
- Recognise that sometimes people might try to influence and persuade them and know that they can say 'no'.

SUMMER TERM

Children working within year group expectations will be able to:

- Understand some choices they make about their money, and how these choices might affect other people.
- Understand the different feelings people have about money, and how these can change.
- Be able to manage money in practical situations, including keeping track of spending.
- Recognise and understand that they will experience changes in their life and how they might feel about them.
- Understand that some of the emotions they might feel in a situation involve change and these might be positive and negative.
- Understand that when someone dies people will feel emotions connected to their loss.
- Suggest some ways they can help themselves and others to feel better.
- Understand the main stages of the human lifecycle and how their body is different at different stages in their life, and being able to talk about how they feel about growing up.
- Be aware about what responsibilities parents and carers have for babies and children.

Y4

AUTUMN TERM

By the end of this term children will know:

What is meant by rights and responsibilities at home and at school.
Why taking part in making and changing class ground rules is important.
Understand the role of the school council and know how they can have a say in what happens at school.
What bullying is and give examples of different types of bullying.
Some reasons why bullying might happen.
How to support someone who is being bullied, including if they are a bystander.

SPRING TERM

By the end of this term children will know:

Some ways to make friends, keep friends and listen to my friends.
Ways of coping with changes, problems and disagreements in friendships and knowing what might cause these.
Some ways of helping myself feel better when they are ill.
That there are different types of drugs and realise how they can get in to the body and bloodstream.
That there are safety rules about safe storage of medicines both at home and at school and that there is important information on medicine packaging.
Begin to understand why people choose to use nicotine and alcohol and what they are.
What to do if they find a harmful item or unknown substance and who they can turn to for help.

SUMMER TERM

By the end of this term children will know:

Some ways of earning and spending (some involving borrowing) money.
How they can keep money safe, including saving it.
The sort of choices their family have to make about spending, saving and budgeting.
About different choices families might make about spending, depending on the communities they belong to.
About the work of a charity and why charities are necessary.
Some ways that can help them deal with change and being able to talk about things can help make them feel better.
Who they can approach in their network of support and who they can talk to if they need help.
That sometimes they can choose to make a change.
That people will have different views about what 'grown up' means.
What 'responsibility' means and know that adults have different responsibilities to children.
That they need to be responsible for some things in their life.

Y5

AUTUMN TERM

Children working within year group expectations will be able to:

Collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn
Identify a range of people in their support networks, and know how to access help and support.
Have ideas for making new people feel welcome, and be able to offer support to others who need help.
Recognise and describe feelings in themselves and others, including mixed emotions and moods
Communicate effectively how they are feeling, including reasons for that feeling.
Use some strategies to manage their feelings, including calming and relaxing themselves.
Develop strategies for understanding and responding sensitively to others' emotions.
Suggest ways of preventing online information being stolen, and suggest what someone could do if this happens.
Create a safe online profile and review all their online profiles to ensure they are as safe as possible.

SPRING TERM

Children working within year group expectations will be able to

Identify their own strengths and skills, those of others and know how these can complement each other.
talk about skills they would like to develop and hopes for the future.
Understand that the ability to learn is a valuable skill.
Communicate effectively, using listening, negotiation, debating and chairing skills.
Recognise influences on their decision making, including the media.
Describe a positive and negative consequence of taking a risk.
Evaluate how risky something is and explain their reasoning.
Describe a situation where they are responsible for their own safety and talk about the influence of others.

SUMMER TERM

Children working within year group expectations will be able to:

state that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.
Understand the benefits of physical activity for promoting health.
Explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.
Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others.
Understand ways they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.

Y5

AUTUMN TERM

By the end of this term children will know:

How it feels to be in a new situation in different contexts, and have strategies for managing those emotions.
Know what it feels and looks like to be assertive and understand some situations where being assertive might be important
Why and how they might become overwhelmed by strong emotions and have some strategies to help themselves including asking for help.
Why it's important to be careful about what they share online and can describe what is appropriate and not appropriate and safe to share.
How to create a safe password and say who they can share it with.
The difference between personal and private information and can ensure that their own private information is not shared online.

SPRING TERM

By the end of this term children will know:

Some skills which might be useful in a range of jobs.
Know how to persevere.
How to use evaluation and feedback to inform future work.
An example of a physical, social and emotional risk.
Understand and use the 'stop, decide, do' strategy.
Some people in their network they would approach for help and describe how they might do this.
Know some organisations where people can get help and support.
Know how to respond supportively when someone shares a problem with them.
Know how to put someone in the recovery position and make an emergency call.

SUMMER TERM

By the end of this term children will know:

There are a range of factors which contribute to a healthy lifestyle, including a healthy balanced food intake and physical activity.
That different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.
That different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.
Know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.
The importance of washing regularly and of maintaining other hygiene routines during puberty

Y6

AUTUMN TERM

Children working within year group expectations will be able to:

Understand that sometimes there are pressures on friendships and relationships and can suggest ways of coping with different or difficult behaviour and supporting their friends.

Give a simple definition of bullying and its different forms, key characteristics including prejudice driven bullying and cyberbullying.

Talk about the ways that girls and boys can be unkind to each other and recognise there are differences between the ways girls and boys bully others.

Understand that sometimes personal circumstances might cause someone to bully others or become a target of bullying and talk about their feelings, thoughts and behaviour.

Recognise what my school can do to help stop bullying and make the school a safe place.

