



# THE BOWLAND FEDERATION

## PSHE CURRICULUM KNOWLEDGE NARRATIVE

DEPARTMENT OF EDUCATION STATUTORY GUIDANCE				
Families and People Who Care for Me	Caring Friendships	Respectful, kind relationships	Online Safety and Awareness	Being Safe
<p>That families are important for children growing up safe and happy because they can provide love, security and stability.</p> <p>The characteristics of safe and happy family life, such as 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.</p> <p>That the families of other children, 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.</p> <p>That stable, caring relationships are at the heart of safe and happy families and are important for children as they grow up.</p> <p>That marriage and civil partnership represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose to make friends.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring and kind friendships.</p> <p>That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</p> <p>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</p> <p>How to manage conflict, and that resorting to violence is never right.</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p>	<p>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p> <p>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p>	<p>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</p> <p>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</p> <p>That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</p> <p>Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</p> <p>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</p> <p>The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</p> <p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>
Mental Wellbeing	Internet Safety and Harms	Physical Health and Fitness	Healthy Eating	Drugs Alcohol and Tobacco
<p>that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p>	<p>that for most people the internet is an integral part of life and has many benefits about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>the characteristics and mental and physical benefits of an active lifestyle</p> <p>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p>	<p>what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>the principles of planning and preparing a range of healthy meals</p>	<p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>

<p>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</p> <p>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>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</p>	<p>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</p> <p>why social media, some computer games and online gaming, for example, are age restricted</p> <p>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</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted where and how to report concerns and get support with issues online</p>	<p>the risks associated with an inactive lifestyle (including obesity)</p> <p>how and when to seek support including which adults to speak to in school if they are worried about their health</p>	<p>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)</p>	
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<p><b>Health and Prevention</b></p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>the facts and science relating to allergies, immunisation and vaccination</p>	<p><b>Basic First Aid</b></p> <p>how to make a clear and efficient call to emergency services if necessary</p> <p>concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<p><b>Changing Adolescent Body</b></p> <p>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p>
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**As 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 be 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 (John3v16) 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 • 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

KEY STAGE 1

BEING A GOOD FRIEND	CELEBRATING FAMILIES	LOOKING AFTER MY BODY AND MIND
<p><b>The Friendship Bench</b></p> <p>I can tell you how people choose and make friends.            I can tell you what makes a good friend.            I can tell you how my friends make me happy and how I make my friends happy.            I can tell you how I make others feel welcome and included.            I know what to do if a friend is making me unhappy</p>	<p><b>My Big Fantastic Family</b></p> <p>I can tell you about different types of families.            I can tell you why all families deserve respect.            I can tell you about the people important to me in my family.            I can tell you how families can change and some of the emotions related to this.            I can tell you how families help each other in times of difficulty.</p> <p><b>Grandad's Camper</b></p> <p>I can tell you some of the feelings associated with times of change and loss.            I can tell you some strategies I have for dealing with times of change and loss.            I can tell you how I could get help if I or someone I care about was struggling with times of change or loss.            I can tell you about some of the different relationships I have with people in my family and why they are important.            I can tell you how helping others helps make me happy</p>	<p><b>Peace at Last</b></p> <p><i>I can tell you why I need enough sleep.            I can tell you some ways to manage feeling tired.            I can tell you what helps me get a good nights sleep.            I can tell you some ways I can help myself if I feel fidgety.</i></p> <p><i>I can tell you why permission-seeking is important and I can say no when I'm asked to do something that feels wrong or uncomfortable.</i></p> <p><b>Morris the Mankiest Monster</b></p> <p><i>I can tell you how some diseases are spread and can be controlled.            I can tell you the importance of personal hygiene.            I can tell you the importance of brushing my teeth in the morning and evening.            I can describe the right choices to make to live a healthy lifestyle            I can tell you the consequences of not making the right choices to live a healthy lifestyle</i></p> <p><b>Ravi's Roar</b></p> <p><i>I can explain that it is okay to feel emotions.            I can explain why it's important to reflect on how I manage my emotions.            I can tell you what strategies help me to calm down.            I can tell you what is fair/unfair, right/wrong and kind/unkind.            I can tell you why it is good that people are different.</i></p> <p><b>Angry Arthur</b></p> <p><i>I can tell you what appropriate and proportionate behaviour means.            I can describe the 5-point scale for basic emotions.            I can tell you why someone might have an inappropriate reaction and how they can recognise if they need support.            I can tell you the importance of giving my brain a rest and some ways I like to relax.            I can tell you how I take responsibility for my school environment including toilets/shared spaces.</i></p>

