

## PSHE Long Term Plan 2021

Our PSHE curriculum is centred on **6 key themes**. These themes are addressed within each year group and are outlined below:

**Me and My Relationships:** Explores feelings and emotions, develops skills to manage conflict, helps identify our special people and equips children to recognise the qualities of healthy friendships and how to manage them.

**Valuing Difference:** Includes a strong focus on British Values, supports children to develop respectful relationships with others, recognise bullying and know their responsibilities as a bystander.

**Keeping Myself Safe:** Covers a number of safety aspects from statutory Relationships Education including being able to identify trusted adults in their lives, what to do when faced with a dilemma and recognising appropriate and inappropriate touch.

**Rights and Responsibilities:** Explores broader topics including looking after the environment, economic education and the changing rights and responsibilities children have as they grow older

**Being my best:** Includes a focus on keeping physically healthy, developing a growth mindset to facilitate resiliency, setting goals and ways to achieve them.

**Growing and Changing:** Has age-appropriate plans to cover the physical and emotional changes that happen as children as they grow older, including changes at puberty and how to approach this with confidence. Age-appropriate lessons on relationships and sex education are also included.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
Year 1	<p><b>Why we have classroom rules</b></p> <p><b>Thinking about feelings-</b>body language and facial expressions, physical responses to feelings</p> <p><b>Our feelings-</b> Identifying a range of feelings, suggesting strategies for managing not so good feelings</p> <p><b>Our special people balloons-</b> Identifying our special people, how they can help us</p> <p><b>Good friends-</b> Simple qualities of friendships, simple strategies for making up</p> <p><b>How are you listening?</b> Simple strategies for resolving conflict.</p>	<p><b>Same or different?</b> Similarities and differences between people including our preferences</p> <p><b>Unkind, tease or bully?</b> The difference between unkindness, teasing and bullying</p> <p><b>Harold's school rules</b> How school rules keep us safe</p> <p><b>Who are our special people?</b> Identifying our special people and what makes them special to us</p> <p><b>It's not fair</b> Identifying ways of showing kindness. Recognising what is kind/unkind, fair/unfair</p>	<p><b>Healthy me</b> The importance of exercise and sleep. Understanding the body gets energy from food, water and oxygen</p> <p><b>Super sleep</b> The importance of simple bedtime routines that promote healthy sleep</p> <p><b>Who can help? (1)</b> Recognising emotions and physical feelings associated with being unsafe. Identify who can help when we feel unsafe</p> <p><b>Harold loses Geoffrey</b> Recognising the range of feelings associated with loss- linked to loss of soft toy</p> <p><b>What could Harold do?</b> Simple issues of safety and responsibility with regard to medicines and their use</p> <p><b>Good or bad touches?</b> NSPCC the underwear rule</p> <p><b>Sharing pictures</b> Online safety- how images (selfies context) can get shared widely online and the importance of consent</p>	<p><b>Harold's wash and brush up</b> The importance of regular hygiene routines</p> <p><b>Around and about the school</b> Identifying what they like about the school environment and who cares for it</p> <p><b>Taking care of something</b> Looking after a class plant and understanding the responsibilities of caring for something</p> <p><b>Harold's money</b> Where people get money from and things money is spent on in a family home</p> <p><b>How should we look after our money?</b> Identifying safe places to keep money</p> <p><b>Basic first aid-</b> How to deal with common injuries. How to make a 999 call</p>	<p><b>I can eat a rainbow</b> The importance of eating 5 a day</p> <p><b>Eat well</b> The Eatwell guide-making a healthy lunch</p> <p><b>Catch it, Bin it, Kill it</b> Understanding how diseases can spread and how we can prevent this</p> <p><b>Harold learns to ride a bike</b> Recognising that learning a new skill requires practice and how we manage difficulties</p> <p><b>Pass on the praise!</b> Simple strategies for resolving conflict, identifying how we feel in response to support and encouragement</p> <p><b>Harold has a bad day</b> Recognising how a person's behaviour (including their own) can affect other people</p>	<p><b>Inside my wonderful body</b> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) and their functions</p> <p><b>Then and now</b> Identifying things they could do as a baby, toddler and now and the people who help them</p> <p><b>Who can help? (2)</b> The difference between teasing and bullying and who they could get help from in a bullying situation</p> <p><b>Surprises and secrets</b> The difference between a secret and a nice surprise and who to talk to if a secret makes them feel uncomfortable</p> <p><b>Keeping privates private</b> Identifying body parts that are private and describing ways in which private body parts can be kept private. Including names for external genitalia</p>