Understand that if medicines are used properly they can help improve the health of a person, some medicines can be injected and if misused medicines can be harmful.

Talk about the possible reasons a person may choose to use drugs and that there are organisations who can support, advise and suggest some other things people can do to feel good without using drugs.

SPRING TERM

Children working within year group expectations will be able to:

Understand the basic rights of children and being aware of the United Nations Convention on the Rights of the Child.

Recognise there might be differences and conflicts between rights and responsibilities at home and at school and being able to suggest ways these might be resolved.

Understand how democratic elections work and that they can take part in projects to improve the school for themselves and others.

Express my views and explain their reasons in a debate.

Identify their Early Warning Signs (the physical feelings in their my body that can help them know when they am not feeling safe).

Can ask for help or advice from an adult in their Network of Support and know when to review their network.

Judge whether a secret is a safe or unsafe secret.

Identify safe, unsafe and unwanted touch and know that no-one should touch the intimate parts of their body.

SUMMER TERM

Children working within year group expectations will be able to:

Express their concerns and the things they are looking forward to about being a teenager and an adult.

Describe what a loving, trusting relationship looks like.

Understand the way they behave affects others and that they have responsibility for this.

Understand and respect a wide range of family arrangements.

Identify situations which involve loss and change and they can name the emotions that they have experienced in a situation of change.

Understand that people go through lots of changes in their lives and know there are different ways to cope with change.

Talk about some changes that they have already gone through and recognise how they may have affected them.

Understand they may feel a range of emotions when they move to Secondary school and can talk about ways they can feel more confident.

Y6

AUTUMN TERM

By the end of this term children will know:

Who the special people in their network of support are and what makes a friendship or other relationship work well.

That differences in friendship can be positive and how friendships may change and that it is important to make new friends as well as keep existing friends.

That sometimes family situations can change and there are ways people can cope with these changes. There are both positive and negative things about group friendships and understand there are strategies to cope with this situation.

There are strategies they can use to keep safe from and respond assertively to bullying, as a bystander or as a target.

There are different categories of drugs (legal and illegal) and that the sale and possession of illegal drugs is breaking the law.

That alcohol is a drug and can affect the body and brain in different ways.

That cigarettes contain the drug nicotine and many other chemicals and potentially can have a harmful effect upon the body.

That some everyday products contain solvents and if misused could harm a person's body.

SPRING TERM

By the end of this term children will know:

How rights, rules and responsibilities affect themselves and others in class and in school.

That they can be involved in making and changing ground rules in their class.

Why rules and laws are needed in our society and that there are consequences for people who break the law.

The role of parliament and MP'S nationally and that local councils and councillors deal with local issues.

What abuse and neglect are and that they can talk to someone about abuse if they need to.

SUMMER TERM

By the end of this term children will know:

Why money is important and how world trade began. That different skills are needed for different jobs and people are paid at different rates.

That sometimes we don't keep all that we earn and can understand a payslip.

The difference between needs and wants and that sometimes we might not always be able to afford things so have to save for special things.

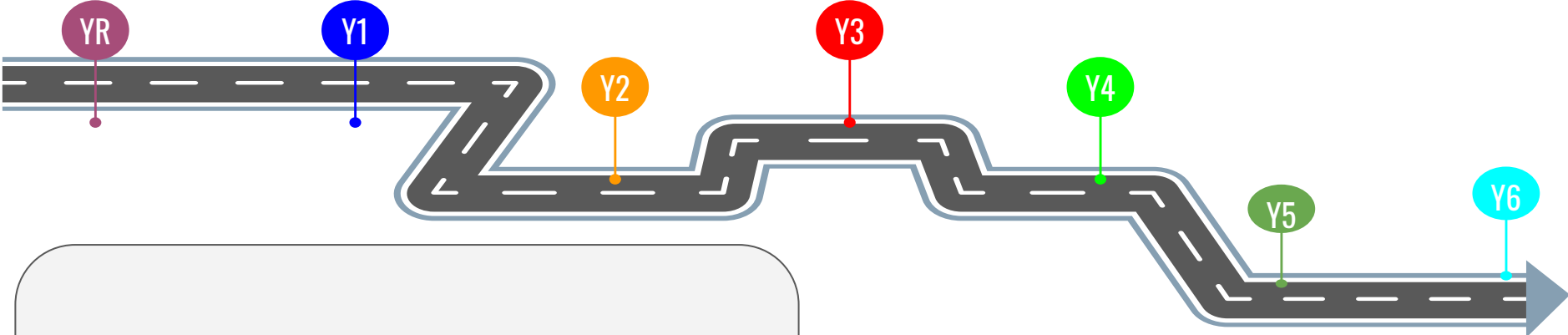
What the term 'budget' means and that there are different ways we can choose to pay for things, some of which may involve a debt.

That 'poverty' can have different meanings to people depending on different circumstances.

The facts of the human lifecycle, including sexual intercourse and the stages of fertilisation.

Why a couple might choose to have children.

That getting support from others can help them cope with feelings and difficult emotions.



**PSHE CURRICULUM IMPACT:
ASSESSMENT**

Assessment Statement:
For each individual unit, there is a list of bullet points detailing the Learning Expectations and teachers are using these to assess the teaching and learning that has taken place in order to inform next steps. There are self assessment opportunities for the children in terms of knowledge and it encourages the children to reflect on their own confidence level in terms of understanding key concepts.