

Intent:

The aims of relationships, sex and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider Community

We have chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops throughout Key Stages 1 &2 – it is recognised that these themes overlap.

Rights and Responsibilities	Feelings and Friendships	Money
Health	Identity	Safety and Risk

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Diversity Feelings and Emotions Staying Healthy Manners and Routines	Following Rules	Being Fair	Being Honest	Being Responsible	Transition School readiness and transition visits
Reception	Making Friends Taking turns; sharing; circle games; listening; feelings People Who Help Us	Following Rules Taking turns; sharing; circle games; listening We are unique and special	Being Fair Taking turns; sharing; circle games; listening	Being Honest Taking turns; sharing; circle games; listening	Being Responsible Taking turns; sharing; circle games; listening	
Year 1	How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others	How do we feel? Different kinds of feelings; communicating feelings; responding to the feelings of others	What makes us special? Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same		How can we be healthy? What is and how to maintain a healthy lifestyle; making healthy, informed choices	How do we keep safe? People who look after them; how to get help; their responsibility for keeping themselves and others safe
Year 2	How can we help? School and class rules and their importance; respecting own and other's rights and needs; privacy; listening to and supporting others; looking after the environment What are the rules that keep us safe?	How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying How can we describe our feelings?	How can we keep clean? Importance of and how to maintain personal hygiene; how to prevent diseases spreading What are we responsible for?	What is the same and different about us? Sharing opinions and views; identify and respect; similarities and differences How can we eat well?	What can we do with money? Where money comes from; spending; saving; keeping money safe What can we do about bullying?	How can we keep safe in different places? People who look after them; how to get help; household products; rules for keeping safe in different places; secrets and surprises What jobs would we like?
Year 3	Importance of school rules for health and safety; hygiene routines; appropriate and inappropriate touch; how to respond;	Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a	Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others	What makes a balanced lifestyle; balanced diet; making choices; what influences choices	Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe	What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets

	keeping safe in the local environment; how to get help in an emergency people; who help us stay safe	wider range of feelings in others; responding to other's feelings				
Year 4	How can we be a good friend? Link to following school and class rules; recognise a wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship/friendship; ask for advice	What is diversity? Different and diversity of people living in the UK; values and customs of people around the world; stereotypes	How can we stay safe online and when using social media? Keeping safe when using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries	What makes us enterprising Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society	How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay safe and healthy
Year 5	What does discrimination mean? Link to following school and class rules; actions can affect self and others; discrimination; teasing and bullying; stereotypes; differences and similarities between people; equalities	How do we grow and change Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing	What makes a community? Meaning of being in a community; groups and individuals that support the local community; voluntary community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	What are healthy choices What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay safe and healthy	How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing request for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours
Year 6	What are human rights? Link to following school and class rules (responsibilities); why and how laws are made; taking part in	How do we grow and change Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others;	What makes a healthy and happy relationship? Different relationships; what makes positives, healthy relationships; recognise when relationships are unhealthy; committed, loving relationships (including marriage and civil partnerships); human reproduction	How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest,	How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for health and wellbeing	

making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM and forced marriage); confidentiality and when to break a confidence

managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing; ask for advice

loan, debt and tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate; health and wellbeing issues

On the MTPs, skills and knowledge are grouped using H, R and L. This is so that teachers can find the corresponding lesson in the PSHE Association Primary Toolkit. The letters stand for:

H – Health and Wellbeing

R – Relationships

L – Living in the Wider World

COMMUNITY PRIMARY
SCHOOL

PSHE – Rights and Responsibilities		Topic: How do we decide how to behave?	Term: Autumn 1	Year: 1
Foundations of previous learning: Manners and routines Following rules – taking turns; sharing; circle games; listening Being responsible – taking turns; sharing; circle games; listening				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L1 - how they can contribute to the life of the classroom and school - L2 - to help construct, and agree to follow, group, class and school rules and to understand how these rules help them - L4 - that they belong to different groups and communities such as family and school - R2 - to recognise that their behaviour can affect other people - R4 - to recognise what is fair and unfair, kind and unkind, what is right and wrong - R12 - to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say - R11 - that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	L1/2: <ul style="list-style-type: none"> - describe how they would like their classroom to be - explain what ‘rules’ mean and how they help all of us - explain why it is important for them to carry out classroom responsibilities and what happens responsibilities are not carried out L4: <ul style="list-style-type: none"> - identify the different groups they belong to (e.g. friends, class, year group, faith) - identify the different roles within them (e.g. friend, pupil, member, leader) R2/4/12: <ul style="list-style-type: none"> - reflect on the impact of kind/unkind actions - explain what is meant by right and wrong (in terms of their own behaviour) - recognise how someone’s behaviour can affect others in different situations, at home or at school R11: <ul style="list-style-type: none"> - describe occasions when someone might hurt themselves physically (falling in the playground/spraining an ankle etc.) and how this can make them feel - describe occasions when someone’s feelings have been hurt and how this can make them feel - describe occasions when someone’s feelings have been hurt and how this can make them feel - identify people they can go to if they are feeling uncomfortable or hurt (physically or emotionally) 	L1/2: <ul style="list-style-type: none"> - who or what they are responsible for in their classroom - what rules could be included in class rules and why they are important - when responsibilities might be more difficult or challenging and know what to do in these situations L4: <ul style="list-style-type: none"> - what it is like to be part of a group (special people, special places what they do there or when they are with group) - what is special about the groups they belong to R2/4/12: <ul style="list-style-type: none"> - examples of when something was fair or unfair and say why - examples of acts of kindness - what they can do if they (or others) experience unhelpful behaviour - importance of telling someone (when to do this and who to tell) R11: <ul style="list-style-type: none"> - both bodies and feelings can be hurt - people they can go to if they are feeling uncomfortable or hurt (physically or emotionally) 	Responsibilities Rules Consequences Groups Roles Kind Unkind Right Wrong Behaviour Hurt Physical Emotional Feelings Fair Unfair Kindness Helpful Unhelpful Comfortable Uncomfortable	
	Assessment of Skills	Assessment of Knowledge		
	Explain what rules are and why they are important. Explain the difference between right and wrong. Describe when someone might get hurt physical. Describe when someone’s feelings might get hurt.	What are you responsible for in your classroom? Keeping it clean/tidy, pushing chairs in, giving books/bags out etc. What groups do you belong to? Classroom, school, clubs, church/mosque. What should you do if you see something unfair happening? Speak to an adult. Who can you go to if you are hurt? Adult in school, parents/family members.		

PSHE – Feelings and Friendship		Topic: How do we feel?	Term: Autumn 2	Year: 1
Foundations of previous learning: Making friends – taking turns; sharing; circle games; listening; feelings Being fair - taking turns; sharing; circle games; listening Being honest - taking turns; sharing; circle games; listening				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H4 - about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings - H5 - about change and loss and the associated feelings (including moving home, losing toys, pets or friends) - R1 - to communicate their feelings to others, to recognise how others show feelings and how to respond - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	H4: <ul style="list-style-type: none"> - explain what makes them feel good and what makes them feel not so good - demonstrate how our faces and bodies show these feelings to others - identify some ways to feel better if feeling not so good H5: <ul style="list-style-type: none"> - explain how it feels to lose something special (such as special toy or gift) and how this can make someone behave - describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss R1: <ul style="list-style-type: none"> - demonstrate how faces and bodies show different feelings - use simple descriptions to describe how they, or others are feeling - recognise that we can affect how others feel 	H4: <ul style="list-style-type: none"> - feelings they have had, both good and not so good - where in their bodies they have these feelings H5: <ul style="list-style-type: none"> - times when people experience change (eg: new baby brother or sister, moving to a new class) and how this can feel R1: <ul style="list-style-type: none"> - give examples of feelings - recognise it is important to share feelings and give examples of appropriate ways of doing so - suggest ways they can make themselves and others feel better 	Feelings Happy Sad Worried Nervous Lonely Excited Angry Upset Loss Change Body Tummy butterflies Unhappy	
	Assessment of Skills	Assessment of Knowledge		
	Demonstrate different feelings using their faces and bodies. Explain how it feels to lose something and how they can be kind to others if they are unhappy about change or loss. Explain how we can affect how others feel.	Can you name some good and not so good feelings? Happy, excited, sad, angry, cross, worried, nervous, unhappy. Why is it important to share your feelings? Sharing good feelings can make you feel even better. Sharing not so good feelings is good so that someone can help. How can you share your feelings? Speak to someone, write it down. How can you make yourself feel better? Speak to someone, do something you enjoy.		

PSHE – Identity		Topic: What makes us special?	Term: Spring	Year: 1
Foundations of previous learning: Diversity and we are unique and special				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H3 - to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals - H8 - about the process of growing from young to old and how people's needs change - H9 - about growing and changing and new opportunities and responsibilities that increasing independence may bring - H10 - the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls - R8 - to identify and respect the differences and similarities between people - R9 - to identify their special people (family, friends, carers), what makes them special and how special people should care for one another - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class - L8 - ways in which they are all unique; understand that there has never been and will never be another 'them' - L9 - ways in which we are the same as all other people; what we have in common with everyone else 	<p>H3:</p> <ul style="list-style-type: none"> - explain what they are learning / getting better at - set simple targets <p>H8/9:</p> <ul style="list-style-type: none"> - explain how their needs have changed since they were babies <p>H10:</p> <ul style="list-style-type: none"> - compare physical differences between boys and girls - recognise and use the correct names for main parts of the body including external genitalia <p>R8:</p> <ul style="list-style-type: none"> - describe basic differences and similarities between class members <p>R9:</p> <ul style="list-style-type: none"> - describe what makes them special - describe ways people care for each other <p>L8:</p> <ul style="list-style-type: none"> - explain (in simple terms) that being 'unique' means that there is only one of something, and not one thing exactly the same exists anywhere in the world - identify things they think are unique or special about themselves <p>L9:</p> <ul style="list-style-type: none"> - identify common likes / dislikes between themselves and others - explain what they share in common with someone else, even if, at first they thought they were only differences 	<p>H3:</p> <ul style="list-style-type: none"> - identify what they are good at and what they need help with - identify ways of celebrating achievements and how this feels <p>H8/9:</p> <ul style="list-style-type: none"> - changes that have happened to them since they were a baby - some things they can do now that they could not do before <p>H10:</p> <ul style="list-style-type: none"> - identify physical similarities between boys and girls <p>R8:</p> <ul style="list-style-type: none"> - identify similarities between themselves and others - identify differences between themselves and others - we all have things in common with other people, even if we think we are very different - recognise that everyone is equal <p>R9:</p> <ul style="list-style-type: none"> - identify special people in their lives - some ways they can help special people to care for them <p>L8:</p> <ul style="list-style-type: none"> - recognise that this means every single person is special and valuable just as they are - recognise they are unique – there is no-one exactly like them <p>L9:</p> <ul style="list-style-type: none"> - recognise some of the things they have in common in others, including physical similarities - recognise that there are other similarities between people that are not immediately obvious (eg: the same birthday month) 	<ul style="list-style-type: none"> cheek knee chest foot arm eyes wrist mouth nose fingers eyebrows hips chin head leg nails shoulders ankle elbow toes hand ears stomach penis vagina achieved target similar different special unique celebrate equal 	
	Assessment of Skills	Assessment of Knowledge		
	<p>Set simple targets. Use the correct terminology of body parts to compare boys and girls. Describe simple differences and similarities between themselves and other children. Identify common likes and dislikes between themselves and someone else.</p>	<p>What are you good at? Reading, writing, maths, sports, skipping, running, drawing, dancing, riding a bike etc. What do you need help with? Reading, writing, maths, tying laces, zipping coat etc. How are boys and girls different? Girls have a vagina and boys have a penis. What does unique mean? It means that we are all special in different ways.</p>		

PSHE – Health		Topic: How can we be healthy?	Term: Summer 1	Year: 1
Foundations of previous learning: Staying healthy				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H1- what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health - H2 - to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	H1: <ul style="list-style-type: none"> - describe how physical activity and sleep helps their bodies to grow and them to feel well - describe how they can take care of their dental health H2: <ul style="list-style-type: none"> - describe what they like and what they dislike 	H1: <ul style="list-style-type: none"> - identify some ways of taking care of themselves on a daily basis - list favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation H2: <ul style="list-style-type: none"> - recognise what a choice is - identify some choices they can make to help improve how they feel - recognise choices have consequences, and that these may be good or not so good 	Exercise Sleep Healthy Food Teeth Health Clean Like Dislike Care Choice Consequence	
	<u>Assessment of Skills</u>	<u>Assessment of Knowledge</u>		
	Describe how to take care of their physical and dental health. Describe what they like and dislike.	How can you take care of yourself every day? Eat healthily, sleep, exercise, drink water, brush my teeth, was my body. Tell me some foods that keep you healthy. Fruits, vegetables, fish etc. Tell me some choices which can help you feel good. Doing something you enjoy, being kind to others, spending time with family/friends. Tell me some choices which have consequences. Refusing to follow rules, hurting other people etc.		