Theme	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
Year 2	<p><b>Our ideal classroom environment -</b> Suggesting actions and rules that will contribute positively to the life of the classroom and making pledges to support this <b>How are you feeling today?</b> Recognising that people have different ways of expressing feelings and identifying helpful ways of responding to others feelings</p> <p><b>Bullying or teasing?</b> Defining and exploring what is meant by bullying and teasing.</p> <p><b>Don't do that!</b> Understanding, describing, rehearsing and demonstrating some strategies for dealing with bullying.</p> <p><b>Types of bullying</b> The difference between bullying and isolated unkind behaviour</p> <p><b>Being a good friend</b> Identifying some ways that good friends care for each other</p> <p><b>Let's all be happy</b> Identifying where to get help if we are upset by someone else's behaviour</p>	<p><b>What makes us who we are?</b> Identifying the physical and non-physical similarities and differences between people; know and use words and phrases that show respect for people <b>How do we make others feel?</b> Recognise and explain how a person's behaviour can affect other people</p> <p><b>My special people-</b> identify people who are special to them and explain why</p> <p><b>When someone is feeling left out-</b> identify groups they are a part of, identify strategies for helping someone who is feeling left out</p> <p><b>An act of kindness-</b> recognise and describe acts of kindness and unkindness</p> <p><b>Solve the problem-</b> suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships</p>	<p><b>Harold's picnic-</b> understand medicines can make people feel better when they are ill; give examples of things people can do to feel better without medicines; explain simple safety issues and responsibility around medicines</p> <p><b>How safe would you feel?</b> Identify situations when they would feel safe or unsafe; suggest actions for dealing with unsafe situations</p> <p><b>What should Harold say?</b> Identify situations when they would need to say "Yes", "No", "I'll ask" or "I'll tell" in relation to keeping themselves or others safe</p> <p><b>I don't like that!</b> (<i>Appropriate touch</i>) Remind children of PANTS NSPCC rule; identify the types of touch they like and do not like; identify who they can talk to if someone touches them in a way that makes them feel uncomfortable</p> <p><b>Fun or not?</b> (<i>Appropriate touch</i>) Recognise that some touches are not fun and can hurt or be upsetting; know that they can ask someone to stop touching them; identify who they can talk to if</p>	<p><b>Getting on with others;</b> describe and record strategies for getting on with others in the classroom</p> <p><b>When I feel like erupting;</b> strategies for dealing with impulsive behaviour</p> <p><b>Feeling safe;</b> identify people in the school community who keep them safe; know how to ask for help</p> <p><b>How can we look after our environment?</b> Recognise they have a responsibility for looking after the school environment</p> <p><b>Harold saves for something special-</b> understand people have choices about what to do with their money; know that money can be saved for use at a future time; explain how they might feel when they spend money on different things</p> <p><b>Harold goes camping-</b> recognise that money can be spent on essential and non-essential things; understand the reasons for saving money</p> <p><b>Playing games</b> (<i>online safety</i>)- keeping personal information private when playing online games</p>	<p><b>You can do it!</b> Exploring the steps we go through when we learn something new</p> <p><b>My day</b> Food and exercise choices, understand and explain that some choices can be healthy or unhealthy and can make a difference to their own health</p> <p><b>Harold's postcard-</b> understand how germs can spread; describe simple hygiene routines such as handwashing; understand how vaccinations can help to prevent illnesses</p> <p><b>Harold's bathroom-</b> dental hygiene</p> <p><b>My body needs-</b> recognise the importance of exercise and sleep for health</p> <p><b>What does my body do?</b> Name major internal body parts; describe how food, water and air get into the body and blood</p>	<p><b>A helping hand-</b> giving positive feedback to others</p> <p><b>Taking care of a baby</b> How to meet the basic needs of a baby</p> <p><b>Sam moves away-</b> the range of feelings associated with losing (and being reunited) with a person they are close to</p> <p><b>Haven't you grown!</b> Stages from baby to adulthood</p> <p><b>My body, your body</b> (<i>body parts including genitalia</i>)- identify which parts of the body are private; explain that a person's genitals help them make babies when they grow up; understand humans mostly have the same body parts but they can look different from person to person</p> <p><b>Respecting privacy</b> Explain what privacy means; know that you're not allowed to touch someone's private belongings (including body parts/genitalia), without their permission; give examples of different types of private information</p> <p><b>Basic First Aid;</b> how to make a clear 999 call in</p>

someone touches them in a way that makes them feel uncomfortable

**Should I tell?** Safe secrets (including surprises) and unsafe secrets; the importance of telling someone they trust about a secret that makes them feel unsafe or uncomfortable

