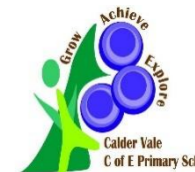




# THE BOWLAND FEDERATION OF SCHOOLS

## PSHE CURRICULUM NARRATIVE



### RELATIONSHIPS

#### DFE Statutory Guidance - by the end of primary school, children should know:

Families & people who care for me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe
<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.               <ul style="list-style-type: none"> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.               <ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> </li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>

#### Because we are a Church School, our children should know:

- that when Christians talk about our families and the people who give us love, this includes our school as a family and the Christian idea of the Family of God
  - that Jesus taught 'Love your neighbour as yourself' (Matthew 22:37-39)
- Christians believe that every person in our school community has been made in the image of God (Gen 1:27) and is loved unconditionally by God. Everyone is equal in the sight of God and therefore we seek to love one another as Jesus loved others. Our school is a place where we seek to serve others and all in their unique difference can able to thrive.
  - that different wedding ceremonies can help people understand the commitment of marriage
- that the legal view of marriage is that it represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- that Christians believe that they are loved by God (John 3v16) and that their bodies are temples of the Holy Spirit (1 Corinthians 6v19) and so they have rights over their body which nobody else has

### PHYSICAL HEALTH & MENTAL WELL BEING

Mental Wellbeing	Internet Safety & Harms	Physical Health & Fitness	Healthy Eating
<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)</li> </ul>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the</li> </ul>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve</li> </ul>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of</li> </ul>

<p>and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising <b>online</b>).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>	<p>this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p style="text-align: center;"><b>Drugs, Alcohol &amp; Tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p style="text-align: center;"><b>Health &amp; Prevention</b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p>healthy meals.</p> <ul style="list-style-type: none"> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul> <p style="text-align: center;"><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p style="text-align: center;"><b>Changing Adolescent Body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
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**Because we are a Church School, our children should know:**

- that Christians believe the human body was created by God; therefore, we should respect our bodies by striving for both bodily and spiritual health
  - That spiritual activity can be good for our mental and physical well-being

<b>OUR THEMES</b>			
My Wellbeing	My Relationships	My Future	My Faith
<i>How can I look after my mental and physical wellbeing?</i>	<i>How can I recognise and build positive relationships with my family, friends and the wider community?</i>	<i>What will change as I get older? What decisions will I be making?</i>	<i>Our faith is a thread that runs through our curriculum, we know that God made us in his vision and loves us through the ups and downs of life. We act as stewards of God we have additional responsibilities.</i>

## KEY STAGE 1

MY WELLBEING	MY RELATIONSHIPS	MY FUTURE
<p><b>Physical Wellbeing</b> What does healthy mean? How can I be healthy? How can food support good health? How can I stay active and why is it important? Why is sleep important? How can I stop germs from spreading? How do medicines help people stay healthy? How can I keep my teeth healthy? How can I stay safe in the sun? How do I know when to take a break from media? Who helps me to stay healthy?</p> <p><b>Mental Health</b> What feelings do I have and how do I know when I'm feeling them? How can I look after my mental health? How can I tell what other people are feeling? Why is it important to share my feelings? Who can help me with big feelings? When do I need help with my feelings? How does it feel to lose something / someone? How can I feel better after loss?</p> <p><b>Keeping Safe</b> Which rules keep me safe? What is a risk and how can I keep myself safe from harm? How can I stay safe at home? How can I stay safe in different places? Who keeps me safe? How do I stay safe online? What should I do if somebody is hurt? How do the things we put on / in our body make us feel?</p> <p><b>Media</b></p>	<p><b>Families and Close Positive Relationships</b> Who do I have relationships with and why? Who cares for me? What different types of family are there? What is it like to be a part of a family? Who can I tell if my family makes me feel unhappy?</p> <p><b>Friendships</b> How can I make friends? How can I tell if somebody is my friend? How can I resolve arguments with my friends? Who can I tell if my friends make me feel unhappy?</p> <p><b>Bullying and Hurtful Behaviour</b> Is it only actions that can hurt my feelings? Can people only hurt my feelings in person? What is bullying? Who can I tell if I am being bullied? What should I do if somebody else is being bullied?</p> <p><b>Safe Relationships</b> What are boundaries and when do I need to set them? Why do some people behave differently online? Which parts of my body should stay private? Who can I trust? Should I keep secrets? Who can I tell if I am feeling worried for myself or someone else?</p> <p><b>Respecting Others</b> What is kind and unkind behaviour? How can I treat myself and others with respect? How am I the same and different to other people? How can I show other people I am listening to them? How can I share my opinion respectfully? What are British Values and what do they look like?</p> <p><b>Communities</b></p>	<p><b>Growing and Changing</b> What makes me special? How am I unique? What am I good at, what am I getting better at? What are the parts of my body? How will my body change from young to old? How will my needs change when I get older? What can I do to prepare for the future?</p> <p><b>Economics</b> What is money and where does it come from? What choices do people need to make about money? How do I know what to spend my money on? How can I look after my money now and in the future?</p> <p><b>Aspirations</b> What strengths do I have and how do they help me? What jobs do people have and why?</p> <p><i>God will always love you for the ups and downs of life.</i></p>