SCHOOL

PSHE – Safety and Risk		Topic: How do we keep safe?	Term: Summer 2	Year: 1
Foundations of previous learning: Staying healthy People who help us				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H12 - rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety - H13 - about people who look after them, their family networks, who to go to if they are worried and how to attract their attention - H14 - about the ways that pupils can help the people who look after them to more easily protect them - H15 - to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets - L10 - about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	H12: <ul style="list-style-type: none"> - demonstrate an understanding that they have a right to 'be safe on the outside' and 'feel safe on the inside' - describe the things they do in school or at home to keep themselves and others safe - explain what they can say or do if they feel unsafe or think something is not safe H13/14/15: <ul style="list-style-type: none"> - explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') - demonstrate ways they can attract the attention of people who care for them and make sure they are listened to recognise that it is very important to tell someone if they are worried about something L10: <ul style="list-style-type: none"> - describe the work they do and how it helps others - explain what they could do to attract attention or to ask for help in different situations 	H12: <ul style="list-style-type: none"> - identify rules for keeping safe in a range of familiar situations, such as crossing the road - identify the adults in school, at home and in the wider environment who help keep them safe in different places and situations H13/14/15: <ul style="list-style-type: none"> - identify the people who look after them in school and outside of school (immediate family or wider family networks) - identify whom they can go to if they are worried about something L10: <ul style="list-style-type: none"> - name a range of different jobs that people in the local community do - identify who could help them in different places - identify that 999 is an emergency number and can be dialled to get help in an emergency 	Safe Outside Inside Unsafe Nervous Worried Ask Tell Attention Rules Adults Jobs Emergency Lost Police Paramedic Fireman	
Assessment of Skills		Assessment of Knowledge		
	Describe how they can keep themselves safe in school and at home. Explain what they can do if they feel unsafe. Demonstrate how they can attract attention of people who care for them if they feel worried.	Who helps to keep you safe at home? Mum, dad, grandparents, carers etc. Who helps to keep you safe in school? Teachers, cleaners, office staff, kitchen staff etc. Who could help you if you were lost? Police, firefighters, people who work in a shop, paramedics.		

SCHOOL

PSHE – Rights and Responsibilities		Topic: How can we help?	Term: Autumn 1	Year: 2
Foundations of previous learning: EYFS – Manners and routines, following rules, being responsible, taking turns, sharing and listening Y1 - How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H16 - what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy - R6 - to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) - R7 - to offer constructive support and feedback to others - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class - L3 - that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) - L5 - what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy) 	H16: <ul style="list-style-type: none"> - explain what is meant by privacy or 'keeping something private' R6/7 <ul style="list-style-type: none"> - describe or demonstrate how to listen to others - give examples of, or demonstrate, how to work and play cooperatively - describe or demonstrate strategies they can use to resolve simple arguments or disagreements L3: <ul style="list-style-type: none"> - describe some of the different responsibilities to support the needs of others - describe how it feels when everyone works cooperatively - how it feels to have your needs met by your group/class (helped with work, sharing equipment, listening to others) - explain what happens if our responsibilities are not carried out L5: <ul style="list-style-type: none"> - describe what makes an environment pleasant to live in - explain the shared responsibility we have to take care of our environments for others 	H16: <ul style="list-style-type: none"> - why it is important to keep some things private, for example passwords (online safety) - recognise times when they and others want or have the right to privacy and that it is important to respect someone's privacy - recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) R6/7 <ul style="list-style-type: none"> - give reasons why it is important work and play well together - describe occasions when they have been offered/given support and feedback in and how it helped them - identify ways to offer support to others in class time and on the playground - suggest good and not so good ways to let others know when we don't want support L3: <ul style="list-style-type: none"> - identify that needs all living things have rights or needs (e.g. pets or animals) - identify some needs (rights) of pupils in the classroom - identify who to talk to if responsibilities are not being carried out and rights are not being met L5: <ul style="list-style-type: none"> - give examples of some of the problems that might occur in these environments (e.g. litter, anti-social behaviour, neglect.) - give examples of different ways that the environment can be improved (e.g. signposting, litter picking/tidy, bins, benches, tree planting, swings, marked playing areas) - suggest some steps they could take as an individual and as a class to improve their local environment 	Privacy Private Respect Rights Responsibilities Feelings Share Improves Harms Sharing Listening Environment Feedback	
	Assessment of Skills	Assessment of Knowledge		
	Explain what 'keeping something private' means. Give examples of ways they can solve arguments. Describe how it feels when everyone works together in class. Give examples of what they can do to help their environment.	What type of things should we keep private? Where we live, passwords, which school we go to, our body How can we help others in class and on the playground? Play with them, share things with them, get an adult if they need one Who could you talk to if you think you are not getting something you need (e.g. food, shelter, warmth)? An adult, a teacher (may specify a name), parent, sibling, friend How could an environment be damaged? Litter, pollution, broken things such as benches, fallen trees		

PSHE – Feelings and Friendships		Topic: How do we show our feelings and what it bullying?	Term: Autumn 2	Year: 2
Foundations of previous learning: EYFS – Feelings and emotions, being fair, being honest, taking turns, sharing and listening Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding the feelings of others				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H5 - about change and loss and the associated feelings (including moving home, losing toys, pets or friends) - R10 - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) - R13 - to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable - R14 - strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	H5: <ul style="list-style-type: none"> - identify feelings people might have about different kinds of change or loss - identify some ways to manage feelings associated with change and loss R10: <ul style="list-style-type: none"> - describe different types of touch (cuddles, kisses, strokes, rough and tumble) and when these are nice to receive (e.g. a hug from your best friend when you are feeling sad) - describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable R13/14: <ul style="list-style-type: none"> - recognise that although teasing might sometimes be funny, it can sometimes also be hurtful - suggest ways they can be supportive of children who have been or feel they have been teased/bullied 	H5: <ul style="list-style-type: none"> - describe different kinds of change or loss that they or others may have experienced - describe how this can make someone behave - recognise ways they can comfort or be sensitive to the needs of others who have experienced change or loss R10: <ul style="list-style-type: none"> - recognise there are parts of their body that are private - recognise they have a choice about being touched and the right to say 'no' if they don't feel comfortable - explain that it is important to tell an adult they trust if they are worried or upset about this R13/14: <ul style="list-style-type: none"> - identify what is meant by bullying and why this is wrong - identify that hurtful teasing and bullying can happen in different ways (eg: physically or with words) - identify people in school/at home whom they can talk to if they are worried about teasing/bullying 	Change Loss Feelings Acceptable Unacceptable Comfortable Uncomfortable Teasing Bullying	
	Assessment of Skills	Assessment of Knowledge		
	Give examples of how they can manage their feelings when experiencing change or loss. Give examples of comfortable/appropriate and uncomfortable/inappropriate touch. Give examples of how they would help someone who has been teased/bullied.	Give examples of change and loss and how it can make people feel. Change – move house, school, class, year group, get a new teacher, new friends, new sibling, new parent. Feeling may vary depending upon their experience. Loss – tooth, friend (if moved school), family member, pet. Feeling may vary depending upon experience Which parts of are body are private? All if you want them to be but specifically vagina and penis. What would you do if someone touched you and you didn't want them to? Tell an adult you trust such as parent or family member, teacher, police. What is bullying? Unkind behaviour which happens repeatedly over time and causes someone to feel unhappy. Who would you speak to if you were worried about teasing or bullying? An adult, a family member, parent, teacher		

PSHE – Health		Topic: How can we keep clean?	Term: Spring 1	Year: 2
Foundations of previous learning: Y1 - How can we be healthy? What is and how to maintain a healthy lifestyle; making healthy, informed choices				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H6 - the importance of, and how to, maintain personal hygiene - H7 - how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading - H1 - what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	H6/7: <ul style="list-style-type: none"> - describe daily personal hygiene routines - explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene H1: <ul style="list-style-type: none"> - describe what being healthy means - describe different ways in which they can help keep themselves healthy 	H6/7: <ul style="list-style-type: none"> - identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained - recognise how some diseases can be spread and that these can be controlled by personal hygiene practices - recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication H1: <ul style="list-style-type: none"> - recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth - identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth - identify the impact on people don't look after their bodies 	Hygiene Clean Diseases Spread Health Lifestyle Medication	
<u>Assessment of Skills</u>		<u>Assessment of Knowledge</u>		
Describe how we can keep ourselves clean. Describe what being healthy means and ways they can keep healthy.		Why is it good to take care of our bodies? Keep them healthy, don't smell, people want to spend time with us. What might happen if we do not keep our bodies clean? We will be dirty, might smell, have bad breath, greasy hair Why do we need to be healthy? Our body can be strong and grow, we have energy and feel good, we can concentrate What might happen if we don't look after our bodies? Our body takes longer to feel better, we might get poorly more often, we will be tired, have no energy, not able to concentrate at school		

SCHOOL

PSHE – Identity		Topic: What is the same and different about us?	Term: Spring 2	Year: 2
Foundations of previous learning: EYFS – Diversity and we are unique and special Y1 – What makes us special? Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H3- to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals - H8 - about the process of growing from young to old and how people's needs change - H9 - about growing and changing and new opportunities and responsibilities that increasing independence may bring - H10 - the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls - R8 - to identify and respect the differences and similarities between people - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class - L4 - that they belong to different groups and communities such as family and school 	H3: <ul style="list-style-type: none"> - explain what they need help with - review their own targets and set themselves realistic but challenging personal goals H8/9: <ul style="list-style-type: none"> - describe ways they have grown and changed - describe additional responsibilities they have now (in class, school and at home) H10: <ul style="list-style-type: none"> - recognise the male and female sex parts - recognise and use the correct names for main parts of the body including external genitalia R8: <ul style="list-style-type: none"> - describe some of the ways in which they are similar/different to other class members - find things they have in common with their peers, or others - explain that everyone is equal and valued L4: <ul style="list-style-type: none"> - describe how it feels to be a member of a group and what they do - describe the different rights and responsibilities they have in the groups they belong to 	H3: <ul style="list-style-type: none"> - describe what they are good at and how they know - recognise that it is ok to make mistakes and that they are part of learning - describe how their achievements are celebrated H8/9: <ul style="list-style-type: none"> - identify ways they are more independent now from when they were younger - identify how people's needs change as they grow older H10: <ul style="list-style-type: none"> - identify the physical similarities and differences between boys and girls R8: <ul style="list-style-type: none"> - identify some things that contribute to their identity - describe or demonstrate ways of showing respect to people who are different to them L4: <ul style="list-style-type: none"> - identify the range of groups they belong to (friends, class, year group, faith) - explain their own and others roles within the groups - explain how group members make sure everyone feels included 	Strengths Challenges Goals Targets Growing Changing Responsibilities Similarities Differences Respect Groups Communities	Body parts: cheek knee chest foot arm eyes wrist mouth nose fingers eyebrows hips chin head leg nails shoulders ankle elbow toes hand ears stomach penis vagina
	Assessment of Skills	Assessment of Knowledge		
	To be able to set their own targets and say if they have achieved them. Explain how they have grown and change since they were a baby. To be able to name the parts of the body, including external genitalia. To be able to give similarities and differences between themselves and other children. Describe groups they belong to and what their roles are.	What are you good at? How do you know? Children will give individual answers e.g. drawing – my pictures look like what I am supposed to draw. What can do on their own which you could not do when you were younger? Children will give individual answers e.g. I can run fast. What are the differences between boys and girls? Boys have a penis, girls have a vagina What makes you special? Individual to each child e.g. I can do... I have long hair Which groups do you belong to? School, clubs, school council, mosque, church What do you do when you are with the group? Individual to the group they belong to e.g. learn in school, play games at a club, pray at mosque or church		

