



Year 3 PSHE Medium Term Overview

| Topic | Autumn 1 Perfect Pets | Autumn 2 Home and Away | Spring 1 A Peachy Adventure | Spring 2 A Step Back In Time | Summer 1 What Lies Beneath | Summer 2 Raiders and Invaders |
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| Unit and Outcome | 1. Families and Friendships What makes a family? 2. Safe Relationships Personal boundaries. | Respecting Others Recognising respectful behaviour. | Belonging to a Community Values and rules of laws. | Money and Work Different jobs and skills. | Physical Health and Mental Wellbeing Healthy choices and habits. | 1. Growing and changing Personal strengths and achievements. 2. Keeping Safe Risks and hazards. Healthy Living. Transition to Year 4 |
| Topic Specific Vocabulary | blended families | wider society | community | stereotypes | wellbeing | self-confidence |
| Subject Specific Vocabulary | acceptable / unacceptable | courtesy | human rights | sectors | lifestyle | feelings |
| General Vocabulary | stability | culture | consequence | achievements | behaviour | unique |
| Prior Learning | <p>In Year 2 pupils were taught: About family and close positive relationships:</p> <ul style="list-style-type: none"> - about the roles different people play in their lives - to identify the people who love and care for them and what they do to help them feel cared for - about different types of families including those that may be different to their own - to identify common features of family life - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried <p>About friendships:</p> <ul style="list-style-type: none"> - about how people make friends and what makes a good friendship - about how to recognise when they or someone else feels lonely and what to do - simple strategies to resolve arguments between friends positively - how to ask for help if a friendship is making them feel unhappy <p>About managing hurtful behaviour and bullying:</p> <ul style="list-style-type: none"> - that bodies and feelings can be hurt by words and actions; that people can say hurtful things online - about how people may feel if they experience hurtful behaviour or bullying - that hurtful behaviour (offline and online) is not acceptable; how to report bullying; the importance of telling a trusted adult <p>About safe relationships:</p> <ul style="list-style-type: none"> - to recognise that some things are private and the importance of | <p>In Year 2 pupils were taught: About respecting self and others:</p> <ul style="list-style-type: none"> - about what is kind and unkind behaviour, and how this can affect others - about how to treat themselves and others with respect; how to be polite and courteous - to recognise the ways in which they are the same and different to others - how to listen to other people and play and work cooperatively - how to talk about and share their opinions on things that matter to them | <p>In Year 2 pupils were taught: About living in the wider world:</p> <ul style="list-style-type: none"> - about what rules are, why they are needed, and why different rules are needed for different situations - how people and other living things have different needs; about the responsibilities of caring for them - about things they can do to help look after their environment <p>About communities:</p> <ul style="list-style-type: none"> - about the different groups they belong to - about the different roles and responsibilities people have in their community - to recognise the ways they are the same as, and different to, other people | <p>In Year 2 pupils were taught: About economic well-being: Money:</p> <ul style="list-style-type: none"> - what money is; forms that money comes in; that money comes from different sources - that people make different choices about how to save and spend money - about the difference between needs and wants; that sometimes people may not always be able to have the things they want - that money needs to be looked after and the different ways of doing this <p>About economic well-being: Aspirations, work and career:</p> <ul style="list-style-type: none"> - that everyone has different strengths to pay for things - different jobs that people they know or people who work in the community do - about some of the strengths and interests someone might need to do different jobs | <p>In Year 2 pupils were taught: About healthy lifestyles:</p> <ul style="list-style-type: none"> - about what keeping healthy means; different ways to keep healthy - about foods that support good health and the risks of eating too much sugar - about how physical activity helps us to stay healthy; and ways to be physically active everyday - about why sleep is important and different ways to rest and relax - simple hygiene routines that can stop germs from spreading - that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy - about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health - how to keep safe in the sun and protect skin from sun damage - about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV - about the people who help us to stay physically healthy <p>About mental health:</p> <ul style="list-style-type: none"> - about different feelings that humans can experience - how to recognise and name different feelings - how feelings can affect people's bodies and how they behave - how to recognise what others might be feeling - to recognise that not everyone feels the same at the same time, or feels the same about the same things - about ways of sharing feelings; a range of words to describe feelings | <p>In Year 2 pupils were taught: About economic well-being: Aspirations, work and career:</p> <ul style="list-style-type: none"> - that everyone has different strengths - about some of the strengths and interests someone might need to do different jobs <p>About keeping safe:</p> <ul style="list-style-type: none"> - about rules and age restrictions that keep us safe - to recognise risk in simple everyday situations and what action to take to minimise harm - about how to keep safe at home and fire safety - that household products (including medicines) can be harmful if not used correctly - ways to keep safe in familiar and unfamiliar environments and how to cross the road safely - about the people whose job it is to help keep us safe - basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them - about what to do if there is an accident and someone is hurt - how to get help in an emergency (how to dial 999 and what to say) <p>About drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> - about things that people can put into their body or on their skin; how these can affect how people feel |