<b>KEEPING SAFE</b>	<b>BECOMING A GLOBAL CITIZEN</b>	<b>GROWING UP</b>
<p data-bbox="331 132 544 156"><b>Chicken Clicking</b></p> <p data-bbox="129 164 745 363">I can tell you the benefits of going online. I can tell you how to recognise the dangers of being online. I can tell you the rules and principles for keeping safe online. I can tell you how to report problems I have online. I can tell you the value of things that I buy.</p> <p data-bbox="297 403 577 427"><b>Aliens Love Underpants</b></p> <p data-bbox="129 435 745 810">I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. I can tell you why pants are private. I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable. I can tell you what I can do if I feel unsafe in variety of situations. I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p>	<p data-bbox="1070 132 1171 156"><b>Look Up!</b></p> <p data-bbox="801 164 1440 339">I can tell you what makes me individual. I can tell you what my strengths are. I can teach someone else something I am good at. I can tell you some of the effects of spending too much time on devices. I can tell you how to keep safe on the roads.</p> <p data-bbox="936 371 1305 395"><b>The Girl at the Front of the Class</b></p> <p data-bbox="801 403 1440 571">I can tell you what a refugee is. I can tell you what human rights are. I can tell you how I understand the needs of others. I can tell you how I support others. I can tell you some strategies for deciding if someone is trustworthy.</p>	<p data-bbox="1597 132 2011 156"><b>The Girl Who Never Made Mistakes</b></p> <p data-bbox="1485 164 2123 339">I can explain why mistakes help my learning. I can tell you how I have learnt from my mistakes. I can tell you how respecting myself and being kind to myself can make me happy. I can tell you what the word perseverance means. I can tell you what helps me to persevere.</p>

## LOWER KEY STAGE 2

<b>BEING A GOOD FRIEND</b>	<b>CELEBRATING FAMILIES</b>	<b>LOOKING AFTER MY BODY AND MIND</b>
<p data-bbox="264 999 600 1023"><b>This Moose Belongs to Me</b></p> <p data-bbox="107 1031 768 1286">I can tell you how friends should treat each other. I can politely say 'no' when I don't want to do something. I can explain that friendships have ups and downs. I can tell you some ways I can repair a damaged friendship. I can explain how rules and laws protect me and others.</p> <p data-bbox="297 1326 577 1350"><b>The Hundred Dresses</b></p> <p data-bbox="107 1358 768 1453">I can tell you the characteristics of a good friend. I can tell you some ways I can manage friendship problems.</p>	<p data-bbox="1003 999 1227 1023"><b>The Proudest Blue</b></p> <p data-bbox="801 1031 1440 1350">I can tell you about my cultural heritage. I can tell you about ways my family and friends support me. I can tell you how I show respect to people who have different beliefs to me. I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help. I can tell you about the impact of bullying on mental wellbeing.</p>	<p data-bbox="1608 999 2000 1023"><b>On a Magical Do Nothing Day</b></p> <p data-bbox="1473 1031 2134 1382">I can explain what nature is and I can tell you how nature benefits my mental wellbeing. I can give examples of the rights of living things and I can explain why it is important to respect the rights of all living things. I can explain the importance of having a balance between online games and other hobbies I can tell you how I can keep safe when I am outside. I can tell you some strategies I have for managing disappointment.</p>

I can tell you what impact bullying or cyberbullying can have and how someone experiencing bullying can stand up to this or get help.  
I can tell you how bystanders can help prevent bullying.  
I can tell you some ways that I can improve my friendships.