PSHE – Money		Topic: What can we do with money?	Term: Summer 1	Year: 2
Foundations of previous learning: Y1 Responsibilities and keep safe				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L6 - that money comes from different sources and can be used for different purposes, including the concepts of spending and saving - L7 - about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	L6/7: <ul style="list-style-type: none"> - describe different kinds of money (coins and paper) and different ways of paying for things (cheques, cards, online) - explain the importance of keeping money safe and some ways of doing this 	L6/7: <ul style="list-style-type: none"> - explain how money is obtained - give examples of some of the choices they might have about spending or saving money and what helps them decide - identify how people keep track of what money is spent or saved and why this is important 	Money Spending Saving Safe Choices Coins Paper/notes Cheque Card Online	
Assessment of Skills		Assessment of Knowledge		
To know how we can pay for things and how we can keep money safe.		How do we get money? From mum and dad, from the bank, pocket money, job How do people know what they have spent? Bank, bank account, bills, piggy bank How do people know how much money they have saved? Bank account, bank, piggy bank, internet		

SCHOOL

PSHE – Safety and Risk		Topic: How can we keep safe in different places?	Term: Summer 2	Year: 2
Foundations of previous learning: EYFS – Staying healthy and people who help us Y1 - How do we keep safe? People who look after them; how to get help; their responsibility for keeping themselves and others safe				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H11 - that household products, including medicines, can be harmful if not used properly - H12 - rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety - H13 - about people who look after them, their family networks, who to go to if they are worried and how to attract their attention - R3 - the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid - R Ongoing - to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 	H11: <ul style="list-style-type: none"> - explain how some household products are used and for what reasons medicines are taken - explain that household products and medicines can be harmful if used incorrectly - recognise that most household products and medicines have a specific and an individual use H12: <ul style="list-style-type: none"> - describe different ways they can keep safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire) - demonstrate ways they can ask for help from people whose job it is to keep them safe H13: <ul style="list-style-type: none"> - explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') - demonstrate how to ask for help (and keep asking until they are listened to) - explain why it is very important to tell someone if they are worried about something R3: <ul style="list-style-type: none"> - explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt - explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them feel uncertain, uncomfortable or worried 	H11: <ul style="list-style-type: none"> - identify some medicines and the correct ways in which they should be administered (swallowed, inhaled, injected, applied to skin) - explain how to keep safe when taking medicines and around other household substances H12: <ul style="list-style-type: none"> - recognise they have a right to 'be safe on the outside' and 'feel safe on the inside' - identify ways of keeping safe online - identify potential unsafe situations and steps they can take to avoid or remove themselves from them H13: <ul style="list-style-type: none"> - identify the people who look after them and explain how they care for them - recognise how they can help the people who look after them - identify where they can go for help (including online, phone helpline, person at school, person at home) and how to ask for help in different contexts - identify what might happen next if someone asks for help R3: <ul style="list-style-type: none"> - give examples of surprises that are nice to keep secret (until everyone finds out about them) - identify whom they can go to in school if they are worried about a surprise or a secret 	Safe Unsafe Medicines Products Harmful Attract Attention Secrets Surprise Comfortable Uncomfortable Worried Nervous	
	Assessment of Skills	Assessment of Knowledge		
	To be able to explain how to stay safe around medicine and household products. To give ways that they can keep safe in familiar and unfamiliar situations. Show ways that they can ask for help e.g. hand signal. Explain why it is important to tell someone if they are worried about something. To be able to explain that you can tell a safe person about a secret or surprise if it makes you feel unsafe or worried.	How can you stay safe when taking medicine? Not take it on your own, always ask an adult to give it to you, make sure the adult follows the instructions. How can you stay safe around household products e.g. cleaning products? Don't touch products with the toxic sign on. Don't touch products locked away. How can you stay safe online? Only play on games you are allowed on, don't tell anyone your personal information, tell an adult if someone you don't know tries to talk to you, tell an adult if something pops up. What could you do if you felt unsafe? Tell an adult you trust Who keeps you safe? Parent, family member, friends, siblings, teachers, police, fire fighters, doctors, nurses		

PSHE – Safety and Risk		Topic: What are the rules that make us safe?	Term: Autumn 1	Year: 3
Foundations of previous learning: Y1 - How do we keep safe? People who look after them; how to get help; their responsibility for keeping themselves and others safe Y2 – How can we keep safe in different places? People who look after them; how to get help; household products; rules for keeping safe in different places; secrets and surprises				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H15 - school rules about health and safety, basic emergency aid procedures, where and how to get help - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H21 - strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe - R8 - to judge what kind of physical contact is acceptable or unacceptable and how to respond - R9 - the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H15:</p> <ul style="list-style-type: none"> - explain what an emergency is, where and how to get help if they feel a situation is unsafe or in an emergency <p>H12:</p> <ul style="list-style-type: none"> - describe simple hygiene routines that reduce the spread of bacteria and viruses - explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health <p>H21:</p> <ul style="list-style-type: none"> - describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks) identify who can help if something is, seems or may become unsafe <p>H23:</p> <ul style="list-style-type: none"> - give examples of how they help to keep themselves (or others) safe - identify different ways asking for help – including online <p>R8:</p> <ul style="list-style-type: none"> - identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us - recognise physical contact that is aggressive or hurtful is not acceptable - explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused <p>R9:</p> <ul style="list-style-type: none"> - identify times when confidentiality might be important - explain that if someone does ask them to keep a secret that might be hurtful or unsafe, they should tell an adult they trust, such as a teacher 	<p>H15:</p> <ul style="list-style-type: none"> - identify school rules about health and safety - give reasons for having school rules about health and safety - describe what could happen if health and safety rules are not followed <p>H12:</p> <ul style="list-style-type: none"> - explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses and how they can be passed on from one person to another <p>H21:</p> <ul style="list-style-type: none"> - recognise there is advice and guidance to help keep people safe in different places and situations - identify some of the risks that may occur <p>H23:</p> <ul style="list-style-type: none"> - identify people who help them to stay healthy and stay safe - give examples of how they are helped to stay healthy and stay safe in a variety of places and situations - recognise that they should always report things that mean they or others may not be safe - identify appropriate people to tell or talk with about their concerns <p>R8:</p> <ul style="list-style-type: none"> - explain that everyone has a right to have their 'body space' respected and that they should respect others body space - explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like <p>R9:</p> <ul style="list-style-type: none"> - identify what it means to keep something confidential or secret - recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so - recognise that even if they have agreed, they can and should still tell a teacher 	Emergency Hygiene Routine Bacteria Virus Germs Spread Health Safe Unsafe Physical contact Uncomfortable Worried Hurt Confidentiality Trust Safety Body space Respect	
	Assessment of Skills	Assessment of Knowledge		
	To be able to give examples of types of emergencies and explain how they would get help. To be able to explain and follow simple hygiene routines. To be able to explain and demonstrate ways of keeping safe outdoors. To be able to give ways/demonstrate how they can ask for help in different situations e.g. hand signals, telephone, trusted adults, emergency services. To explain who they would talk to or how they would get help if someone hurt them or made them feel uncomfortable or worried. To explain what they would do if they were asked to keep an unsafe secret.	What are our health and safety rules in school? No running around. Gates are locked, need tokens to get out of school gates. Visitors have to sign in and wear a lanyard. All staff have to have their school badge. There are ratios for when teachers take children out for trips. How are bacteria and viruses spread? They can travel through the air and land on surfaces which can then be touched and get into our bodies. What might happen if you do not follow the rules on roads/near railways/near water? Accidents can happen. You could potentially die or be seriously hurt. Who could you go to if you felt unsafe? What about if you could not speak to someone you know? Talk to people around you. Look for public members of the community that you know or have a specialist badge. (Police, security) Look on the internet, child line and various help line numbers that you could contact. What is body space and why is it important? Body space is the space around our body. Our bodies belong to us. They need to be respected. Personal space is important as if people were too close it could make them feel uncomfortable. What is the difference between safe and unsafe secrets? Safe secrets are things such as surprises. An unsafe secret could hurt someone or make them feel worried or uncomfortable.		

PSHE – Feelings and Friendships		Topic: How can we describe our feelings?	Term: Autumn 2	Year: 3
Foundations of previous learning: Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding the feelings of others Y2 – How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H6- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H8 - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - R1 - to recognise and respond appropriately to a wider range of feelings in others - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H6/7:</p> <ul style="list-style-type: none"> - use a scale of intensity to help describe different feelings - recognise that people can also have lots of different feelings all at once (such as at times of change) <p>H8:</p> <ul style="list-style-type: none"> - identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better - show empathy towards others <p>R1:</p> <ul style="list-style-type: none"> - identify how people's bodies and faces can show their feelings - identify when someone might need help with their feelings and who to talk to 	<p>H6/7:</p> <ul style="list-style-type: none"> - describe a range of different feelings (good and not so good) - describe how different feelings are experienced in their bodies - recognise the importance of sharing their feelings - identify some positive ways of doing this <p>H8:</p> <ul style="list-style-type: none"> - give examples of when someone might experience change (at school) - recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry) - recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this <p>R1:</p> <ul style="list-style-type: none"> - give examples of a wider range of feelings (building on learning in years 1 and 2) - describe how different feelings can make people behave - suggest how to respond to others to help them with their feelings 	Feelings Intensity Conflicting Emotions Change Transition Respond React Empathy Sharing Expressing	
	Assessment of Skills	Assessment of Knowledge		
	Explain how feelings can change in intensity and how we can have lots of different feelings at once. To be able to explain ways to help themselves and others feel better. To explain how they would know if someone needed help with their feelings.	<p>How can you share your feelings? Why is it important to share your feelings? You can share your feelings by speaking to someone, body language and facial expressions. You could also write them down. It is important to share your feelings so you can get help and support with the struggles you might be feeling. The issues may get bigger and this could lead to others being upset and hurt.</p> <p>What types of change might happen at school? How might these changes make you feel? -Moving year group -Leaving school in year 6 -Covid -A new teacher</p> <p>Name some feelings that you know. How might feeling ____ make someone behave? -Sad/ cry isolate themselves -Worried/ feeling sick -Anxious/ feeling sick/shaking/ heart racing -Happy/ smiling</p>		

PSHE – Rights and Responsibilities		Topic: What are we responsible for?	Term: Spring 1	Year: 3		
Foundations of previous learning: Y1 - How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others Y2 – How can we help? School and class rules and their importance; respecting own and other’s rights and needs; privacy; listening to and supporting others; looking after the environment						
Unit Learning						
Learning Opportunities	Skills	Knowledge	Vocabulary			
<ul style="list-style-type: none"> - L7 - that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities - R7 - that their actions affect themselves and others - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	L7: <ul style="list-style-type: none"> - recognise the skills required to carry out their responsibilities - describe how to feels to be responsible - give suggestions of how they can make a difference to local and world-wide environment issues R7: <ul style="list-style-type: none"> - describe how one person’s actions can affect another person, or a group of people - describe how a person’s actions can affect the person themselves 	L7: <ul style="list-style-type: none"> - identify who is responsible for things at school, at home and in the environment - identify rights and responsibilities they have in the context of school, home and the environment R7: <ul style="list-style-type: none"> - identify actions that would affect others positively - identify actions that would affect others negatively - identify why it is important to ‘think before we act’ 	Responsibilities Community Environment Actions Respond Respect Affect			
	Assessment of Skills				Assessment of Knowledge	
	To be able to give examples of their responsibilities and how they will carry them out. To be able to explain how their actions can affect other people.				What responsibilities do you have at home/in school/in the environment? -Tidying room -Helping with jobs -Doing work in school -Trying our best -Being a good friend -Looking after the environment Give examples of something you could do to make someone feel good. -Spending time with friends -Reading books -Going out to do activities -Self-care/ chill time/ watching TV/ having a bath Give examples of something you could do that would make some feel negative feelings. -Saying hurtful things -Being unkind -Not helping others	