**Some secrets should never be kept** (*Consent*)  
Identify how inappropriate touch can make someone feel; explain that if someone is touching them, including private parts, in a way they don't like they must tell someone in their safety network so they can make it stop

and only talking to people they know in real-life online

an emergency; concepts of basic first aid to deal with common injuries, including head injuries

Theme	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
Year 3	<p><b>As a rule;</b> why we have rules; how rules are different for different age groups, in particular for internet based activities; suggest appropriate rules for a range of settings; consider the possible consequences for breaking rules</p> <p><b>My special pet;</b> explore and normalise feelings someone might have when they lose something important to them</p> <p><b>Tangram team challenge!</b> Define and demonstrate cooperation and collaboration in order to be successful within a group situation</p> <p><b>Looking after our special people;</b> identify people they have a special relationship with; suggest strategies for maintaining positive relationships with their special people</p> <p><b>How can we solve this problem?</b> Rehearse and demonstrate simple conflict resolution strategies</p> <p><b>Dan's dare;</b> understand what a dare is; understand no-one has the right to force them to do a dare; suggest strategies to use if ever they feel uncomfortable</p>	<p><b>Family and friends</b> Recognise that there are many different types of families, including adoption, fostering and same-sex relationships</p> <p><b>My community;</b> define the term community; identify the communities they belong to; recognise the benefits that come with belonging to a community including for mental health and wellbeing</p> <p><b>Respect and challenge;</b> learn how to challenge another's view point respectfully</p> <p><b>Our friends and neighbours-</b> explain that people living in the UK have different origins; identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; identify some of the qualities people from a diverse range of backgrounds need in order to get on together</p> <p><b>Let's celebrate our differences;</b> recognise the factors that make people similar or different from one another; recognise that repeated name calling is a form of bullying; suggest</p>	<p><b>Safe or unsafe?</b> Identify situations which are safe or unsafe. For unsafe situations, identify people who can help us and strategies for keeping safe within everyday scenarios</p> <p><b>Danger or risk?</b> Define the words danger and risk and understand the difference between them; strategies for dealing with a risky situation</p> <p><b>The risk robot-</b> identify risk factors in given situations; identify strategies for reducing those risks</p> <p><b>Alcohol and cigarettes the facts-</b> identify key risks from alcohol and cigarettes; define the word 'drug' and understand that nicotine and alcohol are both drugs</p> <p><b>Super searcher (Online safety)-</b>Recognise potential risks associated with browsing online; safe strategies for browsing online</p> <p><b>None of your business (Online Safety)</b> Identify what constitutes personal information and when it is not appropriate or safe to share this; understand how to get help in a situation where requests for images of</p>	<p><b>Our helpful volunteers-</b> define and identify volunteers, including people who are volunteers in the school community; recognise some of the reasons why people volunteer including benefits to mental health</p> <p><b>Helping each other to stay safe-</b> identify key people who are responsible for keeping them safe and healthy</p> <p><b>Recount task-</b> Understand the difference between fact and opinion and why perceptions may vary</p> <p><b>Harold's environment project-</b> define what is meant by the environment and explore methods of how to look after the school</p> <p><b>Can Harold afford it?</b> Understand the terms income, saving and spending</p> <p><b>Earning money-</b> explain that people earn their income through their jobs; understand the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>	<p><b>Derek cooks dinner (healthy eating)-</b>How the Eatwell-guide food groups benefit the body; what is meant by the term balanced diet and foods that are associated to the different food groups</p> <p><b>Poorly Harold-</b> how infectious illnesses are spread from one person to another; how simple hygiene routines reduce the risk of the spread; medical and non-medical ways of treating illness</p> <p><b>For or against?</b> Develop skills in discussing and debating an issue; demonstrate understanding of health and wellbeing issues that are relevant to them; empathise with different viewpoints</p> <p><b>I am fantastic!</b> Identify own achievements and areas of development; recognise people may say kind things to help us feel good about ourselves</p> <p><b>Getting on with your nerves!</b> How working together in a collaborative manner can help everyone achieve success; how the brain sends and receives messages through the nerves</p>	<p><b>Relationship tree-</b> Identify different types of relationships; identify those who they have healthy relationships with</p> <p><b>Body space (appropriate touch)-</b> understand the term body space; identify when it is appropriate and inappropriate to allow someone into their body space; rehearse strategies for when someone is inappropriately in their body space</p> <p><b>Secret or surprise?</b> Define the terms and know the difference between a safe and unsafe secret; recognise how different surprises might make them feel; know who they could ask for help if a secret made them feel uncomfortable</p> <p><b>Basic First Aid-</b> how to make a clear and efficient 999 call to emergency services; concepts of basic first aid for common injuries, including head injuries</p>