### **Ruby's Worry**

I can explain that everyone experiences 'worries', but I need to get help if these become overwhelming. I can explain where I can get help or advice.  
I can explain what to do if I can't ask my family or friends for help and what to do if it is someone in my family or one of my friends who is making me feel unsafe or unhappy.  
I can describe some of the physical signs of worry and I can explain what I should do if I am having lots of physical problems.  
I can describe some simple self-care techniques I can use when I am feeling worried.  
I can explain how children sometimes feel lonely and what children can do if they feel that way.

### **The Grand Hotel of Feelings**

I can tell you a range of feelings words and can explain when I have felt these feelings.  
I can tell you why it is important to listen to our emotions.  
I can describe examples of how people experience more than one feeling at a time  
I can explain how my feelings might change as I grow up.  
I can tell you what I could do if my feelings are too big to handle by myself.

### **Faruq and the Wiri Wiri**

I can explain how food contributes to a balanced lifestyle.  
I can tell you some principles of planning and preparing a range of healthy meals.  
I can make choices about the food I eat and I can tell you what affects the choices I make.  
I can tell you how drinks contribute to a balanced lifestyle.  
I can tell you what influences my goals and dreams for the future.

KEEPING SAFE	BECOMING A GLOBAL CITIZEN	GROWING UP
<p align="center"><b>Penguin Pig</b></p> <p>I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not.</p> <p>I can tell you why it is important to treat people online the same as you treat people in person.</p> <p>I can tell you some strategies for managing online bullying.</p> <p>I can tell you how to critically consider sources of information.</p> <p>I can tell you how information and data is shared and used online.</p> <p align="center"><b>The Tunnel</b></p> <p>I can tell you what a dare is and how dares make people feel.</p> <p>I can use a 5 point scale to tell you how risky something is.</p> <p>I can tell you what peer pressure is and how to resist anything that is dangerous, uncomfortable or feels wrong.</p> <p>I can tell you what I should do in an emergency situation, including the importance of reporting incidents rather than filming them.</p> <p>I can tell you the concepts of basic first aid, for example</p>	<p align="center"><b>Ossiri and the Bala Mengro</b></p> <p>I can tell you the benefits of community participation on my mental wellbeing.</p> <p>I can tell you how music can benefit my mental wellbeing.</p> <p>I can tell you why it is important to not give up when something is hard.</p> <p>I can use a 5 point scale to tell you how hard I am finding my work and I can tell you some strategies that help me when my work is hard.</p> <p>I can give constructive support and feedback to others.</p> <p align="center"><b>Mama Miti</b></p> <p>I can tell you about safe and unsafe exposure to the sun and how to reduce the risk of sun damage.</p> <p>I can tell you how serving others can help my wellbeing.</p> <p>I can tell you what a role model is and who my role models are.</p> <p>I can tell you about something I am passionate about.</p> <p>I can tell you how to show respect for different languages and the benefits of speaking different languages.</p>	<p align="center"><b>No Money Day</b></p> <p>I can tell you some of the ways people pay for things and some of the decisions people have to make about spending.</p> <p>I can tell you how money can affect people's emotions.</p> <p>I can tell you some of the reasons people save or spend money.</p> <p>I can tell you what 'borrowed' means and why people might borrow money.</p> <p>I can tell you how to keep money and possessions safe.</p>

**UPPER KEY STAGE 2**

BEING A GOOD FRIEND	CELEBRATING FAMILIES	LOOKING AFTER MY BODY AND MIND
	<p align="center"><b>Ritu Weds Chandni</b></p> <p>I can tell you why people choose to get married or join a civil partnership and some of the factors that go into that decision.</p> <p>I can tell you about the laws related to marriage and civil partnership and how these may differ in other countries.</p> <p>I can tell you about the different values and customs related to marriage and civil partnership</p>	<p align="center"><b>The Colour Thief</b></p> <p>I can tell you what mental illness means and how this can vary in severity, and I can tell you some ways people can look after their mental health.</p> <p>I can tell you how someone experiencing mental illness can get support and I can explain why it is better to get support early.</p> <p>I can tell you some of the ways people with mental health problems are supported.</p>