SCHOOL

PSHE – Health		Topic: How can we wat well?	Term: Spring 2	Year: 3
Foundations of previous learning: Y1 - How can we be healthy? What is and how to maintain a healthy lifestyle; making healthy, informed choices Y2 – How can we keep clean? Importance of and how to maintain personal hygiene; how to prevent diseases from spreading				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H1 - what positively and negatively affects their physical, mental and emotional health - H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' - H3 - to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H1/2:</p> <ul style="list-style-type: none"> - describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives - describe choices that have positive consequences on health and those which may have more negative effect - describe what helps people to make a positive choice <p>H3:</p> <ul style="list-style-type: none"> - recognise when they have opportunities to make choices about food and drink - explain what they need to consider when making these choices 	<p>H1/2:</p> <ul style="list-style-type: none"> - identify different ways to help maintain good health - recognise what is meant by a 'balanced lifestyle' <p>H3:</p> <ul style="list-style-type: none"> - recognise what makes a balanced diet - identify what food they think should be eaten regularly to maintain good health - identify what or who helps them decide what to eat and drink 	Positive Negative Health Physical Mental Emotional Choices Balanced Lifestyle Diet	
	Assessment of Skills	Assessment of Knowledge		
	To be able to give examples of positive choices they could make to improve their health. To be able to make some of their own choices to ensure they have a balanced lifestyle.	What is a balanced lifestyle? Eating a range of good foods from the 5 food groups and exercising regularly How can you make sure that you stay healthy? -Eating a balanced diet -Exercise -Getting enough sleep Do you think you could make any changes to your lifestyle to make it more balanced? Give some examples. -Eating more fruit and vegetables -Choosing better foods like coke zero -Walking more places instead of driving or getting the bus -Make more foods at home not getting takeaways		

PSHE – Feelings and Friendships		Topic: What can we do about bullying?	Term: Summer 1	Year: 3
Foundations of previous learning: Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding the feelings of others Y2 – How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying Y3 Autumn 2 – How can we describe our feelings? Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other’s feelings				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - R18 - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe 	<p>R18:</p> <ul style="list-style-type: none"> - describe what changes when ‘joking’ or ‘playful teasing’ becomes hurtful to another - describe how teasing, bullying and aggression can make someone feel - describe some ways of responding if they experience or witness bullying <p>H23:</p> <ul style="list-style-type: none"> - give examples of how they help to keep themselves (or others) safe - identify different ways asking for help – including online 	<p>R18:</p> <ul style="list-style-type: none"> - give a definition of ‘bullying’ - identify how, where and when where hurtful teasing and bullying can happen (including online) - explain the importance of telling someone if they know (or think they know) this is happening - identify who to ask for help or report to, what to say and what will happen next <p>H23:</p> <ul style="list-style-type: none"> - identify people who help them to stay healthy and stay safe - give examples of how they are helped to stay healthy and stay safe in a variety of places and situations - recognise that they should always report things that mean they or others may not be safe - identify appropriate people to tell or talk with about their concerns 	Bullying Abuse Respond Respect Feelings Care Healthy Safe Joking Teasing Report Tell	
	Assessment of Skills	Assessment of Knowledge		
	To be able to demonstrate ways that they could respond if they witnessed or experienced bullying. Know different ways to ask for or find help in different situations.	<p>What is bullying? It is seeking harm or intimidate others (more than once).</p> <p>Why is it important to tell someone if you know or think you know that bullying is happening? It is important to tell someone because you could help the situation. It would make you part of the bullying situation if you saw it and didn't say something. That person may not feel brave enough to tell someone. You could help someone.</p> <p>Who could you speak to if you did not feel safe? -A trusted person -Family/Friend -Doctor -Police -Parents -Teachers</p>		

SCHOOL

PSHE – Money		Topic: What jobs would we like?	Term: Summer 2	Year: 3
Foundations of previous learning: Y2 – What can we do with money? Where money comes from; spending; saving; keeping money safe				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - R16 - to recognise and challenge stereotypes - R11 - to work collaboratively towards shared goals - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view - L16 - what is meant by enterprise and begin to develop enterprise skills - H5 - to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals 	<p>R16:</p> <ul style="list-style-type: none"> - recognise some different kinds of stereotypes (such as gender stereotypes) - identify why stereotyping can lead to problems <p>R11:</p> <ul style="list-style-type: none"> - demonstrate essential attributes that are needed to work collaboratively <p>L16:</p> <ul style="list-style-type: none"> - describe or demonstrate some of the skills that are needed to help to raise / make money at these events <p>H5:</p> <ul style="list-style-type: none"> - reflect on their achievements and describe what they are proud of - describe steps they can take to improve 	<p>R16:</p> <ul style="list-style-type: none"> - give a simple definition of what is meant by 'stereotype' - give examples of when stereotypes are challenged <p>R11:</p> <ul style="list-style-type: none"> - describe what a shared goal means in terms of group and class shared goals - give examples of skills needed by individuals to co-operate when working with others in groups <p>L16:</p> <ul style="list-style-type: none"> - recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so - give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events) <p>H5:</p> <ul style="list-style-type: none"> - describe the different ways achievements can be celebrated - describe aspirations for the end of term/school year and how they will know if they have achieved them - explain how making mistakes along the way can help them to learn 	Stereotypes Collaborative Respect Challenge Enterprise Achievements Strengths Improvement Aspirations Goals Group Shared Mistakes	
	Assessment of Skills	Assessment of Knowledge		
	To be able to explain how stereotypes can make people feel. To be able to work collaboratively in the classroom. To be able to participate in an enterprising activity. To be able to describe their achievements and how they can improve.	<p>What is a stereotype? Can you give some examples? Stereotype as a generalized belief about a particular category of people. Only boys are footballers, only girls are hair dressers or beauticians. Being a certain gender doesn't specify what job you are able to do.</p> <p>What do you need to be able to do when you work as part of a group? -Communication skills -Taking turns -Listening skills -Team work -Contribute -Respectful</p> <p>What does being enterprising mean? Being enterprising means having the resourcefulness, initiative and drive to recognise opportunities, and the motivation to make the most of them.</p> <p>Why is it good to make mistakes? You can learn from mistakes, they will teach you how to do things next time.</p>		

PSHE – Rights and Responsibilities		Topic: How can we be a good friend?	Term: Autumn 1	Year: 4
Foundations of previous learning: Y1 - How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others Y2 – How can we help? School and class rules and their importance; respecting own and other’s rights and needs; privacy; listening to and supporting others; looking after the environment Y3 – What are we responsible for? Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - R1 - to recognise and respond appropriately to a wider range of feelings in others - R2 - to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships - R12 - to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others’ points of view - L8- to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices 	<p>R1:</p> <ul style="list-style-type: none"> - give examples of how to recognise feelings in others - describe how feelings can affect thoughts and behaviour - discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively) <p>R2:</p> <ul style="list-style-type: none"> - describe the qualities of a good friendship - describe how problems that might arise in friendships can be approached in a positive way <p>R12:</p> <ul style="list-style-type: none"> - demonstrate negotiating a ‘win-win’ outcome - describe or demonstrate how to give someone feedback and support <p>L8:</p> <ul style="list-style-type: none"> - suggest different ways to demonstrate that we value the others’ points of view - describe the skills we need to practise to resolve differences 	<p>R1:</p> <ul style="list-style-type: none"> - describe a wide range of different feelings - explain what makes feelings better or worse/what helps/doesn’t help <p>R2:</p> <ul style="list-style-type: none"> - identify different types of relationships they have and know about - explain what makes friends and other people they care about (family or ‘special people’) important to them - identify the responsibilities we share in maintaining positive friendships - identify some ways in which relationships can be recognised, celebrated or ‘marked’ by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers’ Day) <p>R12:</p> <ul style="list-style-type: none"> - explain what means to negotiate - give examples of compromise that occur in school and home - give examples of where strategies have worked well/not worked in class/the playground <p>L8:</p> <ul style="list-style-type: none"> - describe how it can feel to agree / disagree with someone - explain how sometimes resolving differences means ‘agreeing to disagree’ - explain the concept of compromise and how both parties may need to ‘give a little’ to get a ‘win-win’ 	Feelings Positive Healthy Relationship Conflict Negotiation Compromise Feedback Support Respect Confidence Challenge Respect Choices Friendship Responsibilities	
	Assessment of Skills	Assessment of Knowledge		
	To be able to recognise and respond to a range of feelings in others. To know what makes a positive relationship and how problems can be solved in a positive way. To be able to demonstrate how to negotiate in a relevant scenario. To be able to give ways that we can show others that we value their opinions.	Can you give me an example of some feelings? What could make this feeling better/worse? Anger, sadness, frustration, excited ness, happiness, elation Better - having someone to talk to, nice things happening, Worse - something bad happening, not talking to someone What types of relationships can you tell me about? What can we do to make sure they are positive relationships? Friendships, family, between us and teachers/adults Using kind words and actions, respecting each others' opinions and beliefs. What does negotiate mean? Talk together to discuss something. What does compromise mean? When you come up with a solution that makes everyone happy.		

PSHE – Feelings and Friendships		Topic: How do we grow and change?	Term: Autumn 2	Year: 4
Foundations of previous learning: Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding to the feelings of others Y2 – How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying Y3 – How can we describe our feelings? Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other’s feelings				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H18 - how their body will, and their emotions may, change as they approach and move through puberty - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H7:</p> <ul style="list-style-type: none"> - identify when feelings (good or not so good) might be overwhelming and describe how this can feel - describe some positive ways of sharing feelings, recognising that this can help manage them <p>H12:</p> <ul style="list-style-type: none"> - explain how people can help prevent the spread of bacteria and viruses - describe a range of simple, everyday hygiene routines <p>H18:</p> <ul style="list-style-type: none"> - explain what happens during periods (menstruation) and ejaculation and how to manage both - explain why it is important and how to keep themselves clean during puberty - identify where to get help and support about the changes that happen at puberty 	<p>H7:</p> <ul style="list-style-type: none"> - describe a range of different feelings (good and not so good) - describe feelings according to their intensity - explain that people can also feel lots of different emotions all at once (such as at times of change) - explain the importance of noticing different feelings <p>H12:</p> <ul style="list-style-type: none"> - explain what bacteria and viruses are, how they can affect health and how they are spread - recognise the shared responsibility for maintaining a clean environment <p>H18:</p> <ul style="list-style-type: none"> - identify changes in the human life cycle - identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults - identify that the changes are ongoing and usually happen between the ages of 8-17 years - describe the effects of puberty on male and female bodies – how bodies grow and change - explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings - describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them 	Emotions Overcome Overwhelming Intensity Feelings Bacteria Viruses Hygiene Routines Spread Responsibility Change Transition Puberty Menstruation Ejaculation Penis Vagina Hips Muscles Sweat Life cycle Mood swings	
	Assessment of Skills	Assessment of Knowledge		
	To be able to share their feelings and know why it is important. To be able to explain and carry out simple hygiene routines. To know how to manage puberty, to keep themselves clean and to get help and support.	When might someone feel different emotions? Why is it important to know the different ways you are feeling? If something good/bad happens, when someone is kind/mean, given a present, a surprise So that if you need help, you can explain what you're feeling to someone. What are bacteria and viruses? How do they spread? They are microorganisms that can make us ill. They live everywhere. Coughs, sneezes, spit, touching things What can you tell me about puberty? Boys and girls bodies change and become more manly/womanly. We might get hair in new places and our voices may start to get lower. It can also affect our moods.		