	<p>or unsafe by someone asking them to do a dare</p> <p><b>Thunks;</b> expressing our own opinion and listening to others' opinions; considering others' points of view; practicing explaining the thinking behind our own ideas</p> <p><b>Friends are special;</b> identify the qualities of friendship; suggest reasons why friends sometimes fall out; rehearse and use skills for making up</p>	<p>strategies for dealing with name calling</p> <p><b>Zeb-</b> understand and explain some of the reasons why people are bullied; explore why people have prejudiced views and understand what this is</p>	<p>information about themselves or others occur</p> <p><b>Raisin challenge-</b> strategies for assessing risks; understand and explain decision-making skills; understand where to get help from when making decisions</p> <p><b>Help or harm?</b> Understand that medicines are drugs and suggest ways in which they can be helpful or harmful</p>		<p><b>Body team works-</b> name major internal body parts and their job; describe how food, water and air get into the body and blood</p> <p><b>Top talents-</b> explain the different talents people have and how skills are developed; recognise their own skills and the skills of others in the class</p>	
--	---	--	---	--	---	--



Theme	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
Year 4	<p><b>An email from Harold-</b> describe good and not-so good feelings and how feelings can affect our physical state; explain how different words can express the intensity of feelings</p> <p><b>Ok or not Ok? (1)-</b> explain what we mean by a 'positive' healthy relationship; describe some of the qualities they admire in others</p> <p><b>Ok or not Ok? (2)-</b> recognise there are times when they might need to say no to a friend; describe appropriate assertive strategies for saying no to a friend</p> <p><b>Human machines-</b> strategies for working collaboratively on a task; define successful qualities of teamwork and collaboration</p> <p><b>Different feelings-</b> identify a wide range of feelings; recognise that different people can have different feelings in the same situation; explain how feelings can be linked to physical state</p> <p><b>When feelings change-</b> Recognise that their feelings might change towards someone or something once they have further information</p>	<p><b>Can you sort it?</b> Define the terms negotiation and compromise and understand how to use these skills to manage conflict</p> <p><b>Islands (appropriate touch)-</b> Understand they have the right to protect their personal body space; recognise how others' non-verbal signs indicate how they feel when people are close to their body space; suggest people they can talk to if they feel uncomfortable with other people's actions towards them</p> <p><b>Friend or acquaintance?</b> Recognise they have different types of relationships with people they know; give examples of features of those different relationships including how they influence what is shared</p> <p><b>What would I do?</b> List some ways people are different to each other (including differences of race, gender and religion); recognise potential consequences of aggressive behaviour; suggest strategies for dealing with someone who is behaving aggressively</p>	<p><b>Danger, risk or hazard?</b> Define the terms and explain the difference between them; suggest simple strategies for managing risk</p> <p><b>Picture Wise (Online safety)-</b> identify images that are safe/unsafe to share online; know and explain strategies for safe online sharing; understand and explain the implications for sharing images online without consent</p> <p><b>How dare you!</b> Define and understand the term dare; suggest strategies for managing dares</p> <p><b>Medicines:</b> Check the label- understand that medicines are drugs; explain safety issues for medicine use; suggest alternatives to taking medicine when unwell; suggest strategies for limiting the spread of infectious diseases including handwashing</p> <p><b>Know the norms-</b> understand some of the key risks and effects of smoking and drinking alcohol; understand that increasing numbers of people are choosing not to smoke and that not all people drink alcohol</p> <p><b>Keeping ourselves safe-</b> describe stages of</p>	<p><b>Who helps us stay healthy and safe?</b> Explain how different people in the school and local community help them stay healthy and safe (exploring their responsibilities); define what is meant by the term being responsible</p> <p><b>It's your right-</b> Understand that humans have rights and responsibilities; identify some rights and also responsibilities that come with these (United Nations Children's Rights)</p> <p><b>How do we make a difference?</b> Understand the reason we have rules; suggest and engage with ways they can contribute to the decision-making process in school e.g. pupil voice or school council; recognise that everyone can make a difference within a democratic process</p> <p><b>In the news!</b> Define the word influence; recognise that media reports can influence the way they think about a topic</p> <p><b>Safety in numbers- (bullying);</b> explain the role of a bystander and how it can influence</p>	<p><b>What makes me ME!</b> Identify ways in which everyone is unique; appreciate their own uniqueness; recognise there are times when they will make the same choices as their friends and times when they will choose differently</p> <p><b>Making choices-</b> Give examples of choices they make for themselves and choices others make for them; recognise there are times they will make the same choices as their friends and times they will choose differently</p> <p><b>SCARF hotel-</b> understand the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balance of foods from the Eatwell Guide food groups</p> <p><b>Harold's Seven R's-</b> Understand the ways in which they can contribute to the care of the environment; suggest ways the seven r's recycling methods can be applied to different scenarios</p> <p><b>My school community (1)-</b> Define what is meant by community; suggest</p>	<p><b>Moving House-</b> describe some of the changes that may happen and how to manage them; suggest people who may be able to help them deal with change</p> <p><b>My changing body (Puberty, Periods, Menstruation)-</b> Recognise that babies come from the joining of an egg and sperm; explain what happens when an egg doesn't meet a sperm; understand that for girls periods are a normal part of puberty</p> <p><b>My feelings are all over the place!</b> Understand the physical and emotional impact of puberty; suggest reasons why young people sometimes fall out with their parents</p> <p><b>All change!</b> Know the correct terminology for genitalia; understand and explain why puberty happens</p> <p><b>Period positive-</b> know the facts of the menstrual cycle; understand that periods are a normal part of puberty for girls; identify some of the ways to cope better with periods (Girls only)</p>