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| | <ul style="list-style-type: none"> respecting privacy; that parts of their body covered by underwear are private - that sometimes people may behave differently online, including by pretending to be someone they are not - how to respond safely to adults they don't know - about how to respond if physical contact makes them feel uncomfortable or unsafe - about knowing there are situations when they should ask for permission and also when their permission should be sought - about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | | | | <ul style="list-style-type: none"> - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it - about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better | |
| Later Learning | <p>In Year 4 pupils will be taught:</p> <p>1. Families and Friendships Positive friendships including online</p> <p>2. Safe Relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> | <p>In Year 4 pupils will be taught:</p> <p>Respecting Others Respecting differences and similarities; discussing difference sensitively</p> | <p>In Year 4 pupils will be taught:</p> <p>Belonging to A Community What makes a community; shared responsibilities</p> | <p>In Year 4 pupils will be taught:</p> <p>Money and Work Making decisions about money; using and keeping money safe</p> | <p>In Year 4 pupils will be taught:</p> <p>Physical Health and Mental Well-being Maintaining a balanced lifestyle; oral hygiene and dental care</p> | <p>In Year 4 pupils will be taught:</p> <p>1. Growing and Changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>2. Keeping Safe Medicines and household products; drugs common to everyday life</p> |
| Year 3 PSHE Objectives | <p>1.</p> <ul style="list-style-type: none"> - Understand there are different types of families. - Understand there are single parent families, same sex parents, step parents, blended families, foster and adoptive parents. - Being part of a family should provide support, stability and love. - Being part of a family means you can spend time with the people you love and care for each other – all positive things. - Families can support you in times of difficulty and also encourage you in the things you do. - Able to identify when and if something might make someone upset or worried in a family. - It is important to know who we can trust and talk to if a family situation makes us feel uncomfortable or unsafe. <p>2.</p> <ul style="list-style-type: none"> - Understand what is appropriate to share with different friends and | <ul style="list-style-type: none"> - Understand that everybody deserves to be treated with respect. -That respect means that you interact with someone in a way that shows that you care about their well-being and how they feel. - Understand that when you respect someone, you treat them kindly and use good manners. - Know how to model respect in different situations such as online, home and in school. - Understand the importance of being polite and manners. - Understand the importance of self-respect. - Know that it is a right for every person to be treated respectfully by others. - Understand that the ways in which people show respect and courtesy in different cultures and in wider society can differ. | <ul style="list-style-type: none"> - Understand that a community is a group of people living or working together in the same area. - Understand that people in communities might go to the same schools, shop in the same stores and do the same things. - Understand that people in communities help each other and solve problems together. - Recognise that we have rules in society to keep us safe and ensure our rights. - Understand that rules can be for anyone. - Understand that some rules, such as those at school, are informal. We are expected to follow them and there may be a minor consequence if we don't. - Understand that more important rules are called laws. If we break them, there may be more serious consequences, such as being made to pay a fine or being arrested. - Understand that adults at work may have to follow certain rules. | <ul style="list-style-type: none"> - Understand that the jobs that people may have can be from different sectors e.g. teachers, business people, charity work. - Recognise that there are different skills needed to do a job successfully. - Recognise that decisions about future jobs can be informed by interests, achievements and skills. - Understand that people can have more than one job at once or over their lifetime. - Understand that there are gender stereotypes about work. - Understand it is important to challenge stereotypes and become role models in different fields of work. - Understand that if you work hard and remain focus you can do any job you set your mind to. - Understand that sometimes your hobby can become your job too. - Understand how to set achievable goals to. | <ul style="list-style-type: none"> - Understand that mental wellbeing is an individual's level of psychological wellbeing which can affect a person's mood and their thoughts and can sometimes dictate their behaviour. Everybody has mental health, and it can be better, worse or fluctuate depending on the individual. - Understand that physical health is defined as the condition of your body - Understand that physical health is critical for overall well-being. - Understand that physical health is affected by diet, level of physical activity, and behaviour (for instance, smoking) - Understand that choices people make in their daily life affect their health. - Understand it is important to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) - Understand it is important to be aware of what can help people to | <p>1.</p> <ul style="list-style-type: none"> - Understand that we are all unique and this should be celebrated. - Recognise that everybody has valuable contributions to make. - Recognise that strengths and interests are part of a person's identity. - Identify our own personal strengths and interests. - Recognise how self-worth can be challenged for example from friendship issues. - Identify ways to manage challenges to self-worth for example asking for help. - Understand it is important to voice our thoughts and feelings and that this can help us manage our emotions and responses to situations. - Understand that self-confidence is how secure you feel in yourself and your abilities. <p>2.</p> |

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| | <p>family members and wider groups (both in person and online)</p> <ul style="list-style-type: none"> -Understand privacy - Understand personal boundaries - Understand personal online boundaries - identify ways to keep safe online (passwords and adult supervision) - Know that bullying is hurtful behaviour and is unacceptable in any situation. - Know it is important to be a good friend and know the impact of hurtful behaviour. - Know it is important to speak out and to speak to someone we trust if we have a worry about ourselves or someone we know. | | <p>These ensure they can do their job properly and that they are kept safe.</p> <ul style="list-style-type: none"> - Understand that children have rules to follow at home, at school and elsewhere. - Recognise that rules teach children the difference between right and wrong and how their actions can affect other people. - Understand what a human right is and that these protect people. - Know that a right that all people are born with is called a human right. Many people now agree that there are many human rights. Some of the most basic rights are the right to live and the right to believe what one chooses. Many people think that a government should protect the human rights of all its people. - Know that there are rights for children. - With every right there is also a responsibility; for example, the right to an education and the responsibility to learn. | | <p>make healthy choices and what might negatively influence them.</p> <ul style="list-style-type: none"> - Understand a habit is a usual way of behaving, something that a person does often in a regular and repeated way. - Understand a habit can be maintained, changed or stopped. - Understand that there are positive and negative effects of habits. - Understand a healthy balanced diet should be eaten regularly to keep us both physically and mentally fit and strong. - Identify that regular exercise such as walking or cycling has positive benefits for both our mental and physical health. - Identify ways to express feelings and that this can be done in different ways - Identify that feelings can change over time and become more or less powerful. | <ul style="list-style-type: none"> - Understand that a hazard is a potential source of danger. - Understand it is important to follow safety rules from parents and other adults in order to keep safe. - Identify hazards at school and in home. - Understand how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. - Recognise and understand fire safety. - Understand it is important to know where to get help and who to ask for help. - Understand the importance of adhering to safety rules. - Understand that sometimes you might have to ask for help from an adult in a position of trust. For example, a shop worker or a security guard. - Understand that, in an emergency, you would need to get specialist help. For example, from a paramedic, a police officer or a firefighter. - Understand how to keep safe in their local environment and how to keep safe in unfamiliar places - Understand that as we grow up and our environment changes we learn about hazards and how to keep ourselves and others safe. - Understand that experiences that put us in danger or situations where we were harmed teach us something about how to stay safe in the future. |
| <p>Year 3 PSHE Association Opportunities</p> | <p>1. About families and close positive relationships:</p> <ul style="list-style-type: none"> -to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) -that a feature of positive family life is caring relationships; about the different ways in which people care for one another -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability -to recognise other shared characteristics of healthy family life, including commitment, care, spending | <p>About respecting self and others:</p> <ul style="list-style-type: none"> -that personal behaviour can affect other people; to recognise and model respectful behaviour online -to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships | <p>About families and close positive relationships:</p> <ul style="list-style-type: none"> -to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) -that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different -about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong | <p>About Economic wellbeing: Aspirations, work and career;</p> <ul style="list-style-type: none"> -to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes -that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life -about stereotypes in the workplace and that a person's career aspirations should not be limited by them -about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation | <p>About healthy lifestyles (physical wellbeing):</p> <ul style="list-style-type: none"> -how to make informed decisions about health -about the elements of a balanced, healthy lifestyle -about choices that support a healthy lifestyle, and recognise what might influence these -how to recognise that habits can have both positive and negative effects on a healthy lifestyle - about what good physical health means; how to recognise early signs of physical illness -about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. | <p>1. About Ourselves, growing and changing:</p> <ul style="list-style-type: none"> -to recognise their individuality and personal qualities -to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth -about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking <p>2. About Keeping safe:</p> <ul style="list-style-type: none"> -how to predict, assess and manage risk in different situations -about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe |

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| | <p>time together; being there for each other in times of difficulty</p> <ul style="list-style-type: none"> -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <p>2.</p> <p>About managing hurtful behaviour and bullying:</p> <ul style="list-style-type: none"> -about the impact of bullying, including offline and online, and the consequences of hurtful behaviour - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) -how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know <p>About respecting self and others:</p> <ul style="list-style-type: none"> -that personal behaviour can affect other people; to recognise and model respectful behaviour online | | | | <p>-how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>About mental health:</p> <ul style="list-style-type: none"> -to recognise that feelings can change over time and range in intensity -about everyday things that affect feelings and the importance of expressing feelings -a varied vocabulary to use when talking about feelings; about how to express feelings in different ways | |
| <p>Linked Texts</p> <p>Purple – Fiction</p> | <p>The Smeds and The Smoos by Julia Donaldson</p> | <p>A Handful of Buttons by Carmen Parets Luque</p> | <p>In My Heart by Jo Witek</p> | <p>The Prince and The Frog by Ollie Pike</p> | <p>What Makes A Me? By Ben Faulks</p> | <p>Love Monster By Rachel Bright</p> |



Year 4 PSHE Medium Term Overview

| Topic | Autumn 1 Paws for Thought | Autumn 2 Villagers and Pillages | Spring 1 The Nowhere Emporium | Spring 2 Tragic Titanic | Summer 1 Mission: Survival | Summer 2 S.O.S Save Our Species |
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| Unit and Outcome | Families and Friendships Positive friendships including online. | 1. Safe Relationships Responding to hurtful behaviour. 2. Respecting Others Differences and similarities. | Belonging to a Community What makes a community? | 1. Money and Work Respect for the Natural Environment. 2. Keeping Safe Medicines and household products. | Physical Health and Mental Wellbeing Maintaining a balanced lifestyle. | Growing and changing Physical and emotional changes in puberty. SRE (puberty) and personal hygiene Healthy Living |
| Topic Specific Vocabulary | cyberbullying | diversity | volunteer | prescribed | illness/wellness | hormones |
| Subject Specific Vocabulary | peer pressure | tolerance | responsibilities | legal/illegal | prioritise | hygiene |
| General Vocabulary | support | similarities and differences | citizen | addictive | wellbeing | anxious |
| Prior Learning | In Year 3 pupils were taught: 1. Families and Friendships What makes a family? 2. Safe Relationships Personal boundaries. | In Year 3 pupils were taught: 2. Safe Relationships Personal boundaries. | In Year 3 pupils were taught: Belonging to a Community Values and rules of laws. | In Year 3 pupils were taught: Money and Work Different jobs and skills. Keeping Safe Risks and hazards. | In Year 3 pupils were taught: Physical Health and Mental Wellbeing Healthy choices and habits. | In Year 3 pupils were taught: Growing and changing Personal strengths and achievements. Healthy living. Transition to Year 4 |
| Later Learning | In Year 5 pupils will be taught: Families and Friendships Making friendships and peer influence | In Year 5 pupils will be taught: Safe Relationships Physical contact and feeling safe. | In Year 5 pupils will be taught: Belonging to a Community Protecting the environment. Circle time: Responding to risky or negative behaviour (alcohol/gambling) | In Year 5 pupils will be taught: Money and Work Job aspirations and career interests. Keeping Safe | In Year 5 pupils will be taught: Physical Health and Mental Wellbeing Healthy sleep, sun safety, vaccinations. | In Year 5 pupils will be taught: Growing and changing Personal identity and individuality. SRE (making babies) and transition to Year 6 |

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| | | | | <p>Keeping safe in different situations, responding in emergencies.</p> | | |
| <p>Year 4 PSHE Objectives</p> | <ul style="list-style-type: none"> - Understand we have different types of relationships with different people. - Understand the features of positive and healthy friendships. - Understand that a healthy relationship needs to be fair – it should never be one person doing all the giving and the other person taking. - Trust, respect and kindness make a good friendship. - We don't have to have all the same interests to be friends with someone. - Identify ways to build friendships and ways to seek support. - Understand how to communicate respectfully with friends online - Understand that there is a difference between online friends and friends you know face to face. - Understand there are risks communicating with someone they do not know because they might not be telling the truth about who they are. - Know while arguing with friends is not nice it can lead to a better friendship if the argument is worked out properly. - Understand that people may push us to follow or do the same things as them. This is called peer pressure. - Understand what to do and whom to tell if online contact has worried them or made them feel unsafe. | <ul style="list-style-type: none"> -Identify the difference between bullying and hurtful behaviour including online - Understand how to respond if they experience or witness hurtful behaviour in person or online. - Understand what dares are and the risks they can include. - Identify how to manage pressure from peers including pressure related to dares. - Understand when it is right to keep or break a confidence. - Recognise risks posed on online from content and contact. - Understand that people behave differently online and may pretend to be someone they are not - Understand how to report concerns and seek help when concerned about someone else's behaviour (in person or online). - Recognise the differences between people such as gender, race, faith -Recognise what they have in common with others (shared values, likes and dislikes, aspirations) - Understand the importance of respecting both differences and similarities between people. - Identify and use appropriate vocabulary to discuss difference sensitively and to include everyone. | <ul style="list-style-type: none"> - Understand what it means to live in a community. - Recognise the benefits of being part of a community. - Understand that we all belong to different communities - we belong to our school community but may belong to others such as faith groups or clubs. - Understand that different groups make up a community. - Understand that people can help others in their communities and support each other. - Recognise that sometimes people volunteer their time to help in the community. - Recognise that some people may have jobs that support the community for example, health care, education and caring for animals. - Understand working together as a community can help care for others who are in need. - Understand we can make a difference in the way we treat others and need to think about our responsibilities in caring for them. - Understand what compassion is. | <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> - Understand how people use budget, values and needs to make spending decisions. - Identify ways to track money - Understand why it is important to know how much is being/ has been spent. - Understand the different ways to pay (cash, card payments) and why you would use these different methods. - Understand how spending money can have positive effects on others (giving to charity) and negative effects (fast fashion, pollution and single use plastic) 2. <ul style="list-style-type: none"> - Understand that a drug is something that when it goes into our body changes how we think and feel. - Understand that medicines are legal drugs given to you by a doctor. You should take medicine exactly as the doctor says and never take anyone else's. - Understand that taking medicine incorrectly or medicine that is not prescribed for you can make you very ill and be very dangerous. - Understand that tobacco, alcohol and caffeine drinks are drugs and can damage our health. - Understand that all drugs have side effects, for example smoke from cigarettes can worsen asthma and lead to lung diseases. - Understand that many drugs are addictive - the more you have the more you want. - Identify the risks linked with some drugs common to everyday life. - Understand that we use cleaning products to help keep our homes clean and that these cleaning products contain chemicals that can cause harm us if used incorrectly. | <ul style="list-style-type: none"> - Identify that having enough sleep, exercise and eating a healthy balanced diet help keep us physically and mentally well. - Understand that the right diet, exercise and sleep help us to stay well and fight illness. - Recognise that if we are ill we may need to ask for advice from a pharmacist or doctor. - Understand that visiting the dentist every 6 months helps us protect the health of our teeth. The dentist can spot any problems early and give us advice. - Understand that good oral hygiene includes brushing our teeth twice a day for 2 minutes. - Understand that foods and drinks that contain lots of sugar can damage our teeth and cause cavities. <p>About Healthy lifestyles (physical wellbeing):</p> <ul style="list-style-type: none"> -how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed | <ul style="list-style-type: none"> - Understand that boys and girls have different genitalia and reproductive organs and it is important we know what these are called so we understand our bodies. - Understand that puberty includes emotional and physical changes. - Understand it is important to know our bodies change during puberty so that we are not upset or surprised. Girls start to develop breasts. Both boys and girls start to grow hair in their armpits and around their pubic areas. Boys' voices 'break' (deepen) and they start to grow facial hair. - Understand that during puberty girls start to have periods (menstruate). - Understand that during puberty boys start to have erections and 'wet dreams'. - Recognise the importance of personal hygiene routines. - Understand puberty changes the hormones in our bodies. It is important that we wash regularly and maybe use deodorant to stay clean and fresh. - Understand puberty can change and affect our emotions. Some emotions, like feeling anxious, jealous or angry can be uncomfortable, it is important to acknowledge and name our emotions too. - Understand that puberty can present challenges and the importance of talking to a trusted adult. - Understand how to get information and advice about puberty. - Understand that our bodies belong to us and we can decide if we want others to touch us or not this is called consent. |