PSHE – Identity		Topic: What is diversity?	Term: Spring 1	Year: 4
Foundations of previous learning: Y1 – What makes us special? Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same Y2 – What is the same and different about us? Sharing opinions and views; identity and respect; similarities and differences				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L11 - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom - L12 - to consider the lives of people living in other places, and people with different values and customs - R16 - to recognise and challenge stereotypes - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>L11:</p> <ul style="list-style-type: none"> - identify some of the ways people can show respect for different cultures and identities - participate in a celebrating the range of different identities and cultures in the UK <p>L12:</p> <ul style="list-style-type: none"> - explain how we show respect and appreciate the traditions of other cultures <p>R16:</p> <ul style="list-style-type: none"> - identify when stereotypes are challenged and explain how this helps to break down the stereotype 	<p>L11:</p> <ul style="list-style-type: none"> - identify that UK is made of people from different religious and ethnic identities - recognise that this makes the UK a richly diverse community - identify reasons why people might move from one place to another - recognise that this has happened for many thousands of years (people have always moved from one place / country to another) <p>L12:</p> <ul style="list-style-type: none"> - describe customs or traditions celebrated their own families / community - identify different traditions that relate to entry into adulthood / adolescence and different celebrations - describe different traditions from cultures other than their own - explain how they are similar or different to their own traditions <p>R16:</p> <ul style="list-style-type: none"> - explain what is meant by stereotyping - give some examples of stereotypes (such as gender stereotyping) - explain why it is important for stereotypes to be challenged 	Identities Values Customs Respect Celebrate Religious Ethnic Diverse Community Traditions Stereotype Challenge	
	Assessment of Skills	Assessment of Knowledge		
	To be able to show respect for different cultures and identities. To be able to give examples of how stereotypes can be challenged.	<p>Why do people move to different countries? There are many reasons: family, weather, living situations Can you tell me a tradition from a culture that is different to your own? E.g. Eid, Diwali, Christmas How is that tradition similar/different to a tradition that you celebrate? Dependent on child's traditions. E.g. During Eid and Christmas, we may receive gifts and spend time with family. What is stereotyping? Can you give me some examples? Stereotyping is where we say that everyone in a certain group is the same for some reason. All girls have long hair. All boys like the colour blue.</p>		

PSHE – Safety and Risk		Topic: How can we stay safe online and when using social media?	Term: Spring 2	Year: 4
Foundations of previous learning: Y1 - How do we keep safe? People who look after them; how to get help; their responsibility for keeping themselves and others safe Y2 – How can we keep safe in different places? People who look after them; how to get help; household products; rules for keeping safe in different places; secrets and surprises Y3 – What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; appropriate and inappropriate touch; how to respond; keeping safe in the local environment; how to get help in an emergency; people who help us stay safe				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H22 - strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others - H25 - how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request - H24 - the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) - R21 - to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view - L17 - to explore and critique how the media present information - L 18 - to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others 	<p>H22/25:</p> <ul style="list-style-type: none"> - explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others) - recognise that an image (or text) might be shared to many people, even though it was only sent to one person - explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust <p>R21:</p> <ul style="list-style-type: none"> - identify things / times when people might want or need to keep privacy - describe ways people can keep personal boundaries / privacy in different contexts (including online) <p>L17/18:</p> <ul style="list-style-type: none"> - identify how the media tries to influence people's choices and decisions (e.g. emotive language in adverts) - identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip) - suggest some important questions we should ask when we see images, programmes or articles in the media 	<p>H22/25:</p> <ul style="list-style-type: none"> - explain that there are rules to help keep people safe online and the importance of following these - recognise potential consequences of online safety rules not being followed - identify the sorts of images that are ok to photograph to share with others and what might not be appropriate <p>R21:</p> <ul style="list-style-type: none"> - give examples of the sorts of things that people want share with others – (including special people, classmates, everyone) - explain why it is important to respect privacy - recognise what happens when a privacy may need to be broken and when this would be important <p>L17/18:</p> <ul style="list-style-type: none"> - describe the different ways people find out information and news, about people, places and events - give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase) 	Personal information Images Uncomfortable Concern Responsible Safety Digital footprint Report Rules Consequences Privacy Influence Choices Decisions Media	
	<u>Assessment of Skills</u>	<u>Assessment of Knowledge</u>		
	To understand what a digital footprint is. To know how they can report something if they feel unsafe. To describe ways that we can keep our privacy in different contexts. To understand and be able to identify that not everything they see/read is true.	What rules should we follow online? What might happen if we don't follow these rules? Respect age limits regarding games, speak politely to each other, alert an adult if you see or hear something alarming. We might get in danger, we could see something inappropriate or end up sharing private information. Why is it important to respect privacy? What might happen if privacy is broken? Everyone has the right to keep things private. Someone might know where we live and therefore we might be in danger. Why does the media try to influence people's choices and decisions? In order to get money e.g. by buying things		

PSHE – Money		Topic: What makes us enterprising?	Term: Summer 1	Year: 4
Foundations of previous learning: Y2 – What can we do with money? Where money comes from; spending; saving; keeping money safe Y3 – What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals recognise achievements and set targets				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H15 - to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals - L16 - what is meant by enterprise and begin to develop enterprise skills - R11 - to work collaboratively towards shared goals - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H5:</p> <ul style="list-style-type: none"> - identify aspirations for the end of term/school year - identify personal strengths that will help them achieve their goals - identify what personal actions they can take to improve <p>L16:</p> <ul style="list-style-type: none"> - describe or demonstrate what personal skills or attributes might be needed to start an enterprise <p>R11:</p> <ul style="list-style-type: none"> - demonstrate negotiating a shared goal or working collaboratively - explain practical steps that can be taken to include others in our groups/work co-operatively 	<p>H5:</p> <ul style="list-style-type: none"> - recognise their worth by identifying positive things about themselves and what they are proud of - describe how learning from mistake and working with others can help them to achieve their goals <p>L16:</p> <ul style="list-style-type: none"> - explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality - describe 'real life' examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days) <p>R11:</p> <ul style="list-style-type: none"> - explain what a 'goal' is and why having a clear goal can be helpful - explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading) - identify ways of managing conflict or disagreements that might arise 	Reflect Achievements Strengths Improve Goals Targets Aspirations Mistakes Enterprise Collaborative Negotiate Cooperative Conflict Disagreement	
	Assessment of Skills	Assessment of Knowledge		
	To be able to set targets for themselves and know the sets they can take to meet them. To be able to demonstrate the necessary skills to start an enterprise. To know and be able to follow steps to ensure a group they are part of work collaboratively.	<p>Tell me some positive things about yourself that make you proud. E.g. I've learnt all of my times tables. I can speak in another language. What does it mean to be 'enterprising'? Give me some examples of enterprise in school. To find a way of making money from something. Running a stall to sell cakes or books, school discos, non-uniform days. What skills do you need to work as part of a group? You need to listen to everyone's ideas and try to cooperate with one another. What would you do if there was a disagreement in a group you were working in? Talk about it and try to compromise. Failing that, seek help from an adult.</p>		

SCHOOL

PSHE – Safety and Risk		Topic: How can we keep safe in our local area?	Term: Summer 2	Year: 4
Foundations of previous learning: Y1 - How do we keep safe? People who look after them; how to get help; their responsibility for keeping themselves and others safe Y2 – How can we keep safe in different places? People who look after them; how to get help; household products; rules for keeping safe in different places; secrets and surprises Y3 – What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; appropriate and inappropriate touch; how to respond; keeping safe in the local environment; how to get help in an emergency; people who help us stay safe Y4 (Spring) – How can we stay safe online and when using social media? Keeping safe when using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H9 - to differentiate between the terms, 'risk', 'danger' and 'hazard' - H10 - to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience - H11 - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe - H13 - how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media - H14 - to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong - H21 - strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe - R7 - that their actions affect themselves and others - R19 - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H9/10/11:</p> <ul style="list-style-type: none"> - identify risk in a range of situations - assess whether they are able to manage the risk themselves and if not, who is responsible - identify if, when and how to report potential risks, dangers and hazards to others <p>H13/14:</p> <ul style="list-style-type: none"> - recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous - describe some different ways to manage or resist pressure <p>H21:</p> <ul style="list-style-type: none"> - recognise potential consequences of safety rules not being followed - describe and demonstrate how keep to themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks) - identify when, how and who to alert if there is danger <p>H23:</p> <ul style="list-style-type: none"> - identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe - give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust <p>R7:</p> <ul style="list-style-type: none"> - explain steps that can be taken to solve problems where actions have impacted on others - identify and demonstrate behaviours and actions that show respect for self and others <p>R19:</p> <ul style="list-style-type: none"> - differentiate between playful teasing, hurtful behaviour and bullying - explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied - explain where people can get advice and help 	<p>H9/10/11:</p> <ul style="list-style-type: none"> - explain what is meant by risk, danger and hazard - describe steps that can be taken to reduce the risk or avoid danger <p>H13/14:</p> <ul style="list-style-type: none"> - recognise that pressure to do something someone feels unsure about can come from others, but also from within themselves and/or from wanting approval from others - identify who they can talk to if feeling under pressure <p>H21:</p> <ul style="list-style-type: none"> - explain why there are rules about safety in different places - give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations <p>H23:</p> <ul style="list-style-type: none"> - explain the different roles that people in school and the wider community have to help them stay healthy and safe - describe the different ways they receive help to stay healthy and safe - recognise their responsibility to report things that mean they or others may not be safe <p>R7:</p> <ul style="list-style-type: none"> - explain how their actions or choices can hurt others on the outside and on the inside - explain why it is important to 'think before we act' <p>R19:</p> <ul style="list-style-type: none"> - recognise that bullying and aggressive can be online as well as occurring in physical life - recognise what is meant by discrimination and some types of discrimination that exist - identify how this can negatively affect people (e.g. their feelings and aspirations) 	<ul style="list-style-type: none"> Risk Danger Hazard Independence Responsibility Reduce Pressure Techniques Resist Consequences Rules Alert Bullying Abuse Teasing Discrimination Advice 	
	Assessment of Skills	Assessment of Knowledge		
	<p>To be able to identify risk and how to report/manage potential risks.</p> <p>To be able to describe and demonstrate ways to manage/resist pressure.</p> <p>To know how to keep themselves safe in a variety of situations including near water and fire, on roads, near railways, on building sites and near fireworks.</p> <p>To know how and who to ask for support in different situations.</p> <p>To be able to demonstrate behaviours that show respect for themselves and others.</p> <p>To be able to differentiate between teasing and bullying and now where to get advice and help.</p>	<p>What is a risk/danger/hazard? Something that could harm us.</p> <p>What can we do to reduce risk or avoid danger? Be vigilant. E.g. pick things up off the floor, look carefully before crossing the road, ask for help from an adult if we need it.</p> <p>What would you do if you felt under pressure from someone? Tell someone - an adult, teacher etc.</p> <p>Why are there rules about safety in different places? Can you give me examples of rules near water/fire/roads/railways/building sites/fireworks? Because different places have different risks. Water - no diving in shallow water, only get in when there's a lifeguard or an adult. Fire - don't get too close, tell an adult if you see fire. Roads - stop, look and listen, cross at traffic lights or a zebra crossing where you can. Railways - stay behind the yellow line, listen to station guards and safety notices Building sites - wear a hard hat, wear high visibility clothing Fireworks - stay back from them, never try to touch or hold them</p> <p>Why is it important to report things that might make you unsafe? To reduce the risk of something bad happening to you or someone else.</p> <p>Why is it important to think before we act? So that we remain safe.</p> <p>What is discrimination? Can you give me some examples? When we treat someone differently, especially because of their age, race, gender or abilities/disabilities. E.g. Only boys can play football, only Christian people can go in a church.</p>		

PSHE – Rights and Responsibilities		Topic: What does discrimination mean?	Term: Autumn 1	Year: 5
Foundations of previous learning:				
Y1 - How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others				
Y2 – How can we help? School and class rules and their importance; respecting own and other’s rights and needs; privacy; listening to and supporting others; looking after the environment				
Y3 – What are we responsible for? Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others				
Y4 – How can we be a good friend? Link to following school and class rules; recognise a wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - R7 - that their actions affect themselves and others - R14 - to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) - R18 - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) - R13 - that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010) - R16 - to recognise and challenge stereotypes - R17 - about the difference between, and the terms associated with, sex, gender identity and sexual orientation - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others’ points of view - L Ongoing - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 	<p>R7:</p> <ul style="list-style-type: none"> - explain the importance of ‘stopping’, ‘taking a step back’ and asking ‘What if...’ <p>R14/18:</p> <ul style="list-style-type: none"> - explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if <p>R13/16/17:</p> <ul style="list-style-type: none"> - identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person’s identity - give reasons for challenging stereotypes 	<p>R7:</p> <ul style="list-style-type: none"> - explain how someone’s actions might have consequences for themselves, family, friends, wider community - identify the consequences of positive behaviour on themselves and others - identify the consequences of negative behaviour on themselves and others <p>R14/18:</p> <ul style="list-style-type: none"> - explain what is meant by prejudice and discrimination - explain how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language - describe the potential consequences of discrimination including how this might make people feel and act - identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language) - someone feels they are being bullied - describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against <p>R13/16/17:</p> <ul style="list-style-type: none"> - describe the range of different factors that make up a person’s identity - give examples of different types of stereotyping in the media - explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person’s aspirations - explain that everyone is equal no matter their identity 	Consequences Behaviour Discrimination Teasing Bullying Aggression Prejudice Responsibility Family Culture Ethnicity Race Religion Identity Diversity Gender Sexual orientation Disability Stereotypes	
	Assessment of Skills	Assessment of Knowledge		
	<p>To be able to demonstrate ‘stopping’, ‘taking a step back’ and asking ‘What if...’</p> <p>To be able to explain what they would do if they witnessed discrimination, bullying or other negative behaviour.</p> <p>To know how and why we challenged stereotypes.</p>	<p>How might someone’s action have consequences for themselves, family, friends and the wider community? Can give examples such as, walking home from school in their uniform and engaging in anti-social behaviour does not represent the school in a good way.</p> <p>What is meant by prejudice and discrimination? Prejudice means judging someone without knowing anything about them. Discrimination means acting on prejudice against people because of their sex, race, ethnicity or disability.</p> <p>How does the school community try to ensure that nobody is discriminated against? Children can explain how school promotes equality amongst students through assemblies, school councils and our school motto, be kind, work hard. The children also know that the adults in school will act if someone feels that they are being discriminated against.</p> <p>What makes up a person’s identity? A person’s identity is unique because it is the special things that make them the person that they are. Can give examples of their identity, e.g. something that they like to do such as art.</p> <p>How can stereotyping lead to prejudice? Stereotypes can lead to people having prejudice towards people because of their race, gender, ethnicity or disability. Children are aware of the role of the media in this and understand that it must be challenged. E.g. women can’t referee football matches because they know nothing about the sport.</p>		