	<p><b>Under pressure-</b> give examples of strategies to respond to people being bullied including what people can do or say; understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way may come from</p>	<p><b>The people we share our world with-</b> List some ways people are different to each other (including ethnicity, gender, religious beliefs, customs, festivals); define the word respect and demonstrate ways of showing respect to others' differences</p> <p><b>That is such a stereotype!</b> Understand and identify stereotypes i.e. gender, including those promoted in the media</p>	<p>identifying and managing risk; suggest people they can ask for help in managing risk</p> <p><b>Raisin challenge (2)-</b> Understand that we can be influenced both positively and negatively; give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way</p>	<p>bullying or other anti-social behaviour; recognise they can play a role in influencing the outcome of situations by their actions</p> <p><b>Logo quiz-</b> Understand some of the ways that various national and international environmental organisations work to help take care of the environment; understand and explain the value of this work</p> <p><b>Harold's expenses-</b> define the terms income and expenditure; identify and prioritise items of expenditure in the home from most essential to least essential</p> <p><b>Why pay taxes?</b> Explain what is meant by the terms income tax, national insurance and VAT</p>	<p>ways in which different people support the school community; identify qualities and attributes of people who support the school community</p> <p><b>Basic First Aid-</b> how to make a clear and efficient 999 call to emergency services; concepts of basic first aid including dealing with common injuries, including head injuries</p>	<p><b>Secret or surprise?</b> Define the terms; know the difference between a safe and an unsafe secret; recognise how different surprises and secrets might make them feel; know who they could ask for help if a secret made them feel unsafe or uncomfortable</p> <p><b>Together (marriage/LGBT)-</b> understand that marriage is a commitment to be entered into freely and not against someone's will; recognise that marriage includes same sex and opposite sex partners; know the legal age for marriage in England and Scotland; discuss the reasons why a person would want to be married, live together or have a civil ceremony</p>
--	--	--	---	---	---	---



