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| **Paths at Carr Mill**  **Below is the list of objectives covered by the PATHS programme across each phase. The green denotes where these objectives also meet the statutory health education elements and the blue the statutory relationship elements.** | | |
| **PATHS KS1** | | |
| Health and well being | **Healthy Lifestyles** | ***About what keeping healthy means, different ways to keep healthy.***  About why sleep is important and different ways to rest and relax.  ***About different ways to learn and play; recognising the importance of knowing when to take a break from time online or tv.***  ***About the people who help us stay physically healthy.***  . |
| **Mental Health** | ***About different feelings humans can experience***  ***How to recognise and name different feelings.***  ***How feelings can affect people’s bodies and how they behave***.  *How to recognise what others might be feeling*  ***To recognise that not everyone feels the same at the same time or feels the same about the same things.***  ***About ways of sharing feelings, a range of words to describe feelings.***  ***About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)***  *Different things they can do to manage big feelings, to help calm themselves down when they do not feel good.*  *To recognise when they need help with feelings.* |
| **Growing and changing** | ***To recognise what makes them special.***  ***To recognise the ways in which we are all unique.***  ***To identify what they are good at, what they like and dislike.***  *How to manage when finding things difficult* *About preparing to move to a new class/year group.* |
| **Keeping safe** | About the people whose job it is to keep us safe.  *Basic rules to keep us safe online, including what is meant by personal information.* |
| Relationships | | ***About the roles different people (acquaintances, friends and relatives) play in our lives***  ***To identify the people who love and care for them and what they do to help them feel cared for.***  ***To identify common features of family life.***  ***That it is important to tell someone if something about their family makes them unhappy or worried.***  ***About how people make friends and what makes a good friendship.***  ***About how to recognise when they or someone else feels lonely and what to do.***  ***Simple strategies to resolve arguments between friends positively.***  ***How to ask for help if a friendship is making them feel unhappy.***  ***That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.***  ***About how people may feel if they experience hurtful behaviour or bullying.***  ***That hurtful behaviour, including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.***  About what is kind and unkind behaviour and how this can affect others.  ***About how to treat themselves and others with respect.; how to be polite and courteous.***  ***To recognise the ways in which they are the same and different to others.***  **How to listen to other people and work cooperatively.**  How to talk about and share their opinions on things that matter to them. |
| Living in the wider world | | About what rules are, why they are needed and why different rules are needed.  How people and other living things have needs: about the responsibilities for caring for them.  About things they can do to help look after their environment.  ***About the different groups they belong to.***  About the different roles and responsibilities people have in their community.  To recognise the ways, they are the same as, and different to, other people.  That everyone has different strengths. |

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| **PSHE LKS2** | | |
| **PATHS** | | **PSHE** |
| Health and well being | How to make informed decisions about health.  About the elements of a balanced healthy lifestyle.  About choices that support a healthy lifestyle and recognise what might influence these.  How to recognise that habits can have a both positive and negative effect on a healthy lifestyle.  About what good physical health means and how to recognise early signs of physical illness.  A varied vocabulary to use when talking about feelings; how to express feelings in different ways.  To recognise their individuality and personal qualities.  To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. | |
| Relationships | **To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)**  **About the importance of friendships; strategies for building positive friendships; how positive friendships support well-being.**  **What constitutes a positive, healthy friendship; that the same principles apply to online friendships as face-to-face relationships.**  The importance of seeking support if feeling lonely or excluded.  **That healthy friendships make people feel include recognise when other people may feel lonely or excluded; strategies how to include them.**  **How friendships can change over time, about making new friends and the benefits of having different types of friends.**  **That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively.**  **To recognise if a friendship is making them feel unsafe or uncomfortable; how to manage and ask for support.**  **About the impact of bullying; including online and offline, and the consequences of hurtful behaviour.** | |
| Living in the wider world | To recognise reasons for rules and laws; consequences of not adhering to rules and laws.  To recognise there are human rights, that are there to protect everyone.  About the relationship between rights and responsibilities.  The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.  Ways of carrying out responsibilities for protecting the environment in school and at home. How every day choices can affect the environment. | |

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| **PSHE UKS2** | | |
| **PATHS** | |
| Health and well being | How and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health.  That mental health, just like physical health, is a part of daily life; the importance of taking care of mental health.  To recognise that feelings can change over time and can range in intensity.  About everyday things that affect feelings and the importance of expressing feelings.  Strategies to respond to feelings including intense or conflicting feelings; how to manage and respond to feelings appropriately.  Problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.  About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking.  Strategies to manage transition between classes and key stages.  How to predict, assess and manage risk in different situations. |
| Relationships | Strategies to respond to hurtful behaviour experienced or witnessed; how to report concerns and get support.  **About discrimination, what it means and how to challenge it.**  **About privacy and personal boundaries, what is appropriate in friendships and winder relationships (including online)**  **About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.**  **About keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break confidence or share a secret.**  **Where to get advice and report concerns if worries about their own or someone else’s personal safety.**  **That personal behaviour can affect other people; to recognise and model respectful behaviour online**  **About respecting the differences and similarities between people and recognising what they have in common with others.**  **To listen and respond respectfully to a wide range of people, including those who’s traditions, belief and lifestyle are different to their own.**  **How to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.** |
| Living in the wider world | **To value the different contributions that people and groups make to the community.**  **About diversity, what it means; the benefits of living in a diverse community; about valuing diversity in communities.**  **About stereotypes, how they can negatively influence behaviours and attitudes towards others, strategies for challenging stereotypes.**  About prejudice, how to recognise behaviours which discriminate against others; ways of responding if witnessed or experienced. |