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| | | | | <ul style="list-style-type: none"> - Understand that cleaning products and chemicals should always be kept out of the reach of children. - Understand how to seek advice or help. | | |
| Year 4 PSHE Association Opportunities | About friendships: <ul style="list-style-type: none"> -about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing -what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships -to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face -the importance of seeking support if feeling lonely or excluded -to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | 1. About Managing hurtful behaviour and bullying: <ul style="list-style-type: none"> -strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support About Safe relationships: <ul style="list-style-type: none"> -about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concern -about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret -how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this 2. About respecting self and others: <ul style="list-style-type: none"> -about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background - to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | About Shared Responsibilities: <ul style="list-style-type: none"> - the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others About communities: <ul style="list-style-type: none"> -about the different groups that make up their community; what living in a community means -to value the different contributions that people and groups make to the community | About Economic wellbeing - Money: <ul style="list-style-type: none"> -about the different ways to pay for things and the choices people have about this -that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) -to recognise that people make spending decisions based on priorities, needs and wants -different ways to keep track of money About Keeping safe: <ul style="list-style-type: none"> -how to predict, assess and manage risk in different situations -about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) About Drugs, alcohol and tobacco: <ul style="list-style-type: none"> -about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break | About Healthy lifestyles (physical wellbeing): <ul style="list-style-type: none"> -about the elements of a balanced, healthy lifestyle - about what good physical health means; how to recognise early signs of physical illness -how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) | About Ourselves, growing and changing: <ul style="list-style-type: none"> -to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction -about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) -about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene -about where to get more information, help and advice about growing and changing, especially about puberty |

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| Linked Texts Purple – Fiction | The Gentle Lion and The Little Owlet By Alice Shirley | All Are Welcome By Alexandra Penfold | All Are Welcome By Alexandra Penfold | Listening To My Body By Gabi Garcia | Dear Girl By Amy Krouse Rosenthal and Paris Rosenthal | Great Women Who Changed The World By Kate Pankhurst |
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Year 5 PSHE Medium Term Overview

| Topic | Autumn 1 A Land Faraway | Autumn 2 Into the Darkness | Spring 1 Walk Like an Egyptian | Spring 2 The Golden Age | Summer 1 A Twist in the Tail | Summer 2 Fun at the Fair |
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| Unit and Outcome | Families and Friendships Making friendships and peer influence | 1. Safe Relationships Physical contact and feeling safe. 2. Respecting Others Protecting the environment. | Belonging to a Community Protecting the environment. Circle time: Responding to risky or negative behaviour (gambling) | Money and Work Job aspirations and career interests. Circle time: Responding to risky or negative behaviour (alcohol) | 1. Physical Health and Mental Wellbeing Healthy sleep, sun safety, vaccinations. 2. Growing and changing Personal identity and individuality. | 1. Growing and changing Personal identity and individuality. 2. Keeping Safe Keeping safe in different situations, responding in emergencies. SRE (making babies) and transition to Year 6 |
| Topic Specific Vocabulary | mutual respect | equal opportunities | society | salary | vaccinations | emergencies |
| Subject Specific Vocabulary | advise | individuality | guardian | prospects | mindfulness | scenarios |
| General Vocabulary | influence | environment | acceptance | aspiration | identity | response |
| Prior Learning | In Year 4 pupils were taught: Families and Friendships Positive friendships including online. | In Year 4 pupils were taught: 1. Safe Relationships Responding to hurtful behaviour. 2. Respecting Others Differences and similarities. | In Year 4 pupils were taught: Belonging to a Community What makes a community? | In Year 4 pupils were taught: Money and Work Respect for the Natural Environment. | In Year 4 pupils were taught: 1. Physical Health and Mental Wellbeing Maintaining a balanced lifestyle. 2. Growing and changing Physical and emotional changes in puberty. | In Year 4 pupils were taught: Keeping Safe Medicines and household products. SRE (puberty) and personal hygiene Healthy Living |
| Later Learning | In Year 6 pupils will be taught: Families and Friendships Attraction to others. | In Year 6 pupils will be taught: 1. Families and Friendships Attraction to others. 2. Safe Relationships | In Year 6 pupils will be taught: Belonging to a Community Valuing diversity. | In Year 6 pupils will be taught: Money and Work Influences and attitudes to money. | In Year 6 pupils will be taught: Physical Health and Mental Wellbeing What affects mental health and ways to take care of it | In Year 6 pupils will be taught: 1. Growing and changing Human reproduction. |