Theme	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
Year 5	<p><b>Collaboration challenge!</b> Explain what collaboration means; give examples of how they have worked collaboratively; describe the attributes needed to work collaboratively</p> <p><b>Give and Take</b> Explain what is meant by the terms negotiation and compromise; describe strategies for resolving difficult issues or situations</p> <p><b>How good a friend are you?</b> Demonstrate how to respond to a wide range of feelings in others; reflect on their own friendship qualities</p> <p><b>Relationship cake recipe</b> Identify what things make a relationship unhealthy; identify who they could talk to if they needed help</p> <p><b>Being assertive</b> Identify characteristics of passive, aggressive and assertive behaviours; understand and rehearse assertiveness skills</p> <p><b>Our emotional needs</b> Recognise basic emotional needs and understand that they change according to circumstance; identify</p>	<p><b>Qualities of friendship-</b> Define some key qualities of friendship; describe ways of making friendship last; explain why friendships sometimes end</p> <p><b>Kind conversation-</b> Rehearse active listening skills; demonstrate respectfulness in responding to others; respond appropriately to others</p> <p><b>Happy being me-</b> Develop an understanding of discrimination and its injustice, and describe this using examples; empathise with people who have been, and currently are, subject to injustice including through racism; consider how discriminatory behaviour can be challenged</p> <p><b>The land of the Red people-</b> Identify and describe the different groups that make up their school/wider community/other parts of the UK; describe the benefits of living in a diverse society; explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this</p> <p><b>Is it true?</b></p>	<p><b>'Thinking' about habits-</b> (<i>Drugs/Tobacco</i>) Explain what a habit is giving examples; describe why and how a habit can be hard to change</p> <p><b>Jay's dilemma-</b> Recognise that there are positive and negative risks; explain how to weigh up risk factors when making a decision; describe some of the possible outcomes of taking a risk</p> <p><b>Spot bullying</b> (<i>Bullying/Internet Safety</i>) Demonstrate strategies to deal with both face-to-face and online bullying; demonstrate strategies and skills for supporting others who are bullied;</p> <p><b>Ella's diary dilemma-</b> Define what is meant by a dare; explain why someone might give a dare; suggest ways of standing up to someone who gives a dare</p> <p><b>Decision dilemmas-</b> Recognise which situations are risky; explore and share their views about decision making when faced with a risky situation</p> <p><b>Play, like, share</b> (<i>Online safety</i>)- Consider what information is</p>	<p><b>What's the story?</b> Identify, write and discuss issues currently in the media concerning health and wellbeing; express their opinions on an issue concerning health and wellbeing;</p> <p><b>Fact or opinion?</b> Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read</p> <p><b>Rights, responsibilities and duties-</b> Define the difference between each term; discuss what can make them difficult to follow; identify the impact on individuals and the wider community if responsibilities are not carried out</p> <p><b>Mo makes a difference-</b> Explain what we mean by the terms voluntary, community and pressure (action) group; give examples of voluntary groups, the kind of work they do and its value</p> <p><b>Spending wisely-</b> State the costs involved in producing and selling an item; suggest questions a consumer should ask before buying a product</p>	<p><b>Getting fit-</b> Know 2 harmful effects each of smoking/drinking alcohol; explain the importance of food, water, oxygen, sleep and exercise for the human body and its health; understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p><b>It all adds up!</b> Know the basic functions of the four systems covered and know they are inter-related; explain the function of at least one internal organ; understand the importance of food, water and oxygen, sleep and exercise for the human body</p> <p><b>Different skills-</b>Identify their own strengths and talents; identify areas that need improvement and describe strategies for achieving those improvements</p> <p><b>My school community (2)-</b> State what is meant by community; explain what being part of a school community means to them; suggest ways of improving the school community</p> <p><b>Independence and responsibility-</b></p>	<p><b>How are they feeling?</b> Use a range of words and phrases to describe the intensity of different feelings; explain strategies they can use to build resilience</p> <p><b>Taking notice of our feelings-</b> Identify people who can be trusted; understand what kinds of touch are acceptable and unacceptable; describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch</p> <p><b>Dear Hetty-</b> Explain how someone might feel when they are separated from someone or something that they like; suggest ways to help someone who is separated from someone or something they like</p> <p><b>Changing bodies and feelings-</b> Know the correct words for external sexual organs; discuss some of the myths around puberty</p> <p><b>Growing up and changing bodies-</b> Identify some products they may need during puberty and why; know what menstruation is and why it happens</p>

	<p>risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risk</p> <p><b>Communication</b> (<i>Online safety</i>)- Understand that online communication can be misinterpreted; accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face</p>	<p>Understand that information we see online, either text or images, is not always true or accurate; recognise that some people post things about themselves online that are not true, understand and explain the difference between sex, gender identity, gender expression and sexual orientation</p> <p><b>It could happen to anyone-</b> Identify the consequences of positive and negative behaviour on themselves and others; give examples of how individual/group actions can impact others in a positive or negative way</p>	<p>safe/unsafe to share offline and online, reflect on the consequences of not keeping personal information private; recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; know how to protect personal information online; recognise disrespectful behaviour online and how to respond to it</p> <p><b>Drugs: True or false?</b> Understand some of the complexities of categorising drugs; know that all medicines are drugs but not all drugs are medicines; understand ways in which medicines can be helpful or harmful and used safely or unsafely</p> <p><b>Smoking: What is normal?</b> Understand the actual norms around smoking and the reasons for common misperceptions of these</p> <p><b>Would you risk it?</b> Identify risk factors in a given situation (smoking) and consider outcomes of risk taking in this situation, including emotional risk; understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these</p>	<p><b>Lend us a fiver!</b> Define the terms loan, credit, debt and interest; suggest advice for a range of situations involving personal finance</p> <p><b>Local councils-</b> Explain some of the areas that local councils have responsibility for; understand that local councillors are elected to represent their community</p>	<p>Identify people who are responsible for helping them keep healthy and safe; identify ways they can help these people</p> <p><b>Star qualities?</b> Describe 'star' qualities of celebrities as portrayed by the media; recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; describe 'star' qualities that ordinary people have</p> <p><b>Basic First Aid-</b> how to make an clear and efficient 999 call to emergency services; basic first aid for common injuries, including head injuries</p>	<p><b>It could happen to anyone-</b> Identify the consequences of positive and negative behaviour on themselves and others; give examples of how individual/group actions can impact on others in a positive or negative way</p> <p><b>Help! I'm a teenager, get me out of here!</b> Recognise how our body feels when we are relaxed; List some of the ways our body feels when it is nervous or sad; Describe how to be resilient in order to find someone who will listen to you</p> <p><b>Dear Ash-</b> Explain the difference between a safe and unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe</p> <p><b>Stop, start, stereotypes-</b> Recognise that some people can get bullied because of the way they express their gender; give examples of how bullying behaviours can be stopped</p>
--	--	---	--	--	---	--