	<p>in different countries and I can tell you how I show respect for different types of marriage. I can tell you about traditions that are important to my family. I can tell you about a range of national, regional, religious and ethnic identities in the United Kingdom</p> <p style="text-align: center;"><b>Mum and Dad Glue</b></p> <p>I can tell you some of the reasons why married or unmarried couple may choose to separate. I am aware of some of the feelings associated with separation and other family changes. I can tell you some strategies for dealing with feelings related to separation. I can tell you what an affirmation is and can write one for myself. I can explain how I could help a friend who is experiencing a difficult situation.</p>	<p>I can describe some of the feelings involved with living with and supporting someone with a mental illness and I can describe the available support. I can tell you why it is important to show respect to all people including people experiencing mental illness</p> <p style="text-align: center;"><b>The Boy Who Grew Flowers</b></p> <p>I can describe why it is important to respect my body and can tell you all the amazing things my body can do. I can explain the term 'body image' and how my opinion of my body can affect my confidence. I can explain how images in the media do not always reflect reality and can affect my body image I can explain the term self-esteem and know strategies to help boost my self-esteem. I can describe the effect that bullying can have on mental wellbeing. I can think of ways to make my classroom more inclusive.</p>
<b>KEEPING SAFE</b>	<b>BECOMING A GLOBAL CITIZEN</b>	<b>GROWING UP</b>
<p style="text-align: center;"><b>Sunny Side Up</b></p> <p>I can tell you the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking and how they affect everyone differently. I can tell you some strategies for resisting peer pressure related to drugs, smoking and alcohol and how I would get help if I was worried about myself or someone else taking drugs, smoking or drinking alcohol. I can tell you why consent and permission seeking are important in a relationship. I can express my needs calmly and assertively.</p>	<p style="text-align: center;"><b>Marcus Rashford</b></p> <p>I can tell you what racism is and how I can stand up for it. I can tell you some strategies to manage difficult situations and how to seek help or advice from others, if needed. I can tell you how I could prevent difficult situations online. I can tell you about people who have stood up for what they believe in. I can tell you how I can stand up for what I believe in.</p>	<p style="text-align: center;"><b>Aaron Slater Illustrator</b></p> <p>I can set myself challenging goals. I can identify what will help me achieve my goal and what will hold me back. I can tell you some strategies that can help me overcome the things that might hold me back. I can break goals down into smaller manageable steps. I can tell you about a range of careers.</p> <p style="text-align: center;"><b>Pizza Face</b></p> <p>I can tell you the basic changes that happen during puberty. I can tell you how my emotions will change during puberty.</p>

**Mary Earps**

I can tell you what a stereotype is, and how stereotypes can be unfair, negative or destructive.

I can challenge stereotypes.

I can tell you what influences people's career choices.

I can tell you the benefits of exercise.

I can tell you what I need to look after my physical health.

**Ada's Violin**

I can tell you how I am part of a 'whole world' community and how this can impact my wellbeing.

I can tell you some ways I help to protect my world.

I can tell you what makes a good team.

I can show you some skills that might be helpful to a future career, such as team work, enterprise or negotiation.

I can tell you what self-esteem means and some things that boost my self-esteem.

I can explain that all people will experience puberty differently.

I can tell you some strategies to positively manage puberty. 5. I can tell you all the positive things about growing up.

**Making a Baby**

I can describe how a baby is made using accurate language.

I can explain that reproduction requires maturity and why there is a legal age to have sex.

I can tell you what happens between conception and birth.

**Finding My Voice**

I can tell you how I feel about the transition to secondary school.

I can tell you some of the practical things I can do to help me manage the transition to secondary school.

I can tell you some of the strategies that will help me to manage the emotions related to the transition to secondary school.

I can tell you my goals for my time at secondary school.

I can tell you my goals for beyond secondary school, including my career and other plans. Tell you about the needs of newborn babies and what it is like to be a parent.

I can tell you what makes me, me! (Life Education Visit)