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| | | <p>Recognising and managing pressure.</p> <p>3. Respecting Others</p> <p>Expressing opinions and respecting others.</p> <p>Developing and maintaining healthy relationships</p> | | | | <p>2. Keeping Safe</p> <p>Keeping personal information safe, drugs.</p> <p>SRE (relationships) and transition to Secondary Schools</p> |
| <p>Year 5 PSHE Objectives</p> | <ul style="list-style-type: none"> -Understand the criteria for a healthy friendship -Understand that healthy friendships make people feel included - Identify strategies to help someone feel included - Understand what peer influence is and how it can influence behaviour and how people feel. - Understand the impact of seeking peer approval (including online) -Identify strategies to manage peer influence. -Understand that it is usual for there to be difficulties in friendships. -Understand that friendships can change over time. - Understand that having new friends and different types of friends has benefits. -Identify how to recognise if and how a friendship makes them feel worried or unsafe. - Understand when and how to seek help with friendships. - Recognise that everyone should be treated equally. - Understand that it is important to listen respectfully to anyone. - Understand that it is important to listen respectfully to those with different traditions, beliefs and lifestyles. - Understand it is important to respond respectfully. | <p>1.</p> <ul style="list-style-type: none"> -Understand that everyone’s body belongs to them and the importance of consent. -Identify what physical touch is acceptable and what is unacceptable. - Understand how to ask for permission for physical contact, how to give it and how to not give it. - Understand how it feels (mentally and physically) to be uncomfortable. - Understand that if someone has experienced unacceptable physical contact, it is not their fault. - Identify how to act if faced with unwanted or unacceptable physical contact. - Understand that no one should ask children to keep secrets that make them feel uncomfortable. - Understand that no one should persuade children to keep a secret they are worried about. - Understand who to speak to if they are worried about unacceptable and unwanted physical contact. <p>2.</p> <ul style="list-style-type: none"> - Understand the meaning of discrimination. - Understand that there are different types of discrimination such as racism, sexism and homophobia. - Identify types of online bullying, discrimination of groups or individuals. | <ul style="list-style-type: none"> - Understand that resources are allocated to a community -Understand the effect this has on the individuals, the communities and the environment - Understand what protecting the environment involves. -Recognise the importance of protecting the environment. - Identify how everyday actions can either help or damage the environment. - Understand what compassion is. - Identify how to show compassion for living things, the environment and animals. - Understand that how money is spent affects the environment - Understand how to communicate their opinions about their environmental responsibility. | <ul style="list-style-type: none"> - Identify jobs they might want to do in the future. - Understand what ambition is. - Understand the role that ambition can have in achieving a future career. - Understand there are different reasons how or why someone might choose a particular career. - Understand the different factors that might influence people’s decisions about a job or career (pay, personal interests, working conditions, personal strengths and qualities, family and values) - Understand what diversity is. - Recognise the importance of diversity and inclusion. -Understand the link between diversity and inclusion and promoting people’s career opportunities. - Understand what stereotyping is. -Recognise stereotyping in the workplace, the impact it has and how to challenge it. - Understand that there is a variety of routes into work e.g. college, apprenticeships | <p>1.</p> <ul style="list-style-type: none"> - Understand the importance of sleep and how it contributes to a healthy lifestyle. - Identify different healthy sleep strategies - Understand how to maintain healthy sleep strategies. - Recognise the importance of being outdoors. - Identify the physical and mental health benefits of being outdoors and in the sun. - Understand how to manage risk relating to being in the sun (skin damage and heat stroke) - Understand that the role of medicines is to contribute positively to health. - Identify how allergies can be managed. - Understand the effect medicine can have. - Understand that vaccinations and immunisations can prevent some diseases. - Understand that bacteria are minute living things. Bacteria can live inside or outside the body. Bacteria can cause infection and disease. - Understand that viruses are non-living particles that become active when they infect a living thing. Then it can multiply. - Understand that our immune systems help protect us from viruses and infection causes by bacteria. | <p>1.</p> <ul style="list-style-type: none"> - Understand what personal identity is - Understand that race, sex, gender, family, faith, culture, hobbies, likes/dislikes are all part of personal identity. - Recognise that some people find their gender identity does not correspond with their biological sex. - Identify how, and why, it is important to express their individuality and share their personal qualities. <p>2.</p> <ul style="list-style-type: none"> - Identify the signs that indicate when situations are becoming risky, unsafe or an emergency. - Identify the situations and occasions where they can take responsibility for their own safety. - Understand the difference between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. - Understand how to make this distinction. - Understand basic first aid techniques and how to use these to deal with common injuries. - Understand and identify how to respond in an emergency (e.g. when and how to contact different emergency services). - Understand that female genital mutilation (FGM) is a crime and is against British law |