Theme	Me and my relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my best	Growing and Changing
Year 6	<p><b>Working together-</b> Demonstrate a collaborative approach to a task; describe and implement the skills needed to do this</p> <p><b>Let's negotiate-</b> Explain the terms negotiate and compromise; suggest positive strategies for negotiating and compromising in a collaborative task;</p> <p><b>Solve the friendship problem-</b> Recognise some of the challenges that arise from friendships; suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach</p> <p><b>Assertiveness skills-</b> List some assertive behaviours; recognise peer influence and peer pressure; demonstrate using some assertive behaviours through role play, to resist peer pressure and influence</p> <p><b>Behave yourself-</b> Recognise and empathise with patterns of behaviour in peer-group dynamics; recognise basic</p>	<p><b>Ok to be different-</b> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; suggest strategies for dealing with bullying as a bystander; describe positive attributes of their peers</p> <p><b>We have more in common than not-</b> Consider how a bystander can respond to someone being rude, offensive or bullying someone else; demonstrate ways of offering support to someone who has been bullied</p> <p><b>Respecting differences-</b> Demonstrate ways of showing respect to others using verbal and non-verbal communication</p> <p><b>Tolerance and respect for others-</b> Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; describe the benefits of living in a diverse society; explain the importance of mutual respect for different</p>	<p><b>Think before you click</b> (<i>online safety</i>)- Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; understand and describe the ease with which something posted online can be spread</p> <p><b>Traffic lights</b> (<i>online safety</i>)- Identify strategies for keeping personal information safe online; describe safe behaviours when using communication technology</p> <p><b>To share or not to share?</b> (<i>online safety</i>)- Know that it is illegal to create and share inappropriate/sexualised images of children under 18 years old; explore the risks of sharing photos and films of themselves with other people directly or online; know how to keep their information private online</p> <p><b>Rat park</b> (<i>Drugs</i>)- Define what is meant by addiction demonstrating an understanding that addiction is a form of behaviour; understand that all humans have basic emotional needs and explain some of the</p>	<p><b>Two sides to every story</b> (<i>media influence</i>)- Define the terms fact, opinion, biased, unbiased, explaining the difference between them; describe the language and techniques that make up a biased report; analyse a report also extract the facts from it</p> <p><b>Fakebook friends</b> (<i>Online safety</i>)- Know the legal age (and reason behind these) for having a social media account; understand why people don't tell the truth and often only post the good bits about themselves online; recognise that people's lives are much more balanced in real life, with positives and negatives</p> <p><b>What's it worth?</b> Explain some benefits of saving money; describe the different ways money can be saved outlining the pros and cons of each; describe the costs that go into producing an item; suggest sale prices for a variety of items taking into account a range of factors; explain what is meant by the term interest</p> <p><b>Jobs and taxes-</b> Recognise that different jobs have different levels of pay and the factors</p>	<p><b>Five ways to wellbeing project-</b> Explain what the five ways to wellbeing are; describe how they contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives</p> <p><b>This will be your life!</b> Identify aspirational goals; describe the actions needed to set out and achieve these</p> <p><b>Our recommendations-</b> Present information they researched on a health and wellbeing issue outlining the key issues and making suggestions for any improvements concerning those issues</p> <p><b>What's the risk? (1)-</b> Identify risk factors in a given situation; understand and explain the outcomes of risk-taking in a given situation, including the emotional risk</p> <p><b>What's the risk? (2)-</b> Recognise what risk is; explain how a risk can be reduced; understand risk related to growing up and explain the need to be aware of these; assess a risk to help keep themselves safe</p> <p><b>Basic First Aid-</b> how to make a clear efficient</p>	<p><b>Helpful or unhelpful?</b> <i>Managing change-</i> Recognise some of the changes they have experienced and their emotional responses to those changes; suggest positive strategies for dealing with change; identify people who can support someone who is dealing with a challenging time of change</p> <p><b>I look great!-</b> Understand that fame can be short-lived; recognise that photos can be changed to match society's view of perfect; identify qualities that people have as well as their looks</p> <p><b>Media manipulation-</b> Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people</p> <p><b>Pressure online-</b> (<i>Online safety</i>)- Understand the risks of sharing images online and how these are hard to control once shared; understand that people</p>