PSHE – Feelings and Friendships		Topic: How do we grow and change?	Term: Autumn 2	Year: 5
Foundations of previous learning:				
Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding the feelings of others				
Y2 – How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying				
Y3 – How can we describe our feelings? Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other’s feelings				
Y4 – How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship/friendship; ask for advice				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H8 - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H18 - how their body will, and their emotions may, change as they approach and move through puberty - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H7:</p> <ul style="list-style-type: none"> - identify when listening to our feelings can help make decisions or to manage a challenge - identify a range of appropriate ways that people can express conflicting feelings and why this is important - identify where they and others can ask for help and support with their feelings <p>H8:</p> <ul style="list-style-type: none"> - describe ways that people can explore and express feelings at times of change - identify where to ask for advice or support at times of change <p>H12:</p> <ul style="list-style-type: none"> - describe personal hygiene routines that help keep good health and wellbeing - describe a range of household (or school) routines that keep good hygiene <p>H18:</p> <ul style="list-style-type: none"> - use the correct names of female and male reproductive organs - explain what happens during periods (menstruation) and ejaculation and how to manage both - explain why it is important and how to keep themselves clean during puberty - identify where to get help and support about the changes that happen at puberty 	<p>H7:</p> <ul style="list-style-type: none"> - demonstrate a rich vocabulary for expressing a range and the intensity of feelings - recognise that feelings change over time - recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something) <p>H8:</p> <ul style="list-style-type: none"> - describe times that involve change and transition - identify a range of feelings that someone might have during these times - recognise what grief is and how this can feel for people - identify the importance of treasuring and sharing memories <p>H12:</p> <ul style="list-style-type: none"> - explain the importance of this in relation to preventing the spread of infection - describe the shared responsibility for hygiene in the home/school <p>H18:</p> <ul style="list-style-type: none"> - identify changes in the human life cycle - identify puberty as a time in everyone's life when their bodies grow and change from children to young adults - identify that the changes are ongoing and usually happen between the ages of 8-17 years - recognise how puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults - describe the effects of puberty on male and female bodies – how bodies grow and change - explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings - describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them 	Emotions Overcome Overwhelming Intensity Feelings Bacteria Viruses Hygiene Routines Spread Responsibility Change Transition Puberty Menstruation Ejaculation Penis Vagina Hips Muscles Sweat Life cycle Mood swings Sex cells Reproduction	
	Assessment of Skills	Assessment of Knowledge		
<ul style="list-style-type: none"> - L Ongoing - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 	To know how to express conflicting emotions and how to ask for help with their feelings. To be able to explain how people might feel during times of change, how they can express their feelings and how to ask for support. To know and be able to carry out hygiene routines to maintain good health and hygiene. To know what will happen during puberty, know how to manage the changes and how to ask for support.	<p>When might you have conflicting thoughts and emotions? People may have conflicting thoughts and emotions during major life events. For example, starting a new school. They are happy and looking forward to moving on in their life but will also miss their old friends and teachers. Children can give further examples such as when a loved one dies. Upset at their loss but maybe relieved if they were in pain.</p> <p>Can you tell me about a time when you might experience change or transition? How might this make you feel? Can be a range of answers. The children might discuss starting secondary school, beginning puberty, having a sibling or even experience loss in their life, e.g. a relative or a pet.</p> <p>Why is it important that people work together when carrying out hygiene routines? It is important because hygiene routines effect everyone and if one person doesn't do it then it can have consequences for everyone else. Children can give example of not washing their hands and the spreading of germs and currently COVID-19.</p> <p>What happens during puberty? Children can talk about why their bodies will change – preparing to have children of their own in the future. Can name some changes in boys (more muscle, deeper voice, growth of penis and testicles), girls (development of breasts, begin to have period) and changes that happen to both sexes (growth of hair in the pubic region, oily skin, grow taller). Also know this is a result of a change in hormones.</p> <p>How might you feel during puberty? Children can feel unsure during this time because of the changes happening to their bodies. Children know that this is perfectly normal and that there are plenty of trusted adults to talk to both in and out of school.</p>		

PSHE – Identity		Topic: What makes a community?	Term: Spring 1	Year: 5
Foundations of previous learning: Y1 – What makes us special? Celebrate strengths and set challenging goals; growing up and how needs change; gaining independence; naming the main parts of the body (including external genitalia); identify their special people; ways they are all unique; ways in which we are the same Y2 – What is the same and different about us? Sharing opinions and views; identity and respect; similarities and differences Y4 – What is diversity? Different and diversity of people living in the UK; values and customs of people around the world; stereotypes				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L9 - what being part of a community means, and about the varied institutions that support communities locally and nationally - L10 - to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing - L11 - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom - L12 - to consider the lives of people living in other places, and people with different values and customs - L Ongoing - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>L9/10:</p> <ul style="list-style-type: none"> - describe what it means to 'volunteer' in the community 	<p>L9/10:</p> <ul style="list-style-type: none"> - explain what being part of a community means to them - identify different organisations that support school communities, i.e. governors, local government, national government and their role in helping communities to thrive and grow - give examples of voluntary groups and the kind of work they do - give examples of the difference that this kind of work makes to individuals, communities and the local environment - identify how pressure groups aim to lead social change <p>L11:</p> <ul style="list-style-type: none"> - explain that UK is a richly diverse community - recognise that people have migrated to and from the UK for many thousands of years - explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this - describe the benefits of living in a diverse society <p>L12:</p> <ul style="list-style-type: none"> - describe what the lives of people living in other places around the UK / the world may be like - describe some of the values and customs of a group of people living somewhere else in the world - give examples of differences and similarities between their life and the lives of people living in other places 	Community Volunteer Voluntary Diverse Migrated Respect Mutual Faiths Beliefs Values Customs Organisations	
	<u>Assessment of Skills</u>	<u>Assessment of Knowledge</u>		
	To know what it means to volunteer in the community and what they can do.	<p>Can you give me examples of organisations that support our school community? e.g. Police, local church, fire brigade, community service officers, ambulance.</p> <p>Can you give examples of voluntary groups? e.g. Bread and butter thing, Samaritans, charity shops.</p> <p>Why is it important to have a mutual respect for different faiths and beliefs? Respect for other faiths and beliefs is an important part of a peaceful society. Also, people have the right to believe in what they want and this should be respected.</p> <p>Can you give similarities and differences between your life and people living in Bangladesh? Similarities – faith in Islam Differences – culture including food e.g. biryani is a traditional dish in Bangladesh compared to a roast dinner in England. Access to education, children in England come to school for free, not all children in Bangladesh go to school. Housing</p>		

PSHE – Health		Topic: What are healthy choices?	Term: Spring 2	Year: 5
Foundations of previous learning: Y1 - How can we be healthy? What is and how to maintain a healthy lifestyle; making healthy, informed choices Y2 – How can we keep clean? Importance of and how to maintain personal hygiene; how to prevent diseases from spreading Y3 – How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H1 - what positively and negatively affects their physical, mental and emotional health - H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' - H16 - what is meant by the term 'habit' and why habits can be hard to change - H17 - which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe 	<p>H1/2:</p> <ul style="list-style-type: none"> - identify choices that can have positive, neutral and negative consequences on a person's health and wellbeing - identify the everyday choices people can make to help take care of their body and mind <p>H16:</p> <ul style="list-style-type: none"> - recognise that there is help for people who want to change or stop habits (e.g. stop smoking support) <p>H17:</p> <ul style="list-style-type: none"> - identify potential effects and risks related to different drugs, including that medicines may have side effects - identify how to ask for help or advice <p>H23:</p> <ul style="list-style-type: none"> - explain their personal responsibility to report things that mean they or others may not be safe - give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust 	<p>H1/2:</p> <ul style="list-style-type: none"> - identify what is meant by health: physical, mental and emotional health - explain what can affect health and wellbeing - identify the benefits of a balanced lifestyle <p>H16:</p> <ul style="list-style-type: none"> - identify that a habit might be something someone does occasionally, often or all the time - explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy - explain how a habit is sometimes the reason why people might smoke, drink coffee, drink alcohol or use other drugs - give reasons why habits can be hard to change - explain that whilst difficult, habits can be changed or stopped <p>H17:</p> <ul style="list-style-type: none"> - list commonly available legal substances and drugs used in everyday life - give reasons why someone might use a drug - recognise that there are laws around substances and drugs – some may be restricted and some are illegal to own, use or give to others - explain that there are risks related to the use of any drug - describe how to manage risks related to drug use in different familiar situations <p>H23:</p> <ul style="list-style-type: none"> - identify the variety of roles that people in school, the wider community, online have to help people stay healthy and safe - explain what will happen if they do seek help 	Consequences Health Wellbeing Physical Mental Emotional Balanced Lifestyle Habits Effects Drugs Medicine Advice Substances Legal Responsibility	
	Assessment of Skills	Assessment of Knowledge		
<ul style="list-style-type: none"> - R7 - that their actions affect themselves and others - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view - L Ongoing - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people 	<p>To be able to make choices that will have a positive impact on their health and wellbeing. Know what people can do if they want to change or stops habits? To be able to identify risks related to drugs and how to ask for help. To be able to explain what they need to do in order to keep themselves and others safe.</p>	<p>What is physical health? Physical health is the state of being free from illness or injury. It can cover a wide range of areas including healthy diet, healthy weight, dental health, personal hygiene and sleep. Physical health is vital for overall well-being.</p> <p>What is mental health? Children can explain that in the same way as everyone has physical health (which is about their body), everyone also has mental health – both children and adults – which is about their mind, their emotions and feelings. It can include how we feel about ourselves, our relationships and how we deal with challenges and difficulties.</p> <p>What is emotional health? See above as it is very similar.</p> <p>Can you give some examples of habits that help us to maintain a healthy lifestyle? Keeping fit and exercising, eating a balanced diet, cleaning regularly and getting a good nights sleep.</p> <p>Can you give some examples of habits that are less healthy? Eating an unbalanced diet (too much sugar and fat), drinking too much alcohol, taking drugs and not getting enough sleep.</p> <p>What are the risks when people take drugs? Risks can be the effect on both physical and mental health. Can lead to diseases such as cancer as well as mental health issues in future life.</p> <p>What will happen if you ask for help? Depending on who you ask then you will get help. It is about asking the right people. For example, all adults in school. Outside of school people who work for the police or other public services. It is ok to ask for help.</p>		