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| | | <ul style="list-style-type: none"> - Identify and understand what trolling is. - Understand the negative impact that discrimination has on individuals, groups and society. - Understand the ways that can be used to safely challenge discrimination. - Identify how to report discrimination online. | | | <ul style="list-style-type: none"> - Recognise that bacteria and viruses can affect health. - Understand how everyday hygiene routines can stop the spread of bacteria and viruses (regular and correct handwashing) - Recognise that it is everyone's job to keep a clean environment to protect our health. <p>2.</p> <ul style="list-style-type: none"> - Identify methods to improve emotional wellbeing and improve their mood. - Understand the link between having interests/ hobbies and being part of community groups to the positive affect it has on mental wellbeing. | <ul style="list-style-type: none"> - Know what to do and whom to tell if they think they or someone they know might be at risk of FGM. <p>SRE</p> <ul style="list-style-type: none"> - Understand what consent means. - Understand that sexual intercourse is and how it can be one part of an intimate relationship between consenting adults. - Understand how pregnancy occurs (when a sperm meets an egg and the fertilised egg settles into the lining of the womb) - Understand that contraception can prevent pregnancy. |
| Year 5 PSHE Association Opportunities | <p>About families and close positive relationships:</p> <ul style="list-style-type: none"> -that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them -strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others -how friendships can change over time, about making new friends and the benefits of having different types of friends -that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely <p>About managing hurtful behaviour and bullying:</p> <ul style="list-style-type: none"> -about seeking and giving permission (consent) in different situations | <p>About families and close positive relationships:</p> <ul style="list-style-type: none"> -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice <p>About safe relationships:</p> <ul style="list-style-type: none"> -recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact -about seeking and giving permission (consent) in different situations -about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret -where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <p>About managing hurtful behaviour and bullying:</p> <ul style="list-style-type: none"> -strategies to respond to hurtful behaviour experienced or witnessed, offline | <p>About shared responsibilities:</p> <ul style="list-style-type: none"> -the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others -ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p>About economic well-being and money:</p> <ul style="list-style-type: none"> -that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) | <p>About economic well-being: Aspirations, work and career:</p> <ul style="list-style-type: none"> -about stereotypes in the workplace and that a person's career aspirations should not be limited by them about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) -that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid -to identify the kind of job that they might like to do when they are older -to recognise a variety of routes into careers (e.g. college, apprenticeship, university) | <p>1.</p> <p>About healthy lifestyles (physical wellbeing):</p> <ul style="list-style-type: none"> -about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn -that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it -how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed -about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer <p>2.</p> <p>About Ourselves, growing and changing:</p> <ul style="list-style-type: none"> -about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) | <p>1.</p> <p>About mental health:</p> <ul style="list-style-type: none"> -about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing <p>2.</p> <p>About keeping safe:</p> <ul style="list-style-type: none"> -how to predict, assess and manage risk in different situations -about what is meant by first aid; basic techniques for dealing with common injuries -how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say -that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk |

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| | | <p>and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>-about discrimination: what it means and how to challenge it</p> <p>About respecting self and others:</p> <p>to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>-to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> | | | <p>-that for some people gender identity does not correspond with their biological sex</p> <p>-to recognise their individuality and personal qualities</p> | |
| <p>Linked Texts</p> <p>Purple – Fiction</p> | <p>It's Ok To Be Different By Todd Parr</p> | <p>Stephen Hawking By Isabel Sanchez Vegara</p> | <p>Stubby: A True Story of Friendship by Michael Foreman</p> | <p>My Uncle's Wedding By Eric Rosswood</p> | <p>The Magic Is Inside of You By Cathy Domoney</p> | <p>Feelings By Richard Jones and Libby Walden</p> |



| Topic | Autumn 1 Meet the Greeks | Autumn 2 Born to Survive | Spring 1 Dragonology | Spring 2 Lest We Forget | Summer 1 Lest We Forget | Summer 2 Location, Location, Location |
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| Unit and Outcome | Families and Friendships Attraction to others. | 1. Families and Friendships Attraction to others. 2. Safe Relationships Recognising and managing pressure. 3. Respecting Others Expressing opinions and respecting others. Developing and maintaining healthy relationships | Belonging to a Community Valuing diversity. | Physical Health and Mental Wellbeing What affects mental health and ways to take care of it | Money and Work Influences and attitudes to money. (Enterprise Week) | 1. Growing and changing Human reproduction. 2. Keeping Safe Keeping personal information safe, drugs. SRE (relationships) and transition to Secondary Schools |
| Topic Specific Vocabulary | attraction | tolerance | diversity | welfare | deposit | prevent |
| Subject Specific Vocabulary | gender | behaviour | inclusion | positive/negative | discount | adolescence |
| General Vocabulary | relatives | environment | companionship | health | influence | awareness |
| Prior Learning | In Year 5 pupils were taught: Families and Friendships Making friendships and peer influence | In Year 5 pupils were taught: 1. Safe Relationships Physical contact and feeling safe. 2. Respecting Others Protecting the environment. | In Year 5 pupils were taught: Belonging to a Community Protecting the environment. Circle time: Responding to risky or negative behaviour (alcohol/gambling) | In Year 5 pupils were taught: Physical Health and Mental Wellbeing Healthy sleep, sun safety, vaccinations. | In Year 5 pupils were taught: Money and Work Job aspirations and career interests. | In Year 5 pupils were taught: 1. Growing and changing Personal identity and individuality. 2. Keeping Safe Keeping safe in different situations, responding in emergencies. SRE (making babies) and transition to Year 6 |