<p>emotional needs and understand they change according to circumstance; suggest strategies for dealing with a situation where someone under pressure may do something they feel uncomfortable about</p> <p><b>Dan's day-</b> Describe the consequences of reacting to others in a positive or negative way; suggest ways people can respond more positively to others</p> <p><b>Don't force me</b> <i>(Arranged marriage)-</i> Describe ways in which people show their commitment to each other; know the ages at which a person can marry depending on whether their parents agree; understand that everyone has the right to be free and choose who or whether to marry</p> <p><b>Acting appropriately-</b> Recognise that some types of physical contact can product strong negative feelings; know that some inappropriate touch is also illegal</p> <p><b>It's a puzzle-</b> <i>(Online safety)-</i> Identify strategies for keeping personal information safe online; describe safe and</p>	<p>faiths and beliefs and how we do this</p> <p><b>Advertising friendships!</b> Explain the difference between a friend and an acquaintance; describe qualities of strong, positive friendship; describe the benefits of other types of relationships i.e. neighbour/parent/ Carer/relative</p> <p><b>Boys will be boys?</b> <i>Challenging gender stereotypes-</i> Define what is meant by the term stereotype; recognise how the media can sometimes enforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people</p>	<p>ways these needs can be met</p> <p><b>What sort of drug is...?</b> Explain how drugs can be categorised into different groups depending on their medical and legal context; demonstrate an understanding that drugs can have both medical and non-medical use; explain in simple terms some of the laws that control drugs in this country</p> <p><b>Drugs: It's the law!</b> Understand some of the basic laws in relation to drugs; explain why there are laws relating to drugs in this country</p> <p><b>Alcohol: What is normal?</b> Understand the actual norms around drinking alcohol and the reason for common misperceptions of these; describe some of the effects and risks of drinking alcohol</p> <p><b>Joe's story (1)-</b> <i>(Drugs/Smoking/ Alcohol)</i> Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; explain how these emotional needs impact on people's behaviour; suggest positive ways</p>	<p>that influence this; explain the different types of tax (income tax and VAT) which help to fund public services; evaluate the different public services and compare their value</p> <p><b>Action stations!</b> Explain what we mean by the term voluntary, community and pressure (action) group;</p> <p><b>Project pitch (1 &amp; 2)-</b> Children to make a campaign for an environmental group</p> <p><b>Happy shoppers-</b> Explain what is meant by living in an environmentally sustainable way; suggest actions that could be taken to live in a more environmentally sustainable way</p> <p><b>Democracy in Britain Elections-</b> Mock election in class</p> <p><b>Democracy in Britain How most laws are made-</b> Children to imagine a proposed new law and role play how it would pass through parliament</p>	<p>999 call to emergency services; basic first aid for common injuries, including head injuries</p>	<p>can feel pressured to behave in a certain way because of the influence of the peer group; understand the norms or risk taking behaviour and that these are usually lower than people believe them to be</p> <p><b>Is this normal?-</b> Define the word puberty giving examples of some of the physical and emotional changes associated with it; suggest strategies that would help someone who felt challenged by puberty changes; know where someone could get support if they were concerned about their own or another person's safety</p> <p><b>Dear Ash-</b> Explain the difference between a safe and unsafe secret; identify situations where someone might need to break a confidence to keep someone safe</p> <p><b>*Making babies-</b> <i>(conception, surrogacy, IVF, adoption, pregnancy, birth)</i> Identify the changes that happen through puberty to allow sexual reproduction to occur; know a variety of ways in which sperm can fertilise an egg to create a baby; know the legal age of consent and what it means</p>
---	--	--	---	---	---

	respectful behaviours when using communication technology		<p>people can get their emotional need met</p> <p><b>Joe's story (2)-</b> Understand and give examples of conflicting emotions; understand and reflect on how independence and responsibility go together</p>			<p>*Non-statutory sex education – parental right of withdrawal applies.</p> <p><b>Please see our RSE policy 'Working with parents' section or more details on this important right.</b></p>
--	---	--	---	--	--	---

In a small number of PSHE lessons, it may be more appropriate for pupils to be taught in single-sex groups (i.e. just boys, just girls) so that they feel more comfortable in asking any specific questions, for example, about puberty. We will decide this based on pupil needs where we feel this approach would be beneficial.