PSHE – Money		Topic: How can we manage our money?	Term: Summer 1	Year: 5
Foundations of previous learning: Y2 – What can we do with money? Where money comes from; spending; saving; keeping money safe Y3 – What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals recognise achievements and set targets Y4 – What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L13 - about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer - L Ongoing - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people - H14 - to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>L13:</p> <ul style="list-style-type: none"> - decide which similar items are the best 'value for money' and explain their view <p>H14:</p> <ul style="list-style-type: none"> - explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe to be wrong - identify where and how to ask for help, advice and support 	<p>L13:</p> <ul style="list-style-type: none"> - identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy) - explain that some jobs pay more than others and that money is one factor for people in choosing a career/job - explain why we should be wary of claims made in advertisements - identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more <p>H14:</p> <ul style="list-style-type: none"> - identify different influences on the behaviour of children their age - identify how peers' behaviour and other sources can influence their own behaviour - explain that they may feel a pressure from the 'inside' to copy their peers to gain acceptance or approval 	Money Consumer Critical Finance Career Pressure Uncomfortable Advice Influence Acceptance Approval Value Behaviour	
	Assessment of Skills	Assessment of Knowledge		
	To know how to decide which items are the best 'value for money' and explain their choices. To know what to do and how to ask for help if they felt under pressure.	<p>How does money impact on people's lives? Having money gives people the choice to do things with their life. This can include buying luxury items such as clothes and cars but also gives them the opportunity to buy essentials things like food and paying for homes. Not having money can make life difficult.</p> <p>Why do shops use deals? Shops use deals to encourage people to spend money. Children will learn how to be a critical consumer and look and decide if the deal they are getting is good value.</p> <p>How can other people's behaviour influence their own behaviour? Children are aware of the influence that people who they love and respect can impact on their own behaviour. For example, the role of their parents but also celebrities. This can be both a good thing or a bad thing depending on the behaviour being demonstrated by the person.</p>		

PSHE – Rights and Responsibilities		Topic: How can we manage risk?	Term: Summer 2	Year: 5
Foundations of previous learning: Y1 – How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others Y2 – How can we help? School and class rules and their importance; respecting own and other's rights and needs; privacy; listening to and supporting others; looking after the environment Y3 – What are we responsible for? Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others Y4 – How can we be a good friend? Link to following school and class rules; recognise a wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback Y5 – What does discrimination mean? Link to following school and class rules; actions can affect self and others; discrimination; teasing and bullying; stereotypes; differences and similarities between people; equalities				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H9 - to differentiate between the terms, 'risk', 'danger' and 'hazard' - H10 - to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience - H11 - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe - H22 - strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others - H25 - how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request - L6 - to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk - L Ongoing - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people - R Ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H9/10/11:</p> <ul style="list-style-type: none"> - identify occasions where they are responsible for the safety of themselves and/or others - assess the level of risk in different situations <p>H22/25:</p> <ul style="list-style-type: none"> - identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends) - explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image <p>L6:</p> <ul style="list-style-type: none"> - identify how they can respond to or challenge, anti-social / aggressive behaviour - identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves - identify appropriate examples of where people can help, advice and support regarding anti-social behaviour 	<p>H9/10/11:</p> <ul style="list-style-type: none"> - describe ways they are becoming become more independent as they are growing up - explain what makes something a risk, a danger or a hazard - recognise that risk is part of everyday living - identify how risk can be reduced or managed in relation to keeping safe <p>H22/25:</p> <ul style="list-style-type: none"> - explain the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.) - give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate - recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not - explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person <p>L6:</p> <ul style="list-style-type: none"> - explain what is meant by anti-social behaviour (see Additional Guidance) - describe the effect that anti-social behaviours can have on emotional as well as physical health and wellbeing - explain the potential consequences to everyone involved if anti-social or aggressive behaviours continue 	<ul style="list-style-type: none"> Risk Danger Hazard Independence Responsible Personal Protecting Requests Concerned Digital footprint Inappropriate Anti-social Aggressive Bullying Discrimination Challenge Consequences 	
	Assessment of Skills	Assessment of Knowledge		
	<p>To give examples of situations when they are responsible for their own safety.</p> <p>To understand what a digital footprint is and the impact it can have.</p> <p>To know how to respond to anti-social behaviour or what to do if someone is at risk of becoming involved in anti-social behaviour.</p>	<p>How are you becoming more independent? Children know that they are now being given more responsibility by both parents and school. For example, walking to and from school. This might also be having a role in school such as head boy and head girl and that they are more responsible and accountable for their actions.</p> <p>What information should not be shared online? Personal details such as full names, addresses, school name, names of close family and friends, financial details when they are older.</p> <p>Can you tell me what a digital footprint is? This is the trail of information that you leave behind when you use the internet.</p> <p>What is anti-social behaviour? This is any behaviour or act by a person or a group likely to cause others harassment, alarm or distress which causes a nuisance to the community or impact on the environment.</p> <p>What might happen if someone choose to continue taking part in anti-social behaviour? If you are a child, potentially a CBO (Criminal Behaviour Order) Stay away from a particular place like a town centre, stop spending time with certain people, fix any damage to property if it is caused.</p>		

PSHE – Rights and Responsibilities		Topic: What are human rights?	Term: Autumn 1	Year: 6
Foundations of previous learning: Y1 - How do we decide how to behave? Class and school rules; belonging to different groups and communities; feelings and bodies can be hurt; behaviour; responding to the behaviour of others Y2 – How can we help? School and class rules and their importance; respecting own and other’s rights and needs; privacy; listening to and supporting others; looking after the environment Y3 – What are we responsible for? Responsibilities; rights and duties at home, in school and the local environment; how actions affect themselves and others Y4 – How can we be a good friend? Link to following school and class rules; recognise a wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback Y5 – What does discrimination mean? Link to following school and class rules; actions can affect self and others; discrimination; teasing and bullying; stereotypes; differences and similarities between people; equalities				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L2 - why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules - L3 - to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child - L4 - that these universal rights are there to protect everyone and have primacy both over national law and family and community practices - L5 - to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM) - H20 - about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers 	<p>L3/4:</p> <ul style="list-style-type: none"> - explain what ‘human rights’ mean to them and how they can demonstrate these rights in the classroom, school and wider community - evaluate ways in which human rights can be promoted <p>L5:</p> <ul style="list-style-type: none"> - identify what to do if they come across ideas or beliefs that are in conflict with human rights - recognise ideas, beliefs, language, behaviours that may be in conflict with human rights - identify where people can seek help, advice and support from safe sources <p>H20:</p> <ul style="list-style-type: none"> - explain that everyone has a right to look after and protect their own body - identify how someone can get help or advice (for themselves or another person) - recognise the importance of telling a trusted adult quickly if they think this might happen <p>R9:</p> <ul style="list-style-type: none"> - evaluate all the reasons they can identify for keeping something confidential or secret - suggest ways to identify whether someone should or should not agree to break a confidence or share a secret - identify whom to talk to for support and guidance, in school, outside school, online or by phone 	<p>L2:</p> <ul style="list-style-type: none"> - give examples of rules and laws that protect us and keep us safe - identify who helps to uphold rules and laws in our local community / wider community - explain how the democratic process works in Britain (voting system, political parties, Parliament) - explain how laws can be changed democratically at a national level <p>L3/4:</p> <ul style="list-style-type: none"> - explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (except Somalia and the USA) has agreed to this convention - identify that not all people have their human rights met - describe how life can be for children living and growing up in places where their human rights are not recognised - identify some organisations that work to help people whose human rights aren’t being met and explain how they work to meet those needs <p>L5:</p> <ul style="list-style-type: none"> - identify that cultural practices which can harm others (such as FGM and forced marriage) do exist - recognise that these are illegal in British law and go against human rights - identify that these human rights laws take precedence over (overrule) any other beliefs, ideas - explain that these laws related to human rights apply to everyone, regardless of family, culture or religion <p>H20:</p> <ul style="list-style-type: none"> - identify what the letters ‘FGM’ stand for and that it is also known by other words (e.g. ‘cutting’) - recognise that FGM physical abuse and to do this to someone is a serious crime (is illegal) - know what FGM physically entails and that myths can be told about it which are not true - identify the risks that FGM can have on a person’s present and future health - explain the importance of speaking out about FGM <p>R9:</p> <ul style="list-style-type: none"> - explain why keeping a secret might compromise personal safety or the safety of others - explain people’s right to share a secret or break a confidence they feel confused or uncomfortable keeping 	<ul style="list-style-type: none"> Rules Laws Community Democracy National Local Human rights Society Universal Organisations Cultural FGM Forced marriage Beliefs Practises Illegal Harm Inappropriate Unwanted Abuse Crime Protect Confidentiality Respect 	
	Assessment of Skills	Assessment of Knowledge		
<ul style="list-style-type: none"> - R9 - the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ - R ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary, constructively challenge others’ points of view 	<p>To be able to explain what ‘human rights’ mean to them and what they can do if they think they are not being met.</p> <p>To explain what they would do if they thought something was happening that would conflict with human rights.</p> <p>To explain how someone can get help to protect their body and why it is important to do so.</p> <p>To be able to make decisions on whether scenarios should be kept confidential/secret or not.</p>	<p>Give me some examples of laws that keep us safe. UN Conventions in the Rights Of The Child, Universal Declaration Of Human Rights</p> <p>What can you tell me about the UN Conventions in the Rights of the Child? Everyone under the age of 18 has the rights of the convention. People over 18 have the declaration of “Human Rights” which is slightly different. All the countries of the world have agreed to make this law work, except two: the USA and Somalia. Your rights are about what you are allowed to do, and what the people responsible for you have to do for you to make sure you are happy, healthy and safe.</p> <p>What would happen if a cultural practice such as FGM or forced marriage happened in the UK? Why? FGM and forced marriages are illegal in the UK. If either of these procedures happened, those involved would be lawfully punished.</p> <p>What does FGM stand for? Why should someone ask for help if they think it will happen to them? FGM stands for Female Genital Mutilation. Someone should ask for help if they are worried because it is an illegal procedure and no female should be subjected to it.</p> <p>When would it be ok to break someone’s confidentiality? It would be okay to break someone’s confidentiality if what they have told you is causing them harm, stopping their basic human needs from being met or it is creating an environment where they are unsafe.</p>		

PSHE – Feelings and Friendships		Topic: How do we grow and change?	Term: Autumn 2	Year: 6
Foundations of previous learning: Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding to the feelings of others Y2 – How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying Y3 – How can we describe our feelings? Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other’s feelings Y4 – How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship/friendship; ask for advice Y5 – How do we grow and change? As Y4 and different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H8 - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H18 - how their body will, and their emotions may, change as they approach and move through puberty - R ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary, constructively challenge others’ points of view 	<p>H7:</p> <ul style="list-style-type: none"> - use an increasingly rich vocabulary to describe the range and intensity of feelings and emotions and how these change over time - describe positive strategies for managing feelings - identify where they and others can ask for help and support with their feelings <p>H8:</p> <ul style="list-style-type: none"> - identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school) - describe what help people to cope with the feelings associated with loss, change and transition - identify appropriate places to ask for help and support for different aspects of change <p>H12:</p> <ul style="list-style-type: none"> - describe a range of hygiene routines that help keep good health and wellbeing - explain how people can protect themselves and others from passing on bacteria and viruses <p>H18:</p> <ul style="list-style-type: none"> - describe how to manage physical changes of puberty - explain how to manage some of the emotional changes associated with puberty 	<p>H7:</p> <ul style="list-style-type: none"> - describe situations where someone may experience conflicting emotions (such as at times of change or if we feel ‘torn’ about what to do about something) - explain the importance of how feelings can help us, whilst recognising that they sometimes need to be overcome - identify that if someone experiences feelings that are not so good (most or all of the time) - help, advice and support is available <p>H8:</p> <ul style="list-style-type: none"> - describe different examples of change that occur in life and how these can cause conflicting feelings and emotions - explain when / why change might include feelings of loss - explain the process of grieving, how it can feel and how grief is expressed <p>H12:</p> <ul style="list-style-type: none"> - identify the range of ways that infections (bacteria and viruses) can be spread - describe the shared responsibility for preventing the spread of infection <p>H18:</p> <ul style="list-style-type: none"> - recap the learning outcomes from years 4 and/or years 5 (H18) – see Additional Guidance 	Overcome Overwhelming Intensity Feelings Bacteria Viruses Hygiene Routines Spread Responsibility Change Transition Puberty Menstruation Ejaculation Penis Vagina Hips Muscles Sweat Life cycle Mood swings Sex cells Reproduction Conflicting Strategies Grief	
Assessment of Skills		Assessment of Knowledge		
<p>To be able to describe a range of feelings and their intensities and strategies for managing them.</p> <p>To be able to identify and demonstrate strategies that can help people during change and transition.</p> <p>Explain what people can do to maintain good health and prevent the spread of bacteria and viruses.</p> <p>To be able to explain how they can manage the physical and emotional changes during puberty.</p>		<p>How can feelings help us? Feelings can help you react to situations, tell others what you are thinking and help express your emotions.</p> <p>What should you do if you need help to overcome feelings? If you need help to overcome feelings, you should seek advice from trusted adults, for example teachers, peers, family members and professionals.</p> <p>What types of change might you experience? Changes you might experience include losing someone, moving schools, welcoming new members to your family, parents separating and puberty.</p> <p>Explain how change can make people feel? Change can make you experience conflicting emotions, for example when moving school you might feel excited, nervous and sad.</p> <p>How do infections spread? Infections can spread through touching, sneezing or cross-contamination.</p> <p>What happens during puberty? Puberty is when a child begins to change into an adult. In girls this is about 8-14 years of age (average 11) and lasts about 4 years and in boys puberty starts around 9-14 years but takes around 6 years to reach sexual maturity. During this time many changes happen to your body both physically and mentally. Puberty starts when an extra amount of chemicals called hormones start to be produced in the body. Hormones may cause you to have mood swings, sexual thoughts and feelings.</p> <p>During puberty, for both genders, you can grow taller and heavier as your bones get bigger and heavier. Also hair grows under your armpits and in public regions. Furthermore the body sweats more, hair and skin can become oily and internal and external sexual organs grow.</p> <p>In boys, hair can grow on their face and chest, their nose and jaw gets bigger and their voice can deepen. Furthermore, shoulders become more broadened and penis and testicles grow bigger and longer.</p> <p>In girls, cheekbones become more prominent, lose “puppy fat” from the cheeks and breasts and nipples begin to grow. Furthermore, hips get wider and more curvy and the menstrual cycle start.</p>		