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| <p>Later Learning</p> | <p>In Year 7 pupils will be taught:</p> <p>About positive relationships:</p> <ul style="list-style-type: none"> - about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them - indicators of positive, healthy relationships and unhealthy relationships, including online - about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation - the difference between biological sex, gender identity and sexual orientation - to recognise that sexual attraction and sexuality are diverse - that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion - how the media portrays relationships and the potential impact of this on people's expectations of relationships - that the portrayal of sex in the media and social media can affect people's expectations of relationships and sex <p>About relationship values:</p> <ul style="list-style-type: none"> - to clarify and develop personal values in friendships, love and sexual relationships - the importance of trust in relationships and the behaviours that can undermine or build trust - to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships - that everyone has the choice in relationships <p>About forming and maintaining respectful relationships:</p> <ul style="list-style-type: none"> - how to safely and responsibly form, maintain and manage positive relationships, including online - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) - to further develop and rehearse the skills of team working - to further develop the skills of active listening, clear communication, negotiation and compromise | <p>In Year 7 pupils will be taught:</p> <p>About forming and maintaining respectful relationships:</p> <ul style="list-style-type: none"> - how to safely and responsibly form, maintain and manage positive relationships, including online - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) - to further develop and rehearse the skills of team working - to further develop the skills of active listening, clear communication, negotiation and compromise - strategies to identify and reduce risk from people online; when and how to access help - to manage the strong feelings that relationships can cause - to develop conflict management skills and strategies to reconcile after disagreements - to manage the influence of drugs and alcohol on decision-making within relationships and social situations - how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships - the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support - the services available to support healthy relationships and manage unhealthy relationships, and how to access them <p>About consent:</p> <ul style="list-style-type: none"> - that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances - about the law relating to sexual consent - how to seek, give, not give and withdraw consent (including online) - that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected - to gauge readiness for sexual intimacy <p>About bullying and discrimination:</p> <ul style="list-style-type: none"> - the characteristics of abusive behaviours; to recognise warning signs, including | <p>In Year 7 pupils will be taught:</p> <p>About self-concept:</p> <ul style="list-style-type: none"> - how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing - to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) - simple strategies to help build resilience to negative opinions, judgements and comments <p>About learning skills:</p> <ul style="list-style-type: none"> - about study, organisational, research and presentation skills - to review their strengths, interests, skills, qualities and values and how to develop them - to set realistic yet ambitious targets and goals - the skills and attributes that employers value - the skills and qualities required to engage in enterprise - the importance and benefits of being a lifelong learner <p>About choices and pathways:</p> <ul style="list-style-type: none"> - about the options available to them at the end of key stage 3 and the skills to manage this decision-making process - the benefits of setting ambitious goals and being open to opportunities in all aspects of life - to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations | <p>About mental health and emotional wellbeing:</p> <ul style="list-style-type: none"> - how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary - the characteristics of mental and emotional health and strategies for managing these - the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns - strategies to understand and build resilience, as well as how to respond to disappointments and setbacks - a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support - the causes and triggers for unhealthy coping strategies - how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need <p>About healthy lifestyles:</p> <ul style="list-style-type: none"> - the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities - the benefits of physical activity and exercise for physical and mental health and wellbeing - the importance of sleep and strategies to maintain good quality sleep | <p>In Year 7 pupils will be taught:</p> <p>About financial choices:</p> <ul style="list-style-type: none"> - to assess and manage risk in relation to financial decisions that young people might make - about values and attitudes relating to finance, including debt - to manage emotions in relation to money - to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions - to recognise financial exploitation in different contexts <p>About learning skills:</p> <ul style="list-style-type: none"> - about study, organisational, research and presentation skills - to review their strengths, interests, skills, qualities and values and how to develop them - to set realistic yet ambitious targets and goals - the skills and attributes that employers value - the skills and qualities required to engage in enterprise - the importance and benefits of being a lifelong learner | <p>In Year 7 pupils will be taught:</p> <p>About self-concept:</p> <ul style="list-style-type: none"> - how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing - to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) - simple strategies to help build resilience to negative opinions, judgements and comments - the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health - simple strategies to help build resilience to negative opinions, judgements and comments - to recognise and manage internal and external influences on decisions which affect health and wellbeing <p>About mental health and emotional wellbeing:</p> <ul style="list-style-type: none"> - how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary - the characteristics of mental and emotional health and strategies for managing these - the link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns - strategies to understand and build resilience, as well as how to respond to disappointments and setbacks - a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support - the causes and triggers for unhealthy coping strategies - how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need <p>About healthy lifestyles:</p> <ul style="list-style-type: none"> - the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities |
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| | <ul style="list-style-type: none"> - strategies to identify and reduce risk from people online; when and how to access help - to manage the strong feelings that relationships can cause - to develop conflict management skills and strategies to reconcile after disagreements | <ul style="list-style-type: none"> online; how to report abusive behaviours or access support for themselves or others - to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied - the impact of stereotyping, prejudice and discrimination on individuals and relationships - about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice - the need to promote inclusion and challenge discrimination, and how to do so safely, including online | | | | <ul style="list-style-type: none"> - the benefits of physical activity and exercise for physical and mental health and wellbeing - the importance of sleep and strategies to maintain good quality sleep - to recognise and manage what influences their choices about physical activity - the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices - what might influence decisions about eating a balanced diet and strategies to manage eating choices - the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination; the purpose of vaccinations offered during adolescence for individuals and society. - strategies for maintaining personal hygiene - how to access health services when appropriate - the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM <p>About drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> - the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics - to evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use strategies to manage a range of influences on drug, alcohol and tobacco use, including peers - information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use - the personal and social risks and consequences of substance use and misuse including occasional use - the law relating to the supply, use and misuse of legal and illegal substances - about the concepts of dependence and addiction including awareness of help to overcome addictions <p>About puberty and sexual health:</p> <ul style="list-style-type: none"> - strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing |
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| | | | | | | <ul style="list-style-type: none"> - about the purpose, importance and different forms of contraception; how and where to access contraception and advice - that certain infections can be spread through sexual activity <p>About managing risk and personal safety:</p> <ul style="list-style-type: none"> - how to identify risk and manage personal safety in increasingly independent situations, including online - ways of assessing and reducing risk in relation to health, wellbeing and personal safety - the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling - how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators |
| <p>Year 6 PSHE Objectives</p> | <ul style="list-style-type: none"> - Understand what it means to be attracted to someone. - Recognise and understand that there are different kinds of loving relationships. - Understand love happens between people who can be of any gender, ethnicity or faith. - Understand that there is a difference between gender identity and sexual orientation. - Understand and recognise that everyone has a right to be loved. - Identify the qualities that make a healthy relationships (e.g. trust/ acceptance) - Understand that healthy relationships allow people to flourish as individuals. - Identify that there are people who can help support mental well-being inside school and outside school. <p>2.</p> <ul style="list-style-type: none"> - Understand the link between values and behaviour. - Recognise how to be a positive role model. - Understand how to disagree and discuss issues respectfully. - Recognise how to listen to other points of views in a respectful manner. | <p>1.</p> <ul style="list-style-type: none"> - Understand the different ways in which couples show their love and commitment to one another and that being unmarried or living apart does not mean there is not love or commitment. - Understand that marriage and civil partnership means a legal declaration of commitment made by two consenting adults. - Understand that everyone has the right to choose whom they marry or whether to get married. - Recognise that forcing anyone to marry is illegal. - Identify and understand how and where to report forced marriage. - Understand who to ask for help if they are worried about forced marriage. <p>2.</p> <ul style="list-style-type: none"> - Recognise what prejudice is and what it means. - Understand the difference between prejudice (a thought - having a preconceived opinion about something/ someone) and discrimination (an action – the unfair treatment of a person or group which can be based on gender, culture, nationality, race or faith). | <ul style="list-style-type: none"> - Understand what stereotyping is. - Understand how to recognise stereotypes in different contexts. - Recognise the affect stereotyping can have attitudes of different groups. - Understand how stereotypes are spread. - Identify how to challenge stereotypes and stereotyping. - Understand that negative experiences can affect mental well-being (e.g. bullying, feeling lonely) - Identify positive strategies for managing feelings. - Understand that you can feel mixed emotions and multiple feelings. - Understand that feelings can be helpful. - Recognise that sometimes feelings have to be overcome. - Understand that some people may feel emotions that are not good more often than other people. | <ul style="list-style-type: none"> - Identify who they can ask for help and support with mental wellbeing in school. - Identify who they can ask for help and support with mental wellbeing outside of school. - Understand the importance of asking for help from a trusted adult. - Identify that there are changes that occur in life (e.g. death) - Understand that death can cause different emotions in family and friends. - Understand that people can feel grief or loss - Understand what grieving is. - Identify the different ways that can help someone cope with loss or change. - Understand how to ask for help with grief, change and loss. - Understand how to balance time online with their hobbies and activities so that mental well-being is maintained. - Identify ways to create positive habits for mental well-being (e.g. switching off phones at night) - Understand who to speak to and what to do if they are worried about something they have seen online. | <ul style="list-style-type: none"> - Understand the role that money plays in people’s lives - Understand that there are different influences on decisions about money. - Understand what ‘value for money’ means. - Identify how to judge if something is ‘value for money’. - Recognise that companies try to encourage customers to buy things and how they do this. - Understand why it is important to be a critical consumer. - Understand the impacts that having or not having money can have on how a person feels, their health and wellbeing. - Understand that there are risks associated with money (e.g. debt, fraud and gambling) - Understand how money can be gained or lost (e.g. stolen, through scams or gambling) - Understand that losing money can put people at financial risk. - Understand how to seek help and advice if they are worried about gambling or other financial risks. - Understand that images or text can be quickly shared with others (even when only sent to one person) and | <p>1.</p> <ul style="list-style-type: none"> - Identify ways to help manage transition and manage change. - Identify practical strategies to help to manage times of change and transition (e.g. visiting new schools, practising the bus route to secondary school) - Identify the links between love, committed relationships and conception. - Understand what sexual intercourse is and how it can be one part of an intimate relationship between consenting adults - Understand how pregnancy occurs (when a sperm meets an egg and the fertilised egg settles into the lining of the womb) - Understand that contraception can be used to prevent pregnancy. - identify and understand what the responsibilities being a parent or carer are. - Understand how having a baby changes someone’s life. - Recognise what shared responsibility is. - Understand what consent means - Know how to seek and give/not give permission in different scenarios. |

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| | <ul style="list-style-type: none"> - Understand how to constructively challenge points of view that they disagree with - Understand that the mental health is just as important as physical health. - Recognise that both mental health and physical health need to be looked after. - Recognise that people can be affected by mental ill-health. - Recognise that anyone can be affected by mental ill-health. - Understand that mental ill health difficulties can be resolved with health and support. <p>3.</p> <ul style="list-style-type: none"> - Identify safe ways to be part of discussions online and manage disagreements. - Understand the features of a healthy and unhealthy friendships. - Understand that shared responsibility exists if someone is put under pressure to do something dangerous and something goes wrong (e.g. peer pressure, challenges or dares). - Identify strategies that can be used to respond to pressure from friends (including from online friends). - Know how to assess the risk of online 'challenges' and 'dares'. - Understand how to identify and respond to pressure from others to do something unsafe or something that makes them feel uncomfortable. - Recognise how to get advice about personal safety. - Know how to report concerns about personal safety (including online). | <ul style="list-style-type: none"> - Recognise how to differentiate between prejudice and discrimination. - Know how to recognise acts of discrimination. - Identify strategies they can use to safely respond to, and challenge, discrimination. - Identify which types of images are appropriate to share with others and those which might not be appropriate. | | <ul style="list-style-type: none"> - Understand how to protect personal information online and why this is important. - Identify the potential risks involved when personal information is misused. - Recognise how to respond to requests for personal information or images of themselves. - Understand the different age rating systems for social media, T.V, films, games and online gaming - Understand age restrictions are important because they help people make safe decisions about what to watch, use or play. - Understand the risks and effects of different drugs. - Understand about the laws relating to drugs that are common to everyday life (e.g. paracetamol) and illegal drugs. - Understand why people choose to use or not use drugs - including nicotine, alcohol and medicines as well as illegal drugs. - Understand that there are organisations where people can get help and support concerning drug use. - Know how and where to ask for help if they are worried about drug use. - Understand about mixed messages in the media relating to drug use. - Understand that media relating to drug use might influence opinions and decisions. | <p>understand what the impact of this might be.</p> <ul style="list-style-type: none"> - Understand what to do if they take, share or see an image which may upset, hurt or embarrass them or others. - Understand how to seek advice about and report any misuse of personal information or sharing of upsetting content/ images online. | <p>2.</p> |
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| <p>Year 6 PSHE Association Opportunities</p> | <p>About Families and Positive relationships:</p> <ul style="list-style-type: none"> - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - to recognise and respect that there are different types of family structure and that families of all types can give family members love, security and stability. | <p>1.</p> <p>About Families and Positive relationships:</p> <ul style="list-style-type: none"> - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - to recognise and respect that there are different types of family structure and that families of all types can give family members love, security and stability. <p>2.</p> <p>About safe relationships:</p> <ul style="list-style-type: none"> - about seeking and giving permission (consent) in different situations - how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this - where to get advice and report concerns if worried about their own or someone else's personal safety (including online) <p>3.</p> <p>About respecting ourselves and others:</p> | <p>About communities:</p> <ul style="list-style-type: none"> - about diversity: what it means; the benefits of living in a diverse community - about valuing diversity within communities - about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>About managing hurtful behaviour and bullying:</p> <ul style="list-style-type: none"> - about discrimination: what it means and how to challenge it | <p>About healthy lifestyles:</p> <ul style="list-style-type: none"> - about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online - how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>About mental health:</p> <ul style="list-style-type: none"> - that mental health, just like physical health, is part of daily life; the importance of taking care of mental health - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations - to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others - to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult - about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement - problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools | <p>About money and economic well-being:</p> <ul style="list-style-type: none"> - to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' - about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe - about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations - to identify the ways that money can impact on people's feelings and emotions | <p>1.</p> <p>About ourselves, growing and changing:</p> <ul style="list-style-type: none"> - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for - about the new opportunities and responsibilities that increasing independence may bring - strategies to manage transitions between classes and key stages <p>2.</p> <p>About keeping safe:</p> <ul style="list-style-type: none"> - reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming - about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact <p>About drugs, alcohol and tobacco:</p> <ul style="list-style-type: none"> - about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break - to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others - about why people choose to use or not use drugs (including nicotine, alcohol and medicines) - about the mixed messages in the |
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| | | <p>- that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>- how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> | | | | <p>media about drugs, including alcohol and smoking/vaping</p> <p>- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> |
| <p>Linked Texts</p> <p>Purple – Fiction</p> | Frog In Love By Max Velthuis | And Tango Makes Three By y Justin Richardson and Peter Parnell | The Not-So-Perfect Princess and The Not-So-Dreadful Dragon By Janeen Sanders | The Other Ark By Lynley Dodd | The Other Ark By Lynley Dodd | <p>Find Your Happy By Patricia May</p> <p>Buckets, Dippers and Lids By Carol McCloud and Glenn Zimmer</p> |