<p>How can I use the internet safely and what can I use it for?          Is everything I see online true?          Who else uses the internet?</p> <p>I am special and my school believes that I am loved and made by God.</p>	<p>Which groups do I belong to?          What roles and responsibilities do people in our community have?</p> <p><i>We believe that we are loved and welcomed into the family of God. We are all special and believe everyone deserves God's love.</i></p> <p><i>As stewards of God, Christianity teaches that humans have a responsibility towards the environment. Christians have a duty to do what they can do to ensure they care for the environment.</i></p>	
<p>Wellbeing hippocampus amygdala prefrontal cortex emotions character media mental health safety service emergency bacteria dental hygiene balanced diet mental health physical health responsible responsibility risk gratitude respect opinions community private technology bullying goal aspiration economy</p>		

## LOWER KEY STAGE 2

MY WELLBEING	MY RELATIONSHIPS	MY FUTURE
<p style="text-align: center;"><b>Physical Wellbeing</b></p> <p>What decisions do I need to make about staying healthy?            How can I look after my teeth and gums and why is it important?            How should medicines be used?            How should I spend my time on the internet? How can I manage my online time?            How can I plan and eat a healthy diet?            What other things keep me healthy?            Who can I talk to when I'm worried about my health?</p> <p style="text-align: center;"><b>Mental Health</b></p> <p>What is mental health and why is it important to take care of it?            What strategies can I put into place to support my mental health?            What feelings do I have and how do they change?            Why is it important to express my feelings correctly?            How can I describe the way I feel to other people?            How can I respond to intense, new feelings?            How can I respond to different or new situations?            How do I know if I'm feeling mentally unwell and what should I do?            Who can I speak to when I'm feeling mentally unwell?            How can I look after myself after a loss?            How does it feel when we lose something / someone?</p> <p style="text-align: center;"><b>Keeping Safe</b></p> <p>Why is it important for me to follow rules?            What rules are there in school, out of school, nationally?            How can I use media safely?            Why is it important to keep my information private?            What should I keep private and what can I tell other people?            Where can I go if I see something online that makes me worried?            What should I do in an emergency?</p>	<p style="text-align: center;"><b>Families</b></p> <p>What are the different types of family?            What is a marriage?            What should it feel like to be a part of a family?            Who can I talk to if I feel worried, unhappy or unsafe with my family?</p> <p style="text-align: center;"><b>Friendships (in person and online)</b></p> <p>What does a positive relationship look like?            Why are friends important?            Who can I talk to if I feel unhappy or worried about my friendships?            Are friendships always perfect?</p> <p style="text-align: center;"><b>Bullying (in person and online)</b></p> <p>What is bullying and how does it happen?            What should I do if I or somebody I know is being bullied?</p> <p style="text-align: center;"><b>Safe Relationships</b></p> <p>What are boundaries and why are they important?            Who can I talk to if I'm worried or unhappy about something I see online?            What is acceptable and unacceptable touch?            What is a safe secret and what is not a safe secret?            Who can I speak to if I'm worried or unhappy about the way somebody is making me feel?</p> <p style="text-align: center;"><b>Respecting Others</b></p> <p>What are British Values, what do they look like and why are they important?            What are some skills I can use to help me show respect to others?</p> <p style="text-align: center;"><b>Communities</b></p> <p>Which groups make up our community and what do they do?            How do different people contribute to the community?            How can we support our community?</p>	<p style="text-align: center;"><b>Growing and Changing</b></p> <p>Who am I and how am I different to other people?            What are my strengths and how do they make me a better person?            What body parts do males and females have?            Which physical and emotional changes may happen during puberty?            Who can I talk to for more advice about puberty and growing up?</p> <p style="text-align: center;"><b>Economics</b></p> <p>What are the different ways to pay for things? What do we have to pay for?            What decisions can I make about money?            How do people keep their money safe?</p> <p style="text-align: center;"><b>Aspirations</b></p> <p>What am I good at?            How can my strengths help me set and achieve goals?            What are some different jobs people have and how did they decide to do it?</p> <p style="text-align: center;"><b>Aspirations</b></p> <p>Which jobs do I find interesting? How might my skills help me achieve my goals?            How do people decide which job they would like?            What decisions will I make before getting a job?            Why are some jobs paid different amounts of money?            How can I achieve my goal career?</p>