PSHE – Feelings and Friendships		Topic: What makes a healthy and happy relationship?	Term: Spring	Year: 6
Foundations of previous learning: Y1 - How do we feel? Different kinds of feelings; communicating feelings; responding to the feelings of others Y2 – How do we show our feelings and what is bullying? Change and loss; physical contact and inappropriate touch; teasing and bullying Y3 – How can we describe our feelings? Wider range of feelings; conflicting feelings; describing feelings; feelings associated with change; recognising a wider range of feelings in others; responding to other’s feelings Y4 – How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship/friendship; ask for advice Y5/6 – How do we grow and change? Changes that happen during puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; maintaining positive relationships; who is responsible for their health and wellbeing				
Learning Opportunities		Skills	Unit Learning	Vocabulary
<ul style="list-style-type: none"> - R2- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships - R4 - to recognise different types of relationship, including those between acquaintances, friends, relatives and families - R3 - to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support - R5 - that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment - R19 - that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership - R6 - that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves - R20 - that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others - R ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary, constructively challenge others’ points of view - H19 - about human reproduction 	<p>R3:</p> <ul style="list-style-type: none"> - identify strategies to use if they feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship - give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else <p>R6/20:</p> <ul style="list-style-type: none"> - identify where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so <p>H19:</p> <ul style="list-style-type: none"> - correctly name male and female body parts associated with conception - identify how the sex parts relate to how a baby is made - explain in simple terms what is meant by ‘consenting’/‘consent’ - recognise the different responsibilities of parents and carers and how having a baby changes their life 	<p>R2/4:</p> <ul style="list-style-type: none"> - describe different kinds of loving relationships - identify the qualities that enable these relationships to flourish - explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship - explain what this means in an emotional and physical sense - describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy - explain how relationships can change (as we grow up or as circumstances change) - explain why sometimes relationships may change or end <p>R3:</p> <ul style="list-style-type: none"> - recap what makes a healthy relationship - explain that everyone has the right to feel safe and happy within a relationship - suggest some signs that a relationship is not healthy - explain that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends <p>R5/19:</p> <ul style="list-style-type: none"> - explain that two individual adults may choose to be part of a committed relationship together - become a ‘couple’ - give examples of different ways a couple show their love and commitment to each other - explain what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together) - explain why a couple might choose to marry or have a civil partnership and that this decision might be based <p>R6/20:</p> <ul style="list-style-type: none"> - explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together - explain that people have the right to choose the person they may marry - recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people’s parents and their family) - explain that no one should feel ‘forced’ to marry and that this / forced marriage is illegal - describe the difference between arranged marriage and forced marriage - know that specialist agencies exist to help to protect people (especially young people) who may be or who feel forced to marry - explain what might stop someone asking for help, advice or support about forced marriage, but the importance of doing so <p>H19:</p> <ul style="list-style-type: none"> - identify the links between love, committed relationships/marriage and conception - explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female) - identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults - explain what pregnancy means, how long it lasts and where it occurs - recognise that pregnancy can be prevented with ‘contraception’ - explain that condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections - recognise that women can take a pill to stop an egg from being released and that this is another form of contraception 	<ul style="list-style-type: none"> Positive Healthy Relationship Qualities Expectations Responsibility Emotional Physical Acquaintance Friends Relatives Family Unhealthy Pressure Concern Civil Partnership Marriage Commitment Couple Forced marriage Illegal Agencies Reproduction Consent Conception Sperm Ovaries Eggs Fertilised Womb Intercourse Contraception Condom Infections Pill/contraceptive ve 	
		Assessment of Skills	Assessment of Knowledge	
		<p>Explain what they would do if they felt under pressure, uncomfortable or unsafe in a relationship.</p> <p>Explain what people can do if they are worried about forced marriage.</p> <p>To be able to explain what ‘consent’ means.</p>	<p>Tell me about different types of relationships. How might relationships change? Types of relationships: relative, family, friend and acquaintance. Types of loving relationships: homosexual (gay and lesbian), bisexual, asexual and heterosexual.</p> <p>What makes a healthy relationship? What signs are there that might suggest a relationship is unhealthy? A healthy relationship is a relationship which has loyalty, trust, commitment, honesty, care, communication, kindness, fairness, shared interests, time and support. An unhealthy relationship is a relationship that does not have these elements and makes an individual feel controlled and unsafe.</p> <p>How might couples show their love and commitment towards each other? Couples might show their love and commitment by entering into a marriage or civil partnership.</p> <p>What can you tell me about marriage? A marriage legally unites a couple in the eyes of the law which gives them certain privileges and protection.</p> <p>What is pregnancy? How can it be prevented? Pregnancy is the development of a foetus from fertilisation through to birth. It can be prevented by using contraceptive methods.</p>	

PSHE – Money		Topic: How can money affect us?	Term: Summer 1	Year: 6
<p>Foundations of previous learning: Y2 – What can we do with money? Where money comes from; spending; saving; keeping money safe Y3 – What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals recognise achievements and set targets Y4 – What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society Y5 – How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - L13 - about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer - L14 - to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) - L15 - that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world - L1 - to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people - R ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>L13:</p> <ul style="list-style-type: none"> - evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction - identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this - evaluate whether something is 'value for money' <p>L14:</p> <ul style="list-style-type: none"> - identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money - identify ways they are 'tax payers' (e.g. VAT on some things they purchase) <p>L15:</p> <ul style="list-style-type: none"> - justify their views and opinions of how resources should be allocated <p>L1:</p> <ul style="list-style-type: none"> - research topical issues that concern health and wellbeing - summarise their findings, including identifying the problems arising from the issue - generate ideas for how this issue and the related problems may be addressed - prepare presentations for relevant professionals (e.g. health professionals, head teacher) on how their recommendations could be carried out to improve health and wellbeing 	<p>L13:</p> <ul style="list-style-type: none"> - explain how personal finance can affect lifestyle choices - describe the factors that make consumers want to buy a product - give reasons for the importance of being a critical consumer <p>L14:</p> <ul style="list-style-type: none"> - explain why people may borrow money (e.g. loans, credit cards) - explain the differences between credit and debt and what is meant by 'interest' - explain the difference between a manageable and an unmanageable debt and how this can affect someone - explain the importance of being a critical consumer when it comes to saving or borrowing money - give reasons for why money is deducted from earnings to provide things we all need - explain some of the ways in which the government uses money raised by taxes - explain how money is used in this way to meet the needs of everyone, including the vulnerable members of society <p>L15:</p> <ul style="list-style-type: none"> - explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated - explain how these decisions are made - explain how these choices are affected - describe the different ways that decisions about the allocation of resources affects individuals, communities 	<p>Money Manage Critical Consumer Manufacturer Lifestyle Interest Loan Debt Tax Society Spending Saving Borrowing Credit card Government Vulnerable Economy Resources</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>To be able to decide if something is 'value for money' and know how shops and manufactures use deals. To be able to give ways people can access reliable information on spending, saving and borrowing money. To be able to explain and justify their own views on how resources should be allocated. To be able to research and present their findings on topic issues that concern health and wellbeing.</p>	<p>Why is it important to be a critical consumer? It is important to be a critical consumer because critical consumers recognise the best value for money. Why might someone want to borrow money? It is important to be a critical consumer because critical consumers recognise the best value for money. What is the difference between manageable and unmanageable debt? The difference between manageable and unmanageable debt is that that with manageable debt the person who has lent the money can pay it back overtime and eventually come out of debt.</p>		

PSHE – Health		Topic: How can we stay healthy?	Term: Summer 2	Year: 6
Foundations of previous learning: Y1 - How can we be healthy? What is and how to maintain a healthy lifestyle; making healthy, informed choices Y2 – How can we keep clean? Importance of and how to maintain personal hygiene; how to prevent diseases from spreading Y3 – How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices Y5 – What are healthy choices? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay safe and healthy				
Unit Learning				
Learning Opportunities	Skills	Knowledge	Vocabulary	
<ul style="list-style-type: none"> - H1 - what positively and negatively affects their physical, mental and emotional health - H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' - H17 - which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe - R ongoing - to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view 	<p>H1/2:</p> <ul style="list-style-type: none"> - analyse the positive and negative influences on choices related to health - explain how their choices might have positive, neutral or negative consequence <p>H17:</p> <ul style="list-style-type: none"> - describe or demonstrate how to manage risks related to drug use in different familiar situations including managing pressure from others assertively - identify reliable, trustworthy sources of information where to get help and advice, for themselves or someone else <p>H23:</p> <ul style="list-style-type: none"> - explain how their responsibility to keep themselves and others safe is changing as they become more independent - explain their responsibility to report things that mean they or others may not be safe - give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust 	<p>H1/2:</p> <ul style="list-style-type: none"> - explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional - describe the influence of media advertising / celebrity culture on health and lifestyle choices - explain how people might approach making an informed decision in relation to health and wellbeing - describe the benefits of a balanced lifestyle <p>H17:</p> <ul style="list-style-type: none"> - explain the reasons why someone might choose to use a drug - explain there are laws about which substances are available to anyone, that some can only be purchased and should only be used by adults, that some only doctors can supply and that some are illegal for anyone to own or give to someone else - explain the possible effects and risks of different drugs - explain that there are risks related to the use of any drug (including side effects of medicines) and that drugs can affect people differently - explain that risk of using the drug depends on i) what it is (or what someone thinks it is), ii) the person using it, iii) the situation (when, where they are, who they are with) - identify the potential wider impact of drug misuse use on families and communities (see Additional Guidance below) <p>H23:</p> <ul style="list-style-type: none"> - describe the roles that people in school, the wider community, online have to help people stay healthy and safe - recognise they are not yet solely responsible for this and that adults they know well and trust are responsible - explain what will happen if they do seek help 	Physical Mental Emotional Health Choices Balanced Lifestyle Influence Consequence Media Advertises Informed Choices Drugs Substances Alcohol Tobacco Energy drinks Risks Pressure Illegal Effects Misuse Responsible	
	Assessment of Skills	Assessment of Knowledge		
	To understand and explain what can have positive and negative influences on health. To be able to demonstrate how to manage risks related to drug use. Explain their responsibilities to report things to keep themselves and others safe.	What are the benefits of a healthy lifestyle? The benefits of a healthy lifestyle are that you will feel better physically, mentally and emotionally. Furthermore, leading a healthy lifestyle will help to avoid health problems, obesity and fatigue. How do the media have an influence on people's health and lifestyle choices? The media has an influence through their use of marketing for example the people they use to sell products, the products they are selling and how they portray them, for example over exaggerating the benefits. What are the risks of drug use? Alcohol Loss of impulse control. This means a person may do silly or dangerous things that they would not normally do. Loss of control over speech and movement. Memory loss. It can increase aggressive and violent behaviour. Drugs Loss of control. Can become addicted to them. Can temporarily make them feel good. Who is responsible for keeping you safe? Some examples of people who are responsible for keeping you safe are: yourself, friends, family, teachers and the law.		