What is an emergency and what isn't?

**Media**

How can the internet be used positively? What are the risks of the internet?

How can I access reliable sources on the internet?

What information is stored on the internet?

How is information shown on the internet?

What are the rules for using the internet?

Worthy- All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm

Created- Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object

Frail- People are sometimes inclined to make poor choices about their own wellbeing - this is part of being human

We should take care of our bodies because they are a gift from God

Why is it important to share the responsibility of protecting our environment?

What are consequences and why do we need them?

Frail- All people will make mistakes and are capable of disappointing us or worse

Eternal- Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us

Included- Good communities included and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others

Steward - God gave us the world to take care of for him

Community - We are a part of a group and in our relationships, we need to realise we can have an impact on others. We need to try to show kindness and help everyone feel happy and safe. Jesus taught "Love your neighbour as yourself" (Matthew 22:37-39)

Included- Good communities included and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others

Character relate active listening hippocampus amygdala prefrontal cortex respectful positive community negative neuroplasticity neural pathway strengths mindful experiences respect medication/medicine balanced social media sensitive diet decision environment expectations consequence reliable media sources misinformation bias trustworthy conflict hormones dopamine penis vagina vulva breasts puberty genitals marriage womb period menstruation

## UPPER KEY STAGE 2

<b>MY WELLBEING</b>	<b>MY RELATIONSHIPS</b>	<b>MY FUTURE</b>
<p style="text-align: center;"><b>Physical Wellbeing</b></p> <p>What decisions do I need to make about staying healthy?            What are habits and how could they impact my health?            How do I know when I'm getting ill?            What can make me feel unwell?            How can I maintain my personal hygiene?            How can I keep myself safe in the sun?            How should I spend my time on the internet? How can I manage my online time?            How can I plan and eat a healthy diet?            What other things keep me healthy?            Why is sleep important?            Who can I talk to when I'm worried about my health?</p> <p style="text-align: center;"><b>Mental Health</b></p> <p>What is mental health and why is it important to take care of it?            What strategies can I put into place to support my mental health?            What feelings do I have and how do they change?            Why is it important to express my feelings correctly?            How can I describe the way I feel to other people?            How can I respond to intense, new feelings?            How can I respond to different or new situations?            How do I know if I'm feeling mentally unwell and what should I do?            Who can I speak to when I'm feeling mentally unwell?            How can I look after myself after a loss?            How does it feel when we lose something / someone?            What are some ways I can look after my wellbeing as I move to my new school?</p> <p style="text-align: center;"><b>Keeping Safe</b></p> <p>How can I manage and assess risks?            How can I keep myself safe during a fire? What are some important fire safety facts?            How can I stay safe within the wider community?</p>	<p style="text-align: center;"><b>Families and Close Relationships</b></p> <p>What does it look like when people care about each other?            What does a positive relationship look like?            Who can I talk to if I feel worried, unhappy or unsafe with my relationships?</p> <p style="text-align: center;"><b>Friendships (in person and online)</b></p> <p>How can I be a good friend?            Why are friends important?            Is it different to be friends with somebody online and in person? How?            Are there any risks with communicating with friends online?            Who can I talk to if I feel unhappy or worried about my friendships?            What strategies can I use to make sure my friendships are positive and problem solve during tricky times?            What can I do if my friends (in person and online) are making me feel uncomfortable?            What is peer pressure?</p> <p style="text-align: center;"><b>Bullying (in person and online)</b></p> <p>What is discrimination?            How should I challenge discrimination?</p> <p style="text-align: center;"><b>Safe Relationships</b></p> <p>Why is privacy important? Which personal boundaries should I have?            Why do people behave differently online?            What can I do to manage my online safety?            Who can I talk to if I'm worried or unhappy about something I see online?            Why is it important to seek consent in different situations?            What is a safe secret and what is not a safe secret?            How do I know if somebody is putting pressure on me?            Who can I speak to if I'm worried or unhappy about the way somebody is making me feel?</p>	<p style="text-align: center;"><b>Growing and Changing</b></p> <p>What body parts do males and females have?            Which physical and emotional changes may happen during puberty?            Why is it important to have good hygiene during puberty and how is it different to hygiene before puberty?            What is the human process of reproduction?            Who can I talk to for more advice about puberty and growing up?            Which new responsibilities will I have as I get older and how can I keep myself safe throughout them?            How can I manage the big changes from primary to secondary school?</p> <p style="text-align: center;"><b>Economics</b></p> <p>Why do different people spend different amounts of money on things?            What decisions can I make about money?            How do decisions about money impact the environment?            How can I keep track of my money?            What risks are there with spending money?            How can money make people feel?</p> <p style="color: red; font-size: small;">Most faiths, including Christians, often have special ceremonies of promises such as marriage and Baptism.</p>

How can I use my mobile phone safely?  
 Why is it important to keep my information private?  
 What should I share online and what shouldn't I share?  
 Where can I go if I see something online that makes me worried?  
 What should I do in an emergency?  
 What is an emergency and what isn't?  
 What does the media tell us about legal drugs and what are the rules?  
 Who can I talk to if I am worried about legal drug use?

**Media**

How can the internet be used positively? What are the risks of the internet?  
 How can I access reliable sources on the internet?  
 What information is stored on the internet?  
 How is information shown on the internet?  
 Why are there rules for using media? What are the rules?  
 How can information be changed when it is posted on the internet?  
 What is misinformation?

Worthy- All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm  
 Created- Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object  
 Frail- People are sometimes inclined to make poor choices about their own wellbeing - this is part of being human  
 We should take care of our bodies because they are a gift from God

**Respecting Others**

How does my behaviour impact other people?  
 What is self-respect and why is it important?  
 Why is it important to respect differences?  
 What are some skills I can use to help me show respect to others?

**Communities**

What is diversity and why is it important?  
 What is a stereotype and how can we address them?  
 What is prejudice and how can we address it?  
 What is the difference between rights and responsibilities?  
 What are consequences and why do we need them?

Frail- All people will make mistakes and are capable of disappointing us or worse  
 Eternal- Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us  
 Included- Good communities included and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others  
 Steward – God gave us the world to take care of for him  
 Community - We are a part of a group and in our relationships, we need to realise we can have an impact on others. We need to try to show kindness and help everyone feel happy and safe. Jesus taught "Love your neighbour as yourself" (Matthew 22:37-39)  
 Included- Good communities included and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others

Hippocampus amygdala prefrontal cortex strengths perspective dopamine community pressure consequences influence media bias neural pathway perception cortisol humanity justice British Values temperance discrimination stereotype prejudice pressure assertive equality equity independence consideration Government Parliament disadvantage appropriate inappropriate menstruation puberty egg sperm vulva penis intercourse fertile